

Cunningham Hill Infant School Curriculum Coverage - Year 2

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC	Nosey	Off We Go!	What's Underneath?	That's life!	Go Wild!	Fire and Ice
Books	Goldilocks and the three bears Jim and the Beanstalk	The Journey Home Held Up Trees	The Bear Under the Stairs The Minpins	Tadpole's Promise If All The World Were...	Wolves The Dragon Machine	The Great Fire of London Rosie Revere, Engineer
English	<p>Writing Focus: Wanted posters, predictions, identifying and creating of rhyming words.</p> <p>Role play to identify with characters emotions and writing in role, story writing, letter writing and sequels</p>	<p>Writing Focus: 'Wanted' posters, questioning, writing in role, speech bubbles, inferring characters perspectives and recording, narrative writing, persuasive writing, predictions, comparisons, newspapers</p>	<p>Writing Focus: sentence types, homophones, punctuation and conjunctions, noun phrases, suffixes, word types, past and present tense, retelling events, letter writing in role, story writing, reports, inferring, descriptions and adventure narrative</p>	<p>Writing Focus: simple explanations, speech bubbles, setting descriptions, thought bubbles, extended explanations, own-version narrative and explanation text, diary entry, possessive apostrophe, expanded noun phrases, poetic language, poem writing</p>	<p>Writing Focus: : captions, information writing, character descriptions and comparisons, glossary writing, leaflet dragon guide, letters of advice, explanation, shopping list, description and story writing</p>	<p>Writing Focus: Non-fiction, a guide to London buildings (non-chronological report), warning posters, writing in role, diary entry in role, explanation, reports, adverts, leaflet of a local landmark</p>
Maths	<p>Securing fluency to 20. Place value: making tens and some more,</p>	<p>Finding complements of 10 and 100 including measures. Add and subtract</p>	<p>Statistics: block graphs, pictograms, tables and tally charts.</p>	<p>Double and halve one and two digit numbers and amounts of money.</p>	<p>Fractions: halves, quarters, thirds three quarters of amounts and shapes.</p>	<p>Names and properties of 2d and 3d shapes, classifying and sorting.</p>

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	<p>regrouping two digit numbers. Counting on and back in ones and tens from any given number. Representing, ordering and comparing numbers to 100 and quantities for measures. Estimation and magnitude. Addition and subtraction with numbers to 20.</p>	<p>mentally using 1 and 2 digit numbers. Finding part or whole unknown. Money making combinations and giving change. Comparison. Measures: estimation and using different scales.</p>	<p>Written methods for addition and subtraction. Commutativity. Problem solving with addition and subtraction in a range of contexts. Time: o' lock, half past, quarter past and to, estimating, ordering and comparing time.</p>	<p>Times tables: 2s, 5s and 10s, pattern and strategy (counting in 3s) Multiplication: multiples and repeated addition, number of groups, group size and product. Problem solving with multiplication. Division: sharing and grouping problems including remainders.</p>	<p>Equivalence and continuous quantities of fractions. Telling the time to the nearest 5 minutes. Problem solving for all operations including fractions.</p>	<p>Symmetry. Mental calculation review. Geometry: sequencing, rotation and right angles. Place value and written calculation review.</p>
Science	<p><u>Animals Including Humans</u> Explore and compare the differences between things that are living, dead and things that have never been alive. Notice that animals, including humans, have offspring which grows into adults. Describe the importance for</p>	<p><u>Animals Including Humans</u> Explore and compare the differences between things that are living, dead and things that have never been alive. Notice that animals, including humans, have offspring which grows into adults. Describe the importance for</p>	<p><u>Materials</u> Identify and compare the uses of a variety of everyday materials including: wood, metal, plastic, glass, brick, rock, paper and cardboard. Find out how the shapes of solid objects made from some materials can be changed by squashing,</p>	<p><u>Materials</u> Identify and compare the uses of a variety of everyday materials including: wood, metal, plastic, glass, brick, rock, paper and cardboard. Find out how the shapes of solid objects made from some materials can be changed by squashing,</p>	<p><u>Habitats</u> Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other. Name a variety of plants and animals in their habitats,</p>	<p><u>Plants</u> Find and describe how plants need water, light and a suitable temperature to grow and stay healthy. Planting seeds. Working scientifically.</p>

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	<p>humans in exercise, eating the right amount of different types of food and hygiene. Working scientifically.</p>	<p>humans in exercise, eating the right amount of different types of food and hygiene. Working scientifically.</p>	<p>bending, twisting and stretching. Working scientifically by observing and investigating.</p>	<p>bending, twisting and stretching. Working scientifically by observing and investigating.</p>	<p>including micro-habitats. Describe how animals obtain their food from plants and other animals using the idea of a simple food chain and identify and name different sources of food. Working scientifically.</p>	
History		<p><u>Famous People</u> <u>Nelson Mandela</u> <u>The Journey.</u> To use different resources/sources to research a famous person. To recognise why people acted in the way they did, why events happened and what happened as a result.</p>		<p><u>St Albans</u> <u>Timelines</u> Recognise significant people and places in my own locality. Recognise why people acted in the way they did, why events happened and what happened as a result. Recognise significant events in my own locality. Discuss the reliability of photographs/accounts/stories. Compare pictures or photographs of people or events in the past.</p>		<p><u>Great Fire of London</u> To recognise why people acted in the way they did, why events happened and what happened as a result. TO identify similarities and differences between ways of life at different times. TO compare two versions of a past event. To compare pictures/photos of people or events in the past.</p>

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						<p>To discuss the reliability of photo's/accounts/stories</p> <p>To use artefacts to learn about the past.</p> <p>To answer questions about the past based on simple observations.</p>
Geography	<p><u>Continents</u> <u>Countries</u> <u>Capital Cities</u> <u>Using Atlases</u></p> <p>Use basic geographical vocabulary to refer to key features of places.</p> <p>Recap the name and location the 4 countries of the United Kingdom.</p> <p>Recap the characteristics of the 4 countries of the UK.</p> <p>Name capital cities within the UK.</p> <p>Name, locate and identify characteristics of the seas</p>		<p><u>Local Environment and compare to a non-European environment</u></p> <p>Use basic geographical vocabulary to refer to key features of places.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European</p> <p>To compare places at a local</p>		<p><u>Improving the School Community</u></p> <p>Use basic geographical vocabulary to refer to key features of places.</p> <p>To recognise and describe simple patterns in the environment (eg the variations in traffic during the day).</p> <p>Devise and use simple maps and use and construct basic symbols on a key (paper and digital)</p> <p>Use simple fieldwork and observational skills to study the</p>	

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	<p>surrounding the UK. Name and locate all of the world's 7 continents and 5 oceans. To describe some differences between places near the equator and at the poles. To identify hot & cold areas of the world (using globes and atlases) in relation to the Equator & North & South Poles. Use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied at this key stage. Use simple compass directions (North, East, South and West) and locational language. Use directional language near, far,</p>		<p>scale (eg where I live and another place at a similar scale in a non-European country).</p>		<p>geography of the school and its surrounding area. Collect data. Describe and compare places. To use aerial images to help me describe what a place is like and locate key features.</p>	
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	left and right to describe location of features and routes on a map.					
Art	<p><u>Drawing</u> Name and select from a wider range of tools and media e.g. drawing pencils/charcoal, oil pastels, water colour Develop confidence to select and use tools appropriately and effectively. Work on different scales independently and collaboratively Work out ideas through drawing or sketching. to draw for different purposes Draw for different purposes e.g. observational drawing, to show feelings, to create a design</p>		<p><u>Painting</u> Show an awareness of the variety and qualities of colour in pictures, artefacts and the environment Develop colour mixing skills e.g. mixing different tones Mix shades by adding white gradually to make it lighter & add black to make it darker. Collect sort and match colours appropriate for an image</p>		<p><u>Sculpture</u> Explore sculpture using a range of malleable media e.g. clay, wire, salt dough Manipulate malleable materials for a purpose e.g. to make a tile, pot etc Construct sculptures by joining recycled, natural or manmade materials</p>	
D&T		<p><u>Cooking Sandwiches</u> To plan and design a healthy</p>		<p><u>Sewing</u> To create a template and a</p>		<p><u>Wheels and Axels</u> Design a vehicle with axels and wheels.</p>

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		<p>sandwich, including a list of ingredients.</p> <p>To be aware that people choose different foods because of their beliefs, religions or allergies.</p> <p>Hygiene and safety.</p> <p>To explore and evaluate their ideas and products against design criteria.</p> <p>To assemble, join and combine materials and components in a variety of ways</p> <p>To use simple finishing techniques to improve the appearance of a product</p> <p>To evaluate their finished product.</p>		<p>textile product eg glove puppet.</p> <p>To join different materials appropriately and situations.</p> <p>To assemble, join and combine materials and components in a variety of ways</p> <p>To use simple finishing techniques to improve the appearance of a product</p> <p>To evaluate their finished product.</p>		<p>To measure, mark out, cut and shape a range of materials.</p> <p>To assemble, join and combine materials and components in a variety of ways</p> <p>To use simple finishing techniques to improve the appearance of a product</p> <p>To evaluate their finished product.</p>
Music	<p>Singing: Themes: Harvest, Goldilocks, Explorers</p> <p>Composing: Class friendship rap, using graphic scores for Firework patterns</p> <p>Playing: Instrument making, using a range of untuned/body percussion to explore pulse and rhythm</p>	<p>Singing: Part singing(rounds) Themes: Habitats, life cycles, non UK country</p> <p>Composing: Creating and improving drumming patterns</p> <p>Playing: Djembe Drums. Following and leading conductor signs to explore duration and dynamics</p>	<p>Singing: Part signing (partner songs) Themes: Dragons, Fire of London, Plants</p> <p>Composing: Fire of London Soundscapes using graphic notation and music technology</p> <p>Playing: Chime Bars - exploring pitch, following simple notation/conductor signs</p>			

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	Listening: Discussing what we hear in small groups using year 2 musical words		Listening: Improve using year 2 musical words, identifying differences		Listening: Explaining what we hear using art and target musical words	
RE	<p>Expressing religious meaning Using photos and religious artefacts and identifying their importance Places of worship</p> <p>Muslim Prayer How and why do Muslims pray? Prayer mats and holy places</p>	<p>Festivals including Christmas How do festivals bring people together? What are the ingredients of a festival? Why does Christmas matter to Christians? Christmas Story</p>	<p>Different Ways of Giving Thanks Faith visitor and sharing knowledge Visiting a place of worship i.e. St Albans Cathedral How do different religions say thank you to God? How do different religious people share actions when praying?</p> <p>The Lord's Prayer Why do Christians pray the Lord's prayer?</p>	<p>Shabbat and Passover Why is Shabbat special for Jewish families? How and why do people celebrate holy times?</p> <p>The Easter Story What is the good news that Jesus brings? The main Easter story events.</p>	<p>Showing Care and Concern Faith stories and moral guidance Justice and fairness through learning about a Christian charity. Exploration of rules and why these are needed individually or in organisations.</p> <p>Whose community? What makes us unique and how we can live together in harmony How do we know that people come from different religions? Taking responsibility and learning how different religions do this.</p>	<p>Big Questions Who made the world and others big questions. Creation story in different religions i.e. who make the world?</p>
PSHE/ Jigsaw	<p><u>Being Me in my World</u> Hopes and fears for the year</p>	<p><u>Celebrating Difference</u> Assumptions and</p>	<p><u>Dreams and Goals</u> Achieving realistic goals</p>	<p><u>Healthy Me</u> Motivation Healthier choices Relaxation</p>	<p><u>Relationships</u> Different types of family</p>	<p><u>Changing Me</u> Life cycles in nature Growing from young to old</p>

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	<p>Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings</p>	<p>stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends</p>	<p>Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success</p>	<p>Healthy eating and nutrition Healthier snacks and sharing food</p>	<p>Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships</p>	<p>Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition</p>
Computing	<p><u>Coding</u> Purple Mash Main Programs – 2Code <u>Online Safety</u> Purple Mash Main Programs- Writing Templates</p>	<p><u>Online Safety</u> Purple Mash Main Programs- Display boards 2Respond (2Email) <u>Spreadsheets</u> Programs – 2Calculate</p>	<p><u>Questioning</u> Purple Mash Programs – 2Question, 2Investigate 2Calculate</p>	<p><u>Effective Searching</u> Purple Mash Programs – Browser 2Quiz Writing Templates</p>	<p><u>Creating Pictures</u> Purple Mash Programs – 2Paint A Picture Writing Templates</p>	<p><u>Making Music</u> Purple Mash Programs – 2Sequence <u>Presenting Ideas</u> Purple Mash Programs – 2Connect (Mind Map) 2Create a Story (ebook) 2Quiz Writing Templates</p>