

Year 2 Curriculum Map

Excalibur's curriculum drivers are embedded throughout our teaching

Aiming High

Culturally Aware

Resilient

Enquiring

Respectful

English, Communication and Languages

As writers, we will:

- Write full/part narratives
- Develop writing styles for different purposes; eyewitness reports, diary entries, fact files and postcards
- Spell with suffixes, use apostrophes for contractions and possession
- Edit and improve and publish our work

As readers we will:

- Continue to apply phonic knowledge and skills as the route to decode
- Read words containing common suffixes
- Read aloud books closely matched to our phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- Develop pleasure in reading and understanding by discussing the sequence of events of a story
- Explain how non-fiction books are structured in different ways

Humanities and Religious Education

As geographers, we will consider:

- The seas and oceans surrounding the UK.
- What the coast is.
- The human and physical features of the coast.
- How people use the coast.

A visit to Llandudno to carry out fieldwork will enable us to present findings on how people use the local coast.

As historians, we will consider:

- Learn about what it was like to go to the seaside 100 years ago.
- Consider how we know what seaside holidays were like 100 years ago.
- Compare why we might go to the seaside and why they went 100 years ago.
- Consider which seaside holidays they would prefer.
- Learn about how developments in travel changed seaside holidays.

As theologians, we will consider:

- Explain what makes some prophets important to people.
- Describe what prayer means and why people might pray.
- Identify some similarities and differences between the ways in which people pray.
- Understand why special objects and items of clothing are important to some people when they pray.
- Discuss similarities within the Hindu, Muslim and Jewish worldviews.

Mathematics

As mathematicians, we will learn to:

- measure in cm and m, comparing lengths & height
- compare and measure mass in g and kg
- compare volume and capacity and measure in ml and l
- describe movement in turns
- tell time using o'clock, ¼ past, ¼ to and to 5 minutes
- draw and interpret block diagrams and pictograms
- revise 4 rules arithmetic
- use mathematical knowledge to problem solve



Summer Term 2024

Mrs Griffin, Mrs Bailey, Mrs Thompson and Mrs Bebbington

Science and Technology

As scientists we will:

Materials

- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

As computer scientists, we will learn to:

Creating Media - Making Music

- Say how music can make us feel and identify patterns in music
- Describe how music can be used in different ways and show how music is made from a series of notes
- Create music for a purpose

Programming - Introduction to quizzes

- Explain that a sequence of commands has a start
- Explain that a sequence of commands has an outcome
- Create a program using a given design and change it
- Create a program using my own design and decide it can be improved

Physical Health and Well-being

As sports people, we will:

- Play striking and fielding games: developing throwing and catching skills
- Dance: with changes of direction, level and speed
- Improve our athletics skill and develop new ones.

As citizens we will:

- Understand more about our rules, rights and responsibilities
- Think about caring for the environment
- Learn how to stay safe and healthy
- Talk about growing up and setting goals

The Arts and Design

As artists, we will:

- Investigate maps as a stimulus for drawing.
- Experiment with a craft technique to develop an idea.
- Develop ideas and apply craft skills when printmaking.
- Present artwork and evaluate it against a design brief

Craft and Design Focus: Maps

Responding to a design brief, children learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas.

As designers, we will:

Structures Focus: Play Equipment

- Design useful, pleasing products for myself and others based on a design brief
- Safely measure, mark out, cut and shape materials and components using a range of tools.
- Generate, develop, model and communicate my ideas through talking, drawing, templates, mock ups and IT.
- Choose tools I would like to use and select materials based on my knowledge of their properties.
- Evaluate and assess existing products and those that I have made using design criteria.
- Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable.

As musicians, we will:

- Listen, respond, sing and perform a variety of songs
- Play copycat rhythms, and invent rhythms for others to copy
- Develop recorder playing
- Create a graphic score using sounds and rhythms
- Read and respond to chanted rhythm patterns

