

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

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 turn
- tell time using o'clock, ¼ past, ¼ to and to 5 minutes
- draw and interpret block diagrams and pictograms
- recognise, find and count fractions
- revise 4 rules arithmetic and use knowledge to problem solve



Summer Term 2024

Mrs Griffin, Mrs Bailey, Mrs Thompson and Mrs Morris

Science and Technology

As scientists we will:

Plants

- Observe and describe how seeds and bulbs grow into mature plants
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

Biodiversity – Minibeasts

- Identify and name a variety of living things in their habitats
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
- Find out about and describe the basic needs of animals including humans, for survival (water, food and air).

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:

Craft and Design Focus: Maps

- 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
- 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: Baby Bear's Chair

- To explore the concept and features of structures and the stability of different shapes.
- To explore the concept and features of structures and the stability of different shapes.
- To make a structure according to design criteria.
- To produce a finished structure and evaluate its strength, stiffness and stability.



As musicians, we will:

- Listen, respond, sing and perform a variety of songs
- Use body percussion, instruments and voices
- Develop recorder playing
- Create a graphic score using sounds and rhythms
- Know the meaning of dynamics (loud/quiet) and tempo (fast/slow), and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (eg crescendo, decrescendo, pause).



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.