

## Selby Community Primary School Year 2 Curriculum Map

	Autumn		Spring		Summer	
<b>Literacy-Fiction</b>	Tool kit focus (setting, character and description) Jack and the Beanstalk		Pied Piper Dick Whittington		Enormous Turnip Aladdin	
<b>Literacy-Non-Fiction</b>	Explanation Non-chronological Report		Instructions Discussion		Recount Persuasion	
<b>Poetry</b>	Poems on a theme	Festive poems	Poems to perform	Rhyme for enjoyment	Famous Poet study	Vocabulary to challenge
<b>Phonics</b>	Extended Code Units 27-36		Extended Code Units 37-44		Extended Code Units 45-50	
	/æ//d//ee//i//oe/	/n//er//v//oo/	/j//g//f/	/m//or//h/	/k//r//t/	/z//ee//ə/
<b>Reading</b>	The Tunnel Lilia and the secret of rain The Man on the Moon		Hansel and Gretel The Ghost in Annie's Room Fantastic Mr Fox (1)		Too Small Tola Fantastic Mr Fox (2) The Boy Who Grew Dragons	
<b>Maths</b>	Place Value, Addition and Subtraction and Shape		Money, Multiplication & Division, Length & Height, Mass, Capacity and Temperature.		Fractions, Time, Statistics, Position & Direction.	
<b>Science</b>	All living things and their habitats		Use of everyday materials		Animals incl. humans (Yr2) Plants (Yr2)	
<b>History</b>	Joseph Rowntree and York		Black Death		Mansa Musa	
<b>Geography</b>	UK		Maps		Non-European region- compare and contrast	
	Geographical skills and fieldwork					
<b>RE</b>	Who is a Muslim and what do they believe? Who is Jewish and what do they believe?		How and why do we celebrate special and sacred times?		How should we care for others and the world? Why does it matter?	
	Hanukkah		Ramadan & Eid al-Fitr			
<b>PSHE</b>	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Music</b>	Pulse/Beat & Composition		Rhythm & Composition		Pitch & Composition	
	Singing & Listening					
<b>PE</b>	Fundamentals Dance (coach)	Ball skills Gymnastics	Fitness Target Games	Yoga Sending and receiving (coach)	Athletics Net and Wall	Invasion Team building
<b>Design Technology</b>	Shaping and cutting materials (including block wood etc) Levers and hinges (moving card) Wheels and axles					
<b>Art</b>	<b>Focus Artist:</b> El Anatsui					
	<b>Digital media-</b> Create different textures, lines, tones, colours and shapes.					
	<b>Printing-</b> Mimic patterns in the environment					
	<b>Craft Maker Skills-</b> Weaving/Dip dying					
<b>Computing</b>	<b>Drawing-</b> Shadows, use of light and dark.					
	Computer systems and networks – IT around us	Creating media – Digital photography	Programming A – Robot algorithms	Data and information - Pictograms	Creating media – Making music	Programming B – An introduction to quizzes
<b>Visits</b>	Library (Local) & Museum (further afield)					
<b>Life skill</b>	British nature					
<b>Cooking</b>	International Cuisine					
<b>UNICEF articles</b>	8 & 12		19 & 26		29 & 30	

## Selby Community Primary School Year 2 end of Year subject expectations

Subject	Expected Standard					
<b>Science</b>	With help, suggest some ideas and questions. Think about how to collect evidence. Suggest what might happen.		Make observations and comparisons using simple equipment, following simple instructions. Use first-hand experience and, simple information sources to answer questions.		Explain what they did using some basic scientific terms and say whether what happened was what they expected and draw simple conclusions. Begin to record and present investigations.	
<b>PE</b>	Children can dance with control and co-ordination, changing rhythm, speed, level and direction. They can link sequences together, creating a sequence with some 'rules'. Can use dance to show a mood or feeling. Children work on own and with a partner. Improve work when given feedback. Discuss how doing exercise keeps us fit and healthy. Talk about how exercising makes us breath faster and our hearts beat faster. Children can follow rules for a game and decide the best space to be in during a game. They can use one tactic in a game.					
<b>History</b>	Order key events on a timeline.		Find out about the past using different sources of evidence. Know how things were different in the past compared to today		Use words and phrases to talk about the past	
<b>Geography</b>	Present geographical information using simple maps. Begin to use OS maps, atlases, globes and aerial photographs.		Name and locate continents & oceans of the world. Name capital cities of 4 countries in UK and find where I live on a map. Describe what I like and dislike about where I live and a different place. Explain how jobs may be different in other locations.		Use geographical language to describe key features. Explain the facilities a town may need and give reasons.	
<b>RE</b>	Use religious words and phrases to identify some features of religion and its importance for people. Begin to show awareness of similarities between religions. Retell stories and suggest meanings for them, also for actions and symbols.			Ask, and respond sensitively to, questions about their own and others' experiences and feelings. Recognise that some questions cause people to wonder and are difficult to answer.		
<b>Art</b>	Try out different activities and make sensible choices about what to do next. Use a sketchbook for different purposes, including recording observations, planning and shaping ideas.		<b>Craft Maker Skills</b> – Able to use weaving to create a pattern or picture AND/OR dip dyeing material in natural dyes focusing on tonal colour. <b>Printing</b> - Able to use objects to print by rolling, rubbing and stamping to mimic patterns in the environment and use paint to make as many tonal colours using white and black to darken. <b>Digital media</b> - Able to use tools in a computer package to create different textures, lines, tones, colours and shapes. <b>Drawing</b> - Draw a way of recording experiences and feelings. Discuss shadows, use of light and dark. Sketch to make a quick record of an object or idea.		When looking at creative work express clear preferences and give some reasons for these	Understand that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. Talk about the materials, techniques and processes used, using appropriate vocabulary
<b>DT</b>	Design purposeful and functional products. Communicate their ideas through drawing or mock ups.		Use a range of tools and materials to complete practical tasks such as cutting, joining, shaping and finishing.		Evaluate their own and other products against design criteria.	Use the basic principles of a healthy diet. Prepare simple dishes safely and hygienically using simple techniques.
<b>Computing</b>	Can use a range of instructions when programming and create own simple programme and demonstrate an ability to test and debug programmes when needed. Can organise and manipulate digital content and navigate the web to complete searches.					
<b>Music</b>	Demonstrate increasing ability to sing and play in time with the beat, with tunefulness and overall musicality. Begin to understand the sequence of notes on tuned percussion. Use and understand multiple approaches to graphic notation and communication of musical information, including creating their own versions. Develop understanding of orchestral instruments and family groups. Explore how to read and perform simple rhythmical notation. Understand the main musical dimensions (pitch, tempo, dynamics)					
<b>PSHE</b>	I can explain why my behaviour can impact on other people in my class. I can compare my own and my friends' choices and can express why some choices are better than others.	I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends	I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other. I can explain how it felt to be part of a group and can identify a range of feelings about group work.	I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices. I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.	I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. I can give examples of some different problem solving techniques and explain how I might use them in certain situations in my relationships.	I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't. I can tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me.

**Selby Community Primary School**  
**Year 2 end of Year subject expectations for mastery**

<b>Subject</b>	<b>Mastery Expectations</b>
<b>Science</b>	Ask and answer questions about scientific concepts and know how science has an impact on our lives today. Apply learning in science to different contexts.
<b>PE</b>	Pupils select and use skills, actions and ideas appropriately, applying them with coordination and control. They show that they understand tactics and composition by starting to vary how they respond. They can see how their work is similar to and different from others' work, and use this understanding to improve their own performance. They give reasons why warming up before an activity is important, and why physical activity is good for their health.
<b>History</b>	Ask and answer questions about history. Know how history has an impact on our lives today. Learning is transferred and applied into different contexts.
<b>Geography</b>	Ask simple geographical questions, and suggest how we could answer these. Explain and justify opinions to others. Learning is transferred and applied into different contexts, e.g. purposeful research and extended writing.
<b>RE</b>	Use a developing vocab to describe similarities and differences between features of religions. Begin to identify the impact that belief and practice have on the way people lead their lives. Begin to express thoughts about how their experiences and influences, impact on their feelings and behaviour.
<b>Art</b>	Pupils who are exceeding the expectations will typically be providing evidence of achievement which consistently extends their learning beyond the confines of the task. They are working in ways which show deeper understanding and mastery and which are above the norm for their peer group.
<b>DT</b>	The pupil produces a clear annotated design of their product. They can work safely with tools to make a product that is 'fit for purpose'. With food they work safely and hygienically. Their product follows their original design and their evaluations are clear.
<b>Computing</b>	Understand the need for precise instructions. Able to clearly communicate how to make a simple programme and why it needs to be debugged.
<b>Music</b>	All tasks are completed with a strong demonstration of musical awareness and competence
<b>PSHE</b>	To communicate the expectations both orally and in writing.

## Year 2 Subject Vocabulary

<b>Art</b>	crafts people	expressions	brush mark	warm colours
	cold colours	light	dark	shadow
	rolling	rubbing	impressed	replicate
	comparison	outline	running stitch	sewing
<b>Computing</b>	amend	predict	digital devices	precise
	manipulate	search engine	docs	insert
	typing	log on	profile	user
<b>DT</b>	tools	split pin	measure	sanding
	pivot	assemble	lever	drilling
	design brief	finished product	hinge	axle
	grain	vice	dowel	chassis
<b>Geography</b>	Continents – Asia, Africa, North America, South America, Antarctica, Europe, Australia			
	Oceans – Atlantic, Pacific, Indian, Arctic			
	globe	locality	vegetation	beach
	aerial photo	job	river	forest
	symbol	tourism	harbour	soil
<b>History</b>	key	forest	coast	cliff
	argument	significance	contribution	achievements
	Plague/Black Death	identify	primary evidence	secondary evidence
	Mansa Musa	chronological	events	philanthropist
<b>Music</b>	empire			
	duration	<b>Families of instruments:</b>	<b>string family</b>	<b>brass family</b>
	structure	crotchet	<b>woodwind family</b>	<b>percussion family</b>
<b>PE</b>	timbre	rest	graphic score	orchestra
	teamwork	space	partner	coordination
	shoot	sequence	fitness	pass
<b>PSHE</b>	score	movement	rhythm	performance
	See Jigsaw scheme of work for vocabulary.			
<b>RE</b>	Holy Qu'ran	Torah	disciples	Hanukkah
	Arabic	Hebrew	resurrection	charity
	Prophet Muhammad	scrolls	Ramadan	responsibility
	Allah	G-d	fasting	creation
<b>Science</b>	habitat	germinate	temperature	transparent
	micro-habitat	bulb	offspring	opaque
	food chain	seed	material	hygiene