Year 2 Subject Map

Subject	Autumn		Spring		Summer	
R.E.	The Chosen People	Mysteries	The Good News	The Mass	Eastertide	The Church
	Florence Nightingale and Mary Seacole	Whitehaven	The Great Fire of London/ London	Super Safari	Islands	The Seaside
English	Dora the Doctor's Daughter, The Jolly Postman, Grabber Dan Trust me, Mum, Non-fiction books based on people who help us, Mary Seacole and Florence and Nightingale Writing in a range of different genres including settings, letter writing, character descriptions, poetry and non –chronological reports, diaries, chronological reports and newspaper reports, instructions.	104 and Men Whitehaven Harbour through Time Owl Babies The Snail and the Whale Nativity Story Writing in a range of different genres including settings, letter writing, character descriptions, poetry and non –chronological reports, diaries, chronological reports and newspaper reports, instructions.	A range of non-fiction books based on 'The Great Fire of London.' A range of non-fiction books based on London A Day in London (ORT) A Jack and Three Queens (ORT) The Power of the Cell (ORT) Writing in a range of different genres including settings, letter writing, character descriptions, poetry and non –chronological reports, diaries, chronological reports and newspaper reports, instructions.	Writing in a range of different genres including settings, letter writing, character descriptions, poetry and non –chronological reports, diaries, chronological reports and newspaper reports, instructions.	A selection of Katie Morag Stories Gregory Cool My Adventure Island A selection of non-fiction books on Islands A selection of non-fiction books on famous pirates Writing in a range of different genres including settings, letter writing, character descriptions, poetry and non –chronological reports, diaries, chronological reports and newspaper reports, instructions	A selection of non-fiction books based on the seaside past and present. Winnie the Witch at the Seaside Daisy Dawson at the Seaside A selection of non-fiction books on famous pirates Writing in a range of different genres including settings, letter writing, character descriptions, poetry and non –chronological reports, diaries, chronological reports and newspaper reports, instructions
Maths	**Number/Calculation** Know 2, 5, 10x tables Begin to use place value (T/U) Use place value and number facts to solve problems Count in 2s, 3s, 5s & 10s from 0 Identify, represent & estimate numbers using different representations including a number line Compare / order numbers, inc. < > = Write numbers to 100 Know number facts to 20 (+ related to 100) Use x and ÷ and = symbols Recognise commutative property of multiplication					

Solve problems including multiplication and division
Geometry & Measures
Choose and use appropriate standard units to estimate and measure
Compare and order length and record using < > and =
Recognise and use symbols for £ and p and combine amounts to make a particular value
Solve simple problems in a practical context involving addition and subtraction of money.
Tell and write the time to 5 minutes and know the number of minutes in an hour
Identify & sort 2-d & 3-d shapes
Identify 2-d shapes on 3-d surfaces
Order and arrange mathematical objects
Use terminology of position & movement

Fractions
Find and write simple fractions
Recognise, find, name and write fractions 1/3, ¼, 2/4 and ¾ of a length, shape, set of objects or quantity.

Statistics
Interpret simple tables & pictograms, tally charts and block diagrams
Ask & answer comparison questions
Ask & answer questions about totalling and comparing categorical
data.

| **Science** | Animals including humans Describe the basic needs of adults Describe the importance of exercise. Notice animals have off spring and grow into adults Describe how animals obtain their food from plants and other animals, using | Animals including humans Healthy diets – Making healthy snacks (soup/ fruit sald) | **Uses of Everyday Materials** Compare the uses of different everyday materials. • Compare the suitability of different everyday materials. • Explain the basic progress of recycling. | Living Things and Their Habitats Explain some of the life processes. • Ask questions to decide if a thing is living, dead or has never been alive. • Identify some plants and animals in global habitats. • Draw a map of a local habitat. | Plants Label the main parts of plants and trees • Describe the stages in the life cycle of a plant. • Explain that plants need water, light and a suitable temperature to grow well. | The Environment Compare two different measurements. • Draw a simple conclusion from the results of a test. • Identify the material of an object. • Suggest ways to reduce, reuse and recycle. • Take a survey using a tally. |

	the idea of a simple food chain.		• Explain the advantages of recycling. • Name the process invented by John McAdam.	• Sort objects into categories and give reasons for their choices. • Identify and name minibeasts in microhabitats. • Gather and record information. • Suggest how an animal is able to survive in their habitat. • Answer questions about habitats they have researched. • Explain why the animals in a habitat need the plants Draw a simple food chains	• Make observational drawings of plants. • Measure the growth of plants with a ruler. • Record the growth of my plants in a bar chart. • Use observations to explain how we can tell that plants are living things. • Set up a simple comparative test. • Make a simple prediction.	• Think of a way to teach people to use less energy. • Communicate ideas to other people. • Use different sources to find out answers to questions. • Label the animal groups. • Measure an amount of water in ml. • Record the amount of water measured. • Answer questions about an animal they have researched.
Design and Technology	Making Soup Designing, making and evaluating a healthy soup.		Making houses from the Great Fire of London			Create the dinosaur land. The fairground ride
Art and Design		Creating a print using pressing, rolling, rubbing and stamping. Mixing paint to create secondary colours. Using repeated patterns Collages Making black tones.	The Great Fire of London Pictures To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.			Photographs to create a postcard in ICT based on the seaside Drawing artefacts

Computing	**Programming on-screen** – program a sprite (such as a spaceship) to move around the screen. Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. Link to Purple Mash programming and coding interactive programmes. We are astronauts	**We are photographers** – the children will review photos online, practise using a digital camera, take photos to fit a given theme, edit their photos, and then select their best images to include in a shared portfolio. Use technology safely and responsibly or create, organise, store and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	**Exploring how computer games work** – the children will try to work out how simple Scratch games work. We are games testers Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Use logical reasoning to predict the behaviour of simple programs. Recognise common uses of information Technology beyond school. Use technology safely and respectfully, keeping personal information private.	**We are detectives** – the children are challenged to solve a mystery by reading, sending and replying to emails, and by listening to a witness statement. They use a fact file sheet to create a table and identify the culprit. Use technology purposefully to create, organise, store and retrieve digital content. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	**We are researchers** – the children research a topic – safely, effectively and efficiently – using a structured approach (mind mapping). They share their finding with others through a short multimedia presentation. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	**We are zoologists** – the children go on a bug hunt, recording the small animals they find. They then organise the data they have collected, record it using a graphing package, and interpret the graph to answer questions about the animals. Use technology purposefully to create, organise, store and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
Geography		Understand geographical similarities and	Name, locate and identify characteristics of the	Describe where Kenya is located in relation to other places in the world.	Identify seasonal and daily weather patterns in the	

		differences through studying the human and physical geography of Whitehaven and Whitehaven in Australia. The children will use basic geographical vocabulary to refer to physical and human features. Use simple compass directions and locational and directional language. They will use aerial photographs to recognise landmarks of Whitehaven. The children will go around a trip in Whitehaven and develop their use simple fieldwork skills.	four countries and capital cities of the UK and its surrounding areas Compare local area to a non-European country The children will use basic vocabulary to describe a less familiar area.	• Draw a map of Kenya with some physical and human features and appropriate labels. • Describe human and physical features of Kenya and begin to give the location of some of these features. • Explain aspects of Kenyan life. • Identify features of national parks and game reserves. • Explain the importance of tourism to Kenya and give examples of tourist attractions in the country. • Draw a map of a national park, including key features. • Identify why animals are important to Kenya. • Begin to understand the concept of animal 'migration'. • Ask geographical questions to find out about places and begin to give reasoning.	United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	
History	The children will learn about Mary Seacole and Florence Nightingale and how Florence Nightingale changed the face of nursing. They will compare aspects of life in different periods – Elizabeth I,	They will look at significant historical events, people and places in their own locality such as the mining disaster.	The children will look at events beyond living memory that are significant nationally through the historical event of the Great Fire of London.	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different		Through the Seaside topic the children will look at changes within living memory. Where appropriate, these will reveal aspects of change in national life.

	Queen Victoria, Mary Seacole and Florence Nightingale.			periods – Elizabeth I, Christopher Columbus		
MFL	N/A	N/A	N/A	N/A	N/A	N/A
Music	The Long and short of it. The children will learn that some sounds are short and make sequences and identify these in sequences.	Feel the pulse The children will learn to sing and clap at different speeds, they will mark and beat the rhythm.	Taking off The children will demonstrate pitch movement with whole body movements.	What's the score? The children will explore a variety of sounds. They will identify different groups of instruments. They will explore different ways of using their voices and how symbols can be used to represent sounds.	Rain, rain go away Children will be exploring timbre, tempo and dynamics.	Sounds interesting The children will be exploring sounds in the environment. They will make a variety of sounds using their voices.
P.E.	Activity Game's Develop running, jumping. Develop balance, Agility Co-ordination.	Gymnastics Develop balance, agility and co-ordination. Apply these skills to a simple routine. Participate in a inter school gymnastics competition.	Dance (Haka) Develop the use of simple movements. Perform the Haka using simple movement patterns,	Net/Wall Game's (Hand Tennis) Develop throwing and catching skills. Use throwing and cacthing skills to play Hand Tennis.	Athletic Skills Master basic movements including: running, jumping and throwing. Use these skills to participate in Athletic sports. Take part in Sports Day.	Activity Game's Use running, jumping, balance and agility to part take in a variety of activities and games.