



**ACTON GARDENS PRIMARY SCHOOL**  
**Year 2 Curriculum Map - 2022 - 2023**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	<p><b>Text:</b> The Pirates Next Door.</p> <p><b>Power of Reading</b> Into the Forest</p> <p><b>Writing outcomes</b> Descriptive settings Recount (writing in the role of a character) List poetry Recount Rewriting <b>Links: science, PSHE</b></p>	<p><b>Power of Reading Texts</b> Man on The Moon Beegu</p> <p><b>Writing outcomes</b> Recount (postcard) Instructions Letter writing playscript Free verse poetry <b>Links: science, DT, history</b></p>	<p><b>Power of Reading</b> The Gruffalo <b>Poetry</b> Poems to Perform (Books by the same author) Non-Fiction -</p> <p><b>Writing outcomes</b> Narrative writing Comparative writing (animated and book) Creative writing Composing poetry <b>Links: science, Art, RE</b></p>	<p><b>Text</b> – The Great Fire of London (non-fiction) <b>Power of Reading -</b> Pattan's Pumpkin</p> <p><b>Writing outcomes</b> Diary Fact File Fire safety Poster Newspaper writing Writing in role Narrative Information writing <b>Links: History, PSHE, RE</b></p>	<p><b>Oneness – EQ: How does learning from others help our well-being?</b> <b>Text</b> Gregory Cool</p> <p><b>Power of Reading</b> The Adventures of Egg Box Dragon</p> <p><b>Writing outcomes</b> Diagrams and plans Instructions Narrative Speech/Thought bubbles Kennings <b>Links: science, PSHE, DT</b></p>	<p><b>Power of Reading Texts:</b> The bee who spoke African stories Anansi <b>Poetry</b> Book of Big Bad Things</p> <p><b>Writing outcomes</b> Diary entry Persuasive not and letter Story writing Composing poetry Alliteration Onomatopoeia Onset and rhyme <b>Links: science, Art, PSHE</b></p>
<b>Phonics</b>	<p><b>Revise and practise:</b> Phase 5 GPC's and polysyllabic words</p>	<p><b>Phase 6</b> /dʒ/ sound spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y'  /s/ sound spelt 'c' before 'e', 'i' and 'y' /n/ sound spelt 'kn' or 'gn' at the beginning of words  Strategies for learning words: words from Common Exception Word List /aɪ/ sound spelt 'y' /i:/ sound spelt 'ey'</p>	<p><b>Phase 6</b> The /r/ sound is spelt /wr/ at the beginning of words Contractions The /l/ or /el/ sound spelt -le at the end of words Homophones/ Near homophones Adding endings '-ing', '-ed', '-er', '-est' '-y' to words ending in 'e' with a consonant before it  Strategies for learning words: words from Common Exception Word List</p>	<p><b>Phase 6</b> Adding endings '-ing', '-ed', '-er', '-est' to words ending in 'y' Adding '-ing', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant after a single vowel <b>Revise:</b> - adding -ing, -ed, -er, -est and -y Suffixes '-ment' and -ness Adding suffixes '-ful', '-less' and '-ly'</p>	<p><b>Phase 6</b> The /l/ or /əl/ sound spelt '-el' at the end of words The /l/ or /əl/ sound spelt '-al' at the end of words /b/ spelt 'a' after 'w' and 'qu' The /ɔ:/ sound spelt 'a' before 'l' and 'll' The /ɔ:/ sound spelt 'ar' after 'w' The /ɜ:/ sound spelt 'or' after 'w' Words ending '-tion'</p>	<p><b>Phase 6</b> The possessive apostrophe (singular nouns) The /ʌ/ sound spelt 'o' /l/ or /əl/ sounds spelt 'il' at the end of words Strategies for learning words: words from Common Exception Word List <b>Revision</b></p>
<b>Mathematics</b>	<p>Place Value Addition and Subtraction</p>	<p>Addition and Subtraction Shape</p>	<p>Money Multiplication and division</p>	<p>Length and height Mass, capacity and temperature</p>	<p>Fractions Time</p>	<p>Statistics Position and direction</p>
<b>Science</b>	<p><b>Cycle: EQ: How does life continue?</b> <b>Animals including humans</b> Can you name the adult that belongs to the offspring? What are our basic needs for survival? Why is exercise important? What is hygiene and why is it important? What are the different food groups? What different foods should we eat? Why is a balanced diet important?</p>	<p><b>Interdependence EQ: What can I learn about space?</b> <b>Astronomy</b> What do you know about the solar system? What are planets? Does the earth move around the sun? What happens when the moon orbits the earth? What are constellations? How do scientist and astronmers learn from each other?</p>	<p><b>EQ: Why are habitats essential to survival?</b> <b>Living things and their habitats</b> What are the characteristics of living things? Can you name some things that are living, dead and have never been alive? What is the difference between things that are living, dead and have never been alive? What is a habitat and what does it provide?</p>	<p><b>Living things and their habitats</b> What are the names of some habitats? Can you name some animals/plants and the habitats that they live in? How do animals obtain their food? Can you draw a food chain?</p>	<p><b>EQ: Why are some materials waterproof and some not?</b> <b>Uses of everyday materials</b> What are the names of some everyday materials? What are some of the features of these everyday materials? What materials can change shape from squashing, bending, twisting and stretching? What materials can be used for many objects, and can you give some examples? What makes a material suitable or unsuitable for a particular purpose? What people have developed useful new materials?</p>	<p><b>Cycle EQ: How to plants stay alive?</b> <b>Plants</b> What is the growth process of a broad bean? Can you draw pictures to show how your bean has grown? What happens to bulbs/seeds as they grow? How do bulbs/seeds grow over time? What do plants need to grow healthily? What happens if a plant has no water? What happens if a plant has no sunlight? What happens if a plant is left in the fridge?</p>
<b>Art/DT</b>	<p><b>EQ: How many shades can one colour have?</b> <b>ART</b> <b>Colour and Shape</b> Primary, secondary, warm and cool colours Tints and shades Klee - tints, shades and geometric shapes Organic shapes Calder sculptures</p> <p><b>EQ: What is the purpose of stitching?</b> <b>DT</b> <b>Felt puppets</b> Stitching</p>	<p><b>ART</b> <b>Colour, Shape and Texture</b> Introducing Matisse's Cut-Outs Cut-Outs – organic shapes and complementary colours Cut-Outs - composition Visual texture Creating visual texture</p> <p><b>DT</b> <b>Making Rockets</b> Recyclable Materials</p>	<p><b>EQ: Who was Picasso?</b> <b>ART</b> <b>Portraits and Self-Portraits</b> Portraits and Self-Portraits Using colour in self-portraits How artists represent themselves Artist study– Picasso Creating cubist portraits</p>	<p><b>ART</b> <b>Landscape and Symmetry</b> Introduction to landscape painting Constable and Turner– Different methods of landscape painting in the style of Turner Symmetry in art Goldsworthy and symmetry</p>	<p><b>ART</b> <b>History Painting</b> Introduction – Theseus and the Minotaur Creating a maze Picasso and the minotaur Drawing the minotaur Creating a picture will tells a myth</p> <p><b>DT</b> <b>Food around the World</b> Caribbean Food</p>	<p><b>EQ: How are murals painted?</b> <b>ART</b> <b>Murals and Tapestries</b> Introduction to murals. Frescoes – Michelangelo and the Sistine Chapel Crivelli's Garden – Paula Rego Tapestries The Last Supper – Leonardo da Vinci Completing class mural <b>Health EQ – What makes food healthy?</b> <b>DT</b> <b>Cooking and Nutrition</b> Healthy Party Food</p>

<b>Computing</b>	<b>Unit 1: Computing Systems and Networks – IT Around Us</b> 1. To recognise the uses and features of information technology. 2. To identify the uses of information technology in the school. 3. To identify information technology beyond school. 4. To explain how information technology helps us. 5. To explain how to use information technology safely. 6. To recognise that choices are made when using information technology.	<b>Unit 2: Creating media – Digital Photography</b> 1. To use a digital device to take a photograph. 2. To make choices when taking a photograph. 3. To describe what makes a good photograph. 4. To decide how photographs can be improved. 5. To use tools to change an image. 6. To recognise that photos can be changed.	<b>Unit 3: Programming A – Robot Algorithms</b> 1. To describe a series of instructions as a sequence. 2. To explain what happens when we change the order of instructions. 3. To use logical reasoning to predict the outcome of a program. 4. To explain that programming projects can have code and artwork. 5. To design an algorithm. 6. To create and debug a program that I have written.	<b>Unit 4: Data and Information – Pictograms</b> 1. To recognise that we can count and compare objects using tally charts. 2. To recognise that objects can be represented as pictures. 3. To create a pictogram. 4. To select objects by attribute and make comparisons. 5. To recognise that people can be described by attributes. 6. To explain that we can present information using a computer.	<b>Unit 5: Creating Media - Digital Music</b> 1. To say how music can make us feel. 2. To identify that there are patterns in music. 3. To experiment with sound using a computer. 4. To use a computer to create a musical pattern. 5. To create music for a purpose. 6. To review and refine our computer work.	<b>Unit 6: Programming B - Programming Quizzes</b> 1. To explain that a sequence of commands has a start. 2. To explain that a sequence of commands has an outcome. 3. To create a program using a given design. 4. To change a given design. 5. To create a program using my own design. 6. To decide how my project can be improved.
<b>French</b>						
<b>Religion &amp; Philosophy</b>	What is Buddhism?	What is the place of the church in Christianity?	<b>Diversity; EQ: How does Humanism differ from our own beliefs?</b> What is Humanism and what do Humanists believe?	How do we mark stages in the human journey?	What does it mean to be a Hindu?	What does it mean to be a Sikh?
<b>Geography</b>	<b>EQ: Which tools can we use to navigate our way around local environment?</b> <b>Spatial Sense– Maps and Globes</b> My School Site Drawing a map of my school Maps of the local area Using maps to plan a route Identifying locations on a globe or world map.		<b>EQ; Diversity How is Cape Town different to the British Isles?</b> <b>The British Isles</b>  The British Isles and England Scotland Wales Ireland A Comparison with Cape Town		<b>Northern Europe</b>  Countries in Northern Europe Human and physical features of Northern Europe Climate in Northern Europe Animals found in Northern Europe Roald Amundsen 6. Assessment	
<b>History</b>		<b>EQ Is space empty?</b> <b>Changes within living memory living memory – A short history of Space.</b> What are the significant space events? Which animal was sent to the moon? How have astronaut's clothing changed over time? <b>Significant individuals who invoked change</b> Who was Neil Armstrong? <b>Powerful Voices – through collective worship and school assemblies</b> Gandhi Martin Luther King Malala Yousafzai Greta Thunberg Local hero: David Attenborough Assessment		<b>EQ: What can we learn from the Great Fire of London?</b> <b>Events beyond living memory – The great fire of London</b> How do we know `about the Great Fire of London today? (Using sources) What was London like in 1666? How did the fire start? Why did the fire spread so quickly? How was the fire stopped? What happened after the fire to make London safer? How can I compare fire safety today and in the past? <b>The lives of significant individuals in the past who have contributed to national and international achievements</b> Samuel Pepys Who was Samuel Pepys? Why did Samuel Pepys join the great fire of London?		<b>EQ: Can we learn from the past and make improvements for life today?</b> <b>Significant individuals who invoked change</b> Who was Florence Nightingale? Who was Mary Seacole? <b>Significant historical events, people and places in their own locality</b> What significant events have happened in the local area? What significant people have made differences to our locality? What are the names of some significant places in my local area? What is important about these events, people or places?
<b>Music</b>						
<b>Languages &amp; Oracy</b>						
<b>Physical Education</b>						
<b>PSHE and Safety</b>	<b>Health and Well-being</b> To set a goal To identify heathy and unhealthy foods To explain what a healthy snack is To name the 5 food groups To identify foods within each of the food groups To understand the importance of eating fruit and vegetable	<b>Health and Well-being</b> To explain how to stay safe around harmful substances To identify the risks associated with smoking To explain what parliament is and why it is important Link to Student Council Elections To identify different types of bullying and explain what to do if they are being/witness bullying Link to Anti-Bullying week To explain what conflict is and ways of resolving conflict To explain that to do if conflict escalates How to call 999	<b>Living in the Wider World</b> To understand what charity is and explain why people donate to charity To fundraise money for a charity To explain the difference between wants and needs To explore life in different countries To explain how their life is different to the lives of children in other countries	<b>Living in the Wider World</b> To explain how to keep safe online To identify who to talk to if you are worried or scared about something To explain how to keep safe around fire To explain the risks associated with fire To explore gender stereotypes To know when and how to call 999 To understand the PANTS rule	<b>Relationships</b> To identify the qualities of a good friend To explain how to keep ourselves safe Link to PANTS rule To understand what pride is and identify what makes us proud To explain why it is important to feel proud To explain what makes us proud of other people To understand what makes a good friend	<b>EQ: How do relationships contribute to a healthy mind?</b> <b>Relationships</b> To understand emotions To explain how to talk about feelings and emotions To name private parts of their body using correct vocabulary To explain who is in their family, while recognising families are different

<b>Special Events</b>	Harvest festival Diwali Black History Month (October) World Mental health day (10 <sup>th</sup> October)	Children in Need Remembrance Day Diwali Christmas World Kindness Day (13 <sup>th</sup> November) World Cup Qatar 20 November – 18 December	Lunar New Year (22 <sup>nd</sup> January -5 <sup>th</sup> February) Children's Mental Health Week (4 <sup>th</sup> -11 <sup>th</sup> February)	World Book Day St Patricks Day Holi Festival British Science Week Ramadan Easter	Ramadan – Eid-UI-Fitr Anti-Bullying Day	Sports Day
<b>British Values</b>	Democracy	Rule of Law	Respect	Tolerance	Individual Liberty	Contribution and Liberty
<b>Character Values</b>	<b>Transcendence</b> Appreciation of Beauty Gratitude Hope Humour Spirituality	<b>Wisdom</b> Creativity Curiosity Judgement Love of Learning Perspective	<b>Moderation</b> Forgiveness Modesty Prudence Self-Control	<b>Courage</b> Bravery Persistence Honesty Zest	<b>Justice</b> Teamwork Fairness Leadership	Humanity Love Kindness Social Intelligence
<b>Principles of Harmony</b>	<b>Cycle</b> (science) EQ: How do organisms change as they go through their life cycles?	<b>Interdependence</b> (science and history) How do planets affect our life on earth?	<b>Diversity</b> (geography, RE, English) E.Q: How do I investigate differences between people?	<b>Adaptation</b> (history & English) E. Q: What impact did the Great Fire of London have on Fire Fighting in the present?	<b>Oneness</b> (Art & English, science, PSHE) EQ: How does learning from others help our well-being?	<b>Health</b> (history, science, PSHE) EQ: How do the choices we make affect the quality of health?
<b>Principle of Geometry</b>	geometric shapes organic shapes Calder sculptures ruler skills	organic shapes visual texture symmetry – making rockets Mathematical shapes	Picasso cubist paintings	Constable and Turner Symmetry in art Goldsworthy and symmetry	Basic points, lines and angles in a maze.	Frescoes – Michelangelo and the Sistine Chapel Crivello's Garden – Paula Rego Tapestries The Last Supper – Leonardo da Vinci
<b>Trips</b>	Michael Flander Centre – Harvest Festival Geography			School based Fire of London workshop (history)		Ravenscourt Park –(science)

**Key: Blue – links with other subjects**

**Green – Enquiry Based Questions linked to Principles of Harmony**

**Red – General Enquiry Based Questions**