



Year 2: Curriculum Map 2024/2025

	Troll Swap by Leigh Hodgkinson	The Owl Who Was Afraid of the Dark by Jill Tomlinson	The Dragon Machine by Helen Ward	Major Glad, Major Dizzy by Jan Oke	The Last Wolf by Mini Grey	Grandad's Secret Giant by David Litchfield
English	<p>Reading comprehension:</p> <ul style="list-style-type: none"> • Discuss the sequence of events in books and how items of information are related • Make inferences on the basis of what is being said and done • Answer and ask questions • Predict what might happen on the basis of what has been read so far • Participate in discussion about books, poems and other works • Explain and discuss their understanding of books, poems and other material <p>Writing outcome:</p> <p>To write a story based upon the model text</p>	<p>Reading comprehension:</p> <ul style="list-style-type: none"> • Discuss the sequence of events in books and how items of information are related • Read non-fiction books that are structured in different ways • Draw on what is already known or on background information and vocabulary provided by the teacher • Make inferences on the basis of what is being said and done • Answer and ask questions <p>Writing outcome:</p> <p>To write a fact sheet about owls using information gathered from the text</p>	<p>Reading comprehension:</p> <ul style="list-style-type: none"> • Check the text makes sense • Make inferences on the basis of what is being said and done • Answer and ask questions • Predict what might happen on the basis of what has been read so far <p>Writing outcome:</p> <p>To write a story based upon the model text using own ideas for a change of character and machine</p> <p>Greater depth writing outcome:</p> <p>To write the story in first person from new character's point of view to allow for description of</p>	<p>Reading comprehension:</p> <ul style="list-style-type: none"> • Read non-fiction books that are structured in different ways • Discuss and clarify the meaning of words • Answer and ask questions • Predict what might happen on the basis of what has been read so far • Explain and discuss their understanding of books, poems and other material <p>Writing outcome:</p> <p>To write a recount of historical events from the text from Major Glad's point of view</p> <p>Greater depth writing outcome:</p> <p>Include in the diary how Major Dizzy felt. What did</p>	<p>Reading comprehension:</p> <ul style="list-style-type: none"> • Listen to, discuss and express views about a wide range of books at a level beyond that which can be read independently • Become familiar with and re-tell a wider range of traditional tales • Recognise simple recurring literary language • Draw on what is already known and on background information and vocabulary provided by the teacher • Predict what might happen on the basis of what has been read so far <p>Writing outcome:</p> <p>To write own version of the story with a focus on morals and acceptance of others</p>	<p>Reading comprehension:</p> <ul style="list-style-type: none"> • Discuss the sequence of events in books and how items of information are related. • Make inferences on the basis of what is being said and done • Ask and answer questions • Predict what might happen on the basis of what has been read so far. • Listen to, discuss and express views about a wide range of books at a level beyond that which can be read independently. <p>Writing outcome:</p> <p>To write own version of the story with a focus on morals and acceptance of others</p>



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	<p>using the pupils' ideas for characters</p> <p>Greater depth writing outcome:</p> <p>To write a story about any two contrasting characters who swap places</p>	<p>Greater depth writing outcome:</p> <p>To have greater choice in how to represent the information for example, in the choice of layout and sub-headings used.</p>	<p>emotions and viewpoint throughout the story</p>	<p>Major Glad notice about him?</p>	<p>To write a letter in role persuading characters to save the trees</p> <p>Greater depth writing outcome:</p> <p>To write a letter as themselves persuading local people to save the trees</p>	<p>Greater depth writing outcome:</p> <p>To write own version of the story including the point of view of the giant character</p>
Maths	<p>Place Value</p> <ul style="list-style-type: none"> -Numbers to 100 -10s and 1s -Write numbers to 100 -Partition numbers to 100 -Estimate numbers on a number line -Count in 2s 5s and 10s -Order objects and numbers -Count in 3s <p>Addition and Subtraction</p> <ul style="list-style-type: none"> -Number bonds to 10 -Number lines -Fact families -Bonds to 100 	<p>Addition and Subtraction (cont'd)</p> <ul style="list-style-type: none"> -Number bonds to 100 -Add and subtract 2-digit numbers -10 more, 10 less -Mixed addition and subtraction -Compare number sentences -Missing number problems <p>Shape</p> <ul style="list-style-type: none"> -2D and 3D shapes -Symmetry -Count sides and vertices -Sort 3D shapes 	<p>Money</p> <ul style="list-style-type: none"> -Count money -Find change -Choose notes and coins -Make the same amount -Compare amounts -Calculate with money -Two step problems <p>Multiplication and Division</p> <ul style="list-style-type: none"> -grouping -Multiply by 2, 5 and 10 -Divide by 2, 5 and 10 -Use arrays -Doubling and halving -Odd and even numbers -10 times table -5 times table 	<p>Length and Height</p> <ul style="list-style-type: none"> -measure cm and m -compare length and height -Order length and height -Four operations with length and height <p>Mass, Capacity and Temperature</p> <ul style="list-style-type: none"> -measure in g and kg -measure in ml and L -Compare mass -Compare volume and capacity -Four operations with volume and capacity 	<p>Fractions</p> <ul style="list-style-type: none"> -working with parts and wholes -unit fractions -Recognise and find a half -Recognise and find a quarter -Recognise and find a third -Recognise and find three quarters -Count in fractions up to a whole <p>Time</p> <ul style="list-style-type: none"> -O'clock, half past, quarters -Hours and days -Tell the time to an hour 	<p>Statistics</p> <ul style="list-style-type: none"> -Make tally charts -Draw and interpret pictograms -Tables -Block diagrams <p>Position and Direction</p> <ul style="list-style-type: none"> -Describe position -Describe movement and turns -Language of position -Shape patterns with turns



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	-Add three 1 digit numbers	-Make patterns with shapes -Count faces and edges on 3D shapes	-2 times table -Multiplication sentences		-Tell the time to 5 minutes	
Science	Habitats 2.1a: Find out about habitats and how they support the animals and plants that live there. 2.1b: Explore how seeds and bulbs grow into plants. 2.1c: Know that animals have young that grow into adults. 2.1d: Describe simple food chains using the terms carnivores, herbivores, and omnivores.	Forces 2.3a: Explore how forces can make things move. 2.3b: Learn what makes things speed up, slow down, or change direction.	Materials 2.2a: Make an object to suit a particular use. 2.2b: Investigate how the shapes of solid objects made from some materials can be changed.	Speeding Things Up Exploration of how can you stop a moving object. 2.4b: Identify patterns in data. Creating and racing a catapult car.	Plants 2.1b: Explore how seeds and bulbs grow into plants. 2.4d: Record results and data to help answer questions. Do bigger seeds grow into bigger plants? Caring for plants. Naming local plants.	Families 2.1c: Know that animals have young that grow into adults. 2.4a: Use simple equipment to test questions Looking at how animals grow. What animals need to live.
Humanities	Travel and Transport <ul style="list-style-type: none"> • Demonstrate an understanding of the ways in which travel and transport has changed throughout history. • Talk about what they know about the inventions of cars, trains and aeroplanes. 	Let's Go to China <ul style="list-style-type: none"> • Understand where China is located in the world and find China on a world map or globe. • Draw a map of China and locate the capital city, some main cities and oceans. 	Significant People and Explorers <ul style="list-style-type: none"> • Select reasons why people are considered to be significant; • know some of the ways that we can find about the recent past and also about explorers from long ago; • say what the explorers studied are known for; 	Sensational Safari <ul style="list-style-type: none"> • Explain where Kenya is located in the world and find Kenya on a world map or globe. • Draw a map of Kenya and locate the capital city, some main cities and oceans. 	War and Remembrance <ul style="list-style-type: none"> • Talk about some of the key events and countries involved in the First World War; • Recall key facts about the life of Walter Tull and why he is significant in history; • Describe some experiences of men, 	Wonderful World <ul style="list-style-type: none"> • Understand that the world is spherical. • Name the seven continents and five oceans of the world correctly. • Use an atlas to accurately locate the continents and oceans of the world.



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	<ul style="list-style-type: none"> • Know some of the significant people involved in the development of different types of transport. 	<ul style="list-style-type: none"> • Understand what some aspects of Chinese life are like. • Compare key features of the capital city, Beijing with another capital city, London. 	<ul style="list-style-type: none"> • with prompts, make some simple comparisons between explorations in the recent and more 	<ul style="list-style-type: none"> • Understand what some aspects of Kenyan life are like. • Identify the features of a national park and begin to explain the difference to a game reserve. 	<p>women and animals involved in the First World War;</p> <ul style="list-style-type: none"> • Explain what happens on Remembrance Day and why it is marked. 	<ul style="list-style-type: none"> • Locate continents, oceans including their own continent and country using a world map • Locate hot and cold areas of the world.
Global Studies	<p>Global skills development</p> <p>2.2b: Give clear instructions, such as for a game or experiment</p> <p>2.3a: Know when and how to ask for and give help</p> <p>2.4b: Reflect on how actions affect others</p> <p>2.3b: Discuss what would be a fair way of acting in different situations</p> <p>2.2b: Give clear instructions, such as for a game or experiment</p> <p>2.1a: Complete a task without instructions of how to do so</p> <p>2.2c: Distinguish fact from opinion</p> <p>2.2a: Discuss how to accomplish a project with friends</p> <p>2.4b: Reflect on how actions affect others</p> <p>2.4c: Discuss reasons for choices</p> <p>2.1a: Complete a task without instructions of how to do so</p> <p>2.4a: Try something new, without concern for the outcome</p>	<p>Global skills development</p> <p>2.2a: Discuss how to accomplish a project with friends</p> <p>2.4b: Reflect on how actions affect others</p> <p>2.1b: Develop interests to explore</p> <p>2.2a: Discuss how to accomplish a project with friends</p> <p>2.2b: Give clear instructions, such as for a game or experiment</p> <p>2.3a: Know when and how to ask for and give help</p> <p>2.1a: Complete a task without instructions of how to do so</p> <p>1.4a: Participate in free play</p> <p>2.2c: Distinguish fact from opinion</p> <p>2.3b: Discuss what would be a fair way of acting in different situations</p> <p>4b: Reflect on how actions affect others</p>	<p>Global skills development</p> <p>2.1a: Complete a task without instructions of how to do so</p> <p>2.3c: See different points of view</p> <p>2.4c: Discuss reasons for choices</p> <p>2.2a: Discuss how to accomplish a project with friends</p> <p>2.4b: Reflect on how actions affect others</p> <p>2.4b: Reflect on how actions affect others</p> <p>2.4c: Discuss reasons for choices</p> <p>2.2a: Discuss how to accomplish a project with friends</p> <p>2.3c: See different points of view</p> <p>2.4c: Discuss reasons for choices</p> <p>2.4b: Reflect on how actions affect others</p> <p>2.4c: Discuss reasons for choices</p> <p>2.4b: Reflect on how actions affect others</p> <p>2.4c: Discuss reasons for choices</p>			



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Wellbeing	Taking care of the body: I look after my body 2.1a: Understand why they need sleep 2.1b: Explain what a balanced diet consists of 2.1c: Understand why they need to move their bodies regularly		Taking care of the self and the world: All about teamwork 4a: Discuss why humans feel good when they belong to a group 2.4b: Use teamwork in group activities 2.4c: Describe the positive qualities of friends and classmates		Taking care of the mind: A calm mind is happy 2.2a: Be curious about feelings and emotions and begin to name them 2.2b: Identify and use helpful self-soothing strategies 2.2c: Use simple relaxation techniques to help them feel calm
	Art	Cubism Produce creative work, exploring their ideas and recording their experiences.		Pop art (portraits) Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.	
Thai		พยัญชนะ สระ วรรณยุกต์ เลขไทย การเขียนประสมคำ	การพูด การเขียนคัดลายมือ มารยาทการฟัง	จับใจความจากการอ่าน ตั้งคำถามตอบคำถามต่างๆ มารยาทการดู การพูด	เขียนเรื่องตามความสนใจ พูดเล่าเรื่อง บทร้อยกรอง
	Mandarin	二十一 ~ 四十。 Numbers 两个弟弟。 Two younger brothers. 好朋友。 Good friends. 中国中秋节文化。 (Chinese Mid-Autumn festival culture.)	我的玩具。 My toys. 我爱看书。 I love reading. 我会穿衣服。 I can dress myself. 万圣节文化。 (Halloween festival culture.)	紫色、橙色。 Colours. 今天星期一。 Today is Monday. 几点了? What time is it? 中国春节文化。(Chinese spring festival culture.)	铅笔、橡皮。 Stationery. 桌子、椅子。 My classroom. 老虎、大象。 Animals 清明节文化。(The tomb sweeping day festival culture.)



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PE	Athletic Act. - Autumn Term 1 (7 weeks) Develop power, agility, coordination and balance over a variety of acts. Can throw and handle a variety of objects (beanbags, hoops, balls) Can negotiate obstacles showing control of the body and limbs. Improve running and jumping movements. Reflect on activities and healthy active lifestyle. Experience and improve on jumping for distance and height.	Invasion Games-Spring Term 2 (7 weeks) Can send a ball using feet and can receive a ball using feet. Recall and link combination of skills, e.g. dribbling and passing. To select and apply a small range of simple tactics. To work with others to build basic attacking play.	Gymnastic-Autumn Term 2 (5 weeks) Perform with control and consistency of basic actions at different speeds. Challenge themselves to develop strength and flexibility Develop body management through a range of floor exercises. Use core strength to link recognise gymnastic elements: e.g. ball shaped and actions, star shaped, tool shaped, back support.	Net/Wall Games-Spring Term 1 (7 weeks) Begin to hit and return a ball using hands and racquets with some consistency. Play modified net/wall games throwing, catching and sending over a net. Improve agility and coordination and use in a game.	Striking and fielding games/Outdoor and adventurous act. -Summer Term (10 weeks) To develop hitting skills with a variety of bats. Hit and run to score points in a game. Work on a variety of ways to score runs in the different hit, catch, run games. Attempt to work as a team to field Use searching skills to find given items from clues and pictures. Work as a pair to navigate space. Problem-solving and motor skills	
	Music	A fundamental introduction to rhythm through counting and play.		An introduction to group chorus through rhyming and sing-song and traditional song.		Bringing together key skills and coordination developed over the year to perform a small catalogue of sounds.
Computing		Digital Literacy - Recognising uses of IT. IT - Digital art.	IT - Intro to animation. - Intro to data handling.	IT - Ebook Creation.	Computer Science - Develop Programming.	Computer Science - Programming with Scratch Jr.