

KS1 CURRICULUM MAP 2022-2023

YEAR 2

SUBJECT	CYCLE 1	CYCLE 2	CYCLE 3	CYCLE 4
English RWI- Phonics	Unit 1 Writing to inform – fact files, non-fiction <ul style="list-style-type: none"> Researching castles Using a planning tool to take notes Using headings and sub-headings Note taking Using present tense verbs Unit 2 Narrative – writing to entertain, story <ul style="list-style-type: none"> Story map work, plotting Sequence and order a story Record main events from a story Using adjectives to describe a noun Using capital letters and full stops to write a sentence Descriptive writing of characters and settings 	Unit 1 Narrative - writing to entertain <ul style="list-style-type: none"> Using noun phrases to describe characters and settings Write beginning of a story using time phrases Using past tense verbs Unit 2 Writing to inform – explanation text <ul style="list-style-type: none"> Using exclamation marks Using question marks Using conjunctions to show cause and effect 	Unit 1 Writing to entertain - poetry <ul style="list-style-type: none"> What is a poem? Rhyming words Rhyming poems Unit 2 Writing to entertain – creative viewpoint <ul style="list-style-type: none"> Write a diary using a capital letter for the word I. Using question marks and exclamation marks. Begin to write ideas in paragraphs. 	Unit 1 Writing to entertain – descriptive stories <ul style="list-style-type: none"> Compare characters choosing interesting vocabulary Prediction Write endings to a story Using exclamation marks Using question marks Using conjunctions to show cause and effect Unit 2 Writing to inform: Diary <ul style="list-style-type: none"> Suffixes 'ed' Write in the first person Join words and clauses using 'and'. Spell days of the week Sequence sentences to form short narratives. Capital letters, finger spaces full stops. Exclamation marks

				<ul style="list-style-type: none"> Write ideas in paragraphs
Mathematics (MNP)	<p>Numbers to 100</p> <ul style="list-style-type: none"> Count numbers up to 100 using concrete objects: counting in ones and tens, forwards and backwards. Know the place value of each digit in a 2-digit number Compare numbers from 0 to 100 using $<$, $>$ and $=$ signs Deepen understanding of the place value of each digit in 2-digit numbers using number bonds Count in steps of 2, 3, 5 and 10 from any number, forwards and backwards <p>Addition & subtraction</p> <ul style="list-style-type: none"> Add a 2-digit number and ones and tens by recognising its relationship to adding ones, without renaming Subtract ones and tens from a 2-digit number without renaming 	<p>Addition & subtraction</p> <ul style="list-style-type: none"> Add a 2-digit number and tens, without regrouping Add 1-digit and two 2-digit numbers, with renaming of ones Subtract a 2-digit number from another 2-digit number without renaming Subtract a 1 digit and 2-digit number from another 2-digit number with renaming Add three single-digit numbers <p>Multiplication of 2, 5 and 10</p> <ul style="list-style-type: none"> Understand that multiplication is the same as repeated addition of equal groups. Understand and learn the 2, 5 and 10 times table. Recall and use the 2, 5 and 10 times table. Use knowledge of the 2, 5 and 10 times tables to explore commutative law. Solve word problems using multiplication facts from the 2, 5 and 10 times tables. <p>Picture graphs</p>	<p>2D shapes</p> <ul style="list-style-type: none"> Identify the number of sides, vertices and lines of symmetry on basic 2-D shapes and figures Draw basic shapes on a grid. Sort 2-D shapes based on their properties Recognise and describe repeated patterns by shape, size or colour. Describe direction and movement using vocabulary, such as 'left', 'right', 'up' and 'down'. Describe rotation using vocabulary, such as 'quarter turn', 'half turn' and 'three-quarter turn'; to be able to describe direction using vocabulary, such as 'clockwise' and 'anti-clockwise'. <p>3D shapes</p> <ul style="list-style-type: none"> Recognise and describe 3-D shapes based on their properties, including the number of faces, vertices and edges. Describe the 2-D shapes that form a 3-D shape. Group 3-D shapes by similar properties. 	<p>Mass</p> <ul style="list-style-type: none"> Measure mass in kilograms and grams using weighing scales. Compare the mass of two and three objects and use the appropriate vocabulary. Solve word problems involving the addition and subtraction and multiplication and division of mass. <p>Time</p> <ul style="list-style-type: none"> Tell time to five minutes using 'quarter past' and 'quarter to' the hour. Sequence daily events by time. Draw hands on an analogue clock to show the correct time. Find the end time and the start time, given the end time and the duration in 30-minute and hourly intervals. <ul style="list-style-type: none"> Find the start time given the end time and the duration. <p>Volume</p> <ul style="list-style-type: none"> Compare and order volume and record the results using $>$, $<$ and $=$.

		<ul style="list-style-type: none"> • Read and interpret a picture graph with a scale of 1:1, 1:2, 1:5 and 1:10. • Apply knowledge of picture graphs to solve problems. <p>Multiplication and division of 2, 5 and 10</p> <ul style="list-style-type: none"> • Understand that grouping is a way of dividing and use the division (\div) and equals (=) signs. • Understand that sharing is a way of dividing and discover the relationship between division and multiplication. • Use division facts for the 2, 5 and 10 times table and relate them to multiplication facts. • Identify a family of multiplication and division facts. • Solve word problems involving division within the division facts of the 2, 5 and 10 times table. • Recognise and understand odd and even numbers. 	<ul style="list-style-type: none"> • Form 3-D structures using multiple 3-D shapes • Make and recognise patterns using 3-D shapes. <p>Fractions</p> <ul style="list-style-type: none"> • Recognise that fractions are made up of equal parts of a whole. • Recognise, find, name and write $\frac{1}{2}$ and $\frac{1}{4}$; quarters and thirds. • Deepen understanding of fraction notation. • Add fractions with the same denominators to make a whole. • Compare and order fractions with the same denominator. • Recognise and write mixed numbers. • Recognise, name and find a fraction of a set and quantity. • Apply knowledge of fractions to solve problems. <p>Money</p> <ul style="list-style-type: none"> • Identify pounds (£) and pence (p) and their respective symbols. • Count money in notes and coins and use the symbols for pounds (£) and pence (p). • Find different combinations of coins that equal the same amount of money. 	<ul style="list-style-type: none"> • Compare the volume of water using non-standard units of measurement. • Measure volume in litres and determine whether an amount is more than, less than or equal to a litre. • Measure and compare volume in millilitres. • Solve word problems on volume of water in litres, involving addition and subtraction and multiplication and division. <p>Word problems</p> <ul style="list-style-type: none"> • Solve word problems involving addition and subtraction of whole numbers within 100. • Solve word problems involving addition and subtraction of measurements. • Solve two-step word problems involving addition and subtraction of whole numbers within 100. • Solve multi-step word problems with increasing complexity.
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<p>Science</p>	<p>BIOLOGY <u>Animals inc Humans</u></p> <ul style="list-style-type: none"> • Naming animals and their offspring. • Life cycles • Basic needs for survival. • Healthy lifestyle: balanced diet, hygiene and exercise. <p>PHYSICS <u>Sound</u></p> <ul style="list-style-type: none"> • Naming senses • Understanding how we hear. 	<p>BIOLOGY <u>Living Things and Their Habitats</u></p> <ul style="list-style-type: none"> • Comparing living and non-living things. • Naming and matching animals and habitats. • Suitability of habitats • Food chains 	<p>CHEMISTRY <u>Materials</u></p> <ul style="list-style-type: none"> • Naming materials. • Comparing suitability of materials. • Changing the shape of materials. 	<p>BIOLOGY <u>Plants</u></p> <ul style="list-style-type: none"> • Observe /describe: plants growth. • Explore and describe what plants need to grow.
<p>Geography</p>	<p><u>Hot and Cold Places</u></p> <ul style="list-style-type: none"> • Develop knowledge about the world, the United Kingdom and their locality. • Local knowledge: name and locate the world’s seven continents and five oceans. • Human and physical geography: identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key 			

	<p>human and physical features of its surrounding environment.</p>	
<p>History</p>		<p><u>Great Fire of London</u></p> <ul style="list-style-type: none"> • Develop an awareness of the past, using common words and phrases relating to the passing of time. • Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. • Use a wide vocabulary of everyday historical terms. • Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. • Understand some of the ways in which we find out about the past and identify different ways in which it is represented. • Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • Pupils should be taught about events beyond living memory that are significant nationally or globally • Pupils should be taught about 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 periods. • Pupils should be taught about significant historical events, people and places in their own locality.

<p>Computing</p>	<p><u>What is a computer?</u></p> <ul style="list-style-type: none"> • Recognise common uses of information technology beyond school. • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. • Use logical reasoning to predict the behaviour of simple programs. • Recognise common uses of information technology beyond school. • Recognise common uses of information technology beyond school. 	<p><u>International Space Station</u></p> <ul style="list-style-type: none"> • 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. • Solve problems by decomposing them into smaller parts. • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. • Use sequence and repetition in programs. • Use logical reasoning to explain how some simple algorithms work. 	<p><u>Online Safety</u></p> <ul style="list-style-type: none"> • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<p><u>Algorithms and debugging</u></p> <ul style="list-style-type: none"> • 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. • Solve problems by decomposing them into smaller parts.
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DT		<p>Structures 'Baby Bear's Chair' <i>Evaluate</i></p> <ul style="list-style-type: none"> • Explore and evaluate a range of existing products • Evaluate their ideas and products against design criteria <p><i>Technical knowledge</i></p> <ul style="list-style-type: none"> • Build structures, exploring how they can be made stronger, stiffer and more stable <p><i>Make</i></p> <ul style="list-style-type: none"> • Select from and use a wide range of materials and components, including construction materials, 		<p>Mechanisms 'Fairground Wheel'</p> <ul style="list-style-type: none"> • Explore and evaluate a range of existing products. • Generate, develop and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. • Explore and use mechanisms in their products. • Design purposeful, functional, appealing

		<p>textiles and ingredients, according to their characteristics</p> <p>Design</p> <ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology 		<p>products for themselves and other users based on design criteria.</p> <ul style="list-style-type: none"> • Evaluate their own ideas and products against a design criteria. • Build structures exploring how they can be made stronger, stiffer, and more stable. • Select from and use a range of tools and equipment to perform practical tasks
Art	<p>Art and Design Skills 'Design drawing, craft, paint' Artist – Clarice Cliff</p> <ul style="list-style-type: none"> • To use drawing, painting and sculpture, to develop and share their ideas, experiences and imagination. • To develop a wide range of art and design techniques in using line, shape, form and space. • About the work of a range of artists, craft makers and designers, describing 		<p>Formal Elements of Art 'Printing'</p> <ul style="list-style-type: none"> • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using line, shape, form and space • About the work of a range of artists, craft makers and designers, describing the differences 	

	<p>the differences and similarities between different practices and disciplines, and making links to their own work.</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products. 		<p>and similarities between different practices and disciplines, and making links to their own work</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products Be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	
PE	<p>Gymnastics</p> <ul style="list-style-type: none"> Lift and carry equipment Follow instructions Understand that we need to warm up and cool down our bodies before and after exercise Bounce and jump Describe their partner's movements Move fast and slow Make wide and thin shapes Link two movements 	<p>Athletics</p> <ul style="list-style-type: none"> Begin to run at different speeds Move along basic pathways, for example: move in a straight or curved line Begin to use the correct technique for jumping as high and as far as they can Explore different types of jumps Land safely Make a simple sequence of jumps 	<p>Ball Skills</p> <ul style="list-style-type: none"> Roll a ball and pick it up as it slows down Use a simple underarm throw Throw a ball into a space Catch a ball with two hands Know that we need to warm our bodies up before exercising and cool down after exercising Run or walk forwards and backwards 	<p>Team Games</p> <ul style="list-style-type: none"> Identify useful spaces for passing and receiving a ball Defend a goal or space Indicate their intentions to their teammates Attempt to evade defenders Identify strengths and areas in which they could improve.
Moral Education	<p>Unit 5 – Friendship</p> <ul style="list-style-type: none"> I like being with my friend The true friend I make new friendships 	<p>Unit 1 – Fairness & Affection</p> <ul style="list-style-type: none"> Will I be happy if I am fair? How do I show affection to others? 	<p>Unit 2 – My Family & I</p> <ul style="list-style-type: none"> My Family The importance of expressing feelings 	<p>Unit 6 - Intangible Heritage</p> <ul style="list-style-type: none"> What is heritage? Intangible Heritage in the UAE

	<ul style="list-style-type: none"> • A friendship without problems? How! • Judging others <p>MEP VALUES OF THE MONTH: Harmony (September) Responsibility (October)</p>	<p>Unit 3 – Discovering the UAE Heritage through storytelling</p> <ul style="list-style-type: none"> • What do we know about storytelling? • Learning about the traditional art of storytelling • The art of storytelling as a history and transferring Emirati values • Composing your own stories <p>MEP VALUES OF THE MONTH: Courage (November) Tolerance & Respect (December)</p>	<ul style="list-style-type: none"> • I like! I dislike! • What am I good at? <p>Unit 4 – Caring & Honesty</p> <ul style="list-style-type: none"> • Caring about ourselves • Caring about others • Caring about the school environment • Honesty • Learning about Honesty and Cheating through storytelling <p>MEP VALUES OF THE MONTH: Honesty (January) Helpfulness (February) Humility (March)</p>	<ul style="list-style-type: none"> • Tangible Heritage in the UAE • Intangible heritage around the world • Tangible heritage around the world <p>MEP VALUES OF THE MONTH: Consciousness & Moderation (April) Kindness (May) Thoughtfulness (June)</p>
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