BLANCHE NEVILE SCHOOL
The best of both worlds for deaf children

Primary Curriculum Map
Year 2 2023-2024

Subjects	Year 2 Autumn 1 The Animal Kingdom	Year 2 Autumn 2 The Great Fire of London	Year 2 Spring 1 On the Move	Year 2 Spring 2 The circus	Year 2 Summer 1 Growing up	Year 2 Summer 2 Beside the Seaside
Literacy	**Fiction – Traditional stories** - Retell the story of Goldilocks and the Three Bears **Fiction – Narrative stories within familiar settings** - Story about an animal within a familiar setting in the style of 'The Tiger Who Came to Tea' **Non-Fiction – Information text** - Book about how to look after a pet	**Poetry – Patterns on a page** - Fire and firework poems with patterned language **Non-Fiction – Information text** - Great Fire of London books **Non-Fiction – Diary writing** - Diary entry for eyewitness testimony of the Great Fire of London	**Non -Fiction – Instructions** - Set of instructions for making a toy/fruit vehicle **Fiction – Adventure stories** - Short narrative about the adventures of a vehicle, based on 'The Journey' - Story about themselves as an explorer, based on James Mayhew's 'Miranda the Explorer' Poetry – Silly Stuff - Range of poems, to include tongue twisters, riddles and nonsense poems, based on poems shared as a class	**Poetry – The circus** - Circus poems, using patterned language and structures **Fiction – Stories with familiar settings** - Writing inspired by John Burningham's 'Cannonball Simp' - Character description of Simp - Sequel to 'Cannonball Simp' focusing on her adventures with the circus **Non-Fiction – Recount** - Recount of Circus Skills workshops, including personal response	**Non-Fiction – Night-time stories** - A sequel to 'Eliot Jones, Midnight Superhero' **Non-Fiction – Non-chronological reports** - A report on the life-cycle of a plant	**Poetry – Seaside** - Poem about a day at the seaside - Descriptive poem about a creature/creatures found in a rock pool **Non-Fiction – Holiday postcards** - Postcard to a family member describing a day at the beach or seaside holiday **Fiction – Seaside adventure** - Extended adventure story about a seaside holiday
Maths	**Number – Place Value** - Recognise the place value of each digit in a two-digit number - Identify, represent and estimate numbers using different representations, including the number line - Read and write numbers to at least 100 in numerals and in words	**Number – Addition and Subtraction** - Solve problems with addition and subtraction - Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 - Add three 1-digit numbers **Measurement – Money** - Recognise and use	**Number – Multiplication and Division** - Recall and use division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers **Statistics** - Interpret and construct simple pictograms, tally charts and simple tables - Ask and answer simple questions by counting the	**Geometry – Properties of Shape** - Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces - Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] - Compare and sort common 3-D shapes and everyday objects	**Measurement – Length and Height** - Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm using rulers - Compare and order lengths and record the results using >, < and = **Measurement – Mass, Capacity and**	**Measurement – Length and Height** - Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm using rulers - Compare and order lengths and record the results using >, < and = **Measurement – Mass, Capacity and**

	Number – Addition and Subtraction - Solve problems with addition and subtraction - Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 - Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot be done in any order - Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems	symbols for pounds (£) and pence (p); combine amounts to make a particular value - Find different combinations of coins that equal the same amounts of money **Number – Multiplication and Division** Recall and use multiplication facts for the 2 and 5 multiplication table - Calculate mathematical statements for multiplication within the multiplication tables and write them using the multiplication (x) and equals (=) signs - Solve problems involving multiplication using materials, arrays, repeated addition, mental methods, and multiplication facts, including problems in contexts. **Geometry – Properties of Shape** - Identify and describe the properties of 2-D shapes, including the number of sides - Identify and describe the properties of 3-D shapes - Identify and describe the properties of 2-D shapes, including line symmetry in a vertical line	number of objects in each category and sorting the categories by quantity **Geometry – Properties of Shape** - Identify and describe the properties of 2-D shapes, including the number of sides - Identify and describe the properties of 3-D shapes - Identify and describe the properties of 2-D shapes, including line symmetry in a vertical line - Compare and sort common 2-D shapes and everyday objects **Measurement – Money** - Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value - Find different combinations of coins that equal the same amounts of money	**Number – Fractions** - Recognise, find, name and write fractions ¼, ½, ⅓, and ¾ of a length, shape, set of objects or quantity - Write simple fractions for example, ½ of 6 = 3 - Recognise, find, name and write fraction ¾ of a length, shape, set of objects or quantity - Recognise the equivalence of 2/4 and ½ **Measurement – Time** - Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times - Know the number of minutes in an hour compare and sequence intervals of time - Know the number of hours in a day	**Temperature** - Choose and use appropriate standard units to estimate and measure mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using scales, thermometers and measuring vessels - Compare and order mass, volume/capacity and record the results using >, < and = **Geometry – Position and Direction** - Order and arrange combinations of mathematical objects in patterns and sequences - Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).	**Temperature** - Choose and use appropriate standard units to estimate and measure mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using scales, thermometers and measuring vessels - Compare and order mass, volume/capacity and record the results using >, < and = **Geometry – Position and Direction** - Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise)

		- Compare and sort common 2-D shapes and everyday objects				
Science	**Living Things and their habitats** - Explore and compare the differences between living things, dead things and things that have never lived - Name and identify a variety of plants and animals in their habitats including micro habitats - Identify that most living things live in habitats to which they are suited and describe how different habitats suit different animals and plants, and that they depend on each other - Describe simple food chains and identify and name different sources of food	**Living Things and their habitats** - Describe simple food chains and identify and name different sources of food **Everyday Materials** - Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses - Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	**Audiology and Deafness** - Deaf identity - Levels of deafness - Make a 3D model of an ear	**Animals including humans** - Notice that all animals including humans have offspring which grow into adults - Linked to reception topic 'Chicks'	**Plants** - Observe and describe how seeds and bulbs grow into mature plants - Find out more and describe how plants need water, light and a suitable temperature to grow and stay healthy **Animals including humans** - Notice that all animals including humans have offspring which grow into adults - Find out about and describe the basic needs of animals, including humans for survival (water, food, air) - Describe the importance for humans of exercise, eating the right amounts of different kinds of foods and hygiene	**Plants** - Observe how different plants grow in a local woodland environment throughout the year - Understand what all plants need to grow and thrive
Topic	**Geography** **Local Habitats** - Within the exploration of a range of habitats, use simple fieldwork and observational skills to study the geography of school grounds and key physical features of the surrounding environment **Art** - To discover Pablo Picasso - To explore by drawing	**History** **The Great Fire of London** - Recognise and retell the progression of events of the Great Fire of London - Know that the Great Fire occurred as a result of a combination of factors (dry weather, combustible buildings, narrow streets) - Investigate the lives of Samuel Pepys and Thomas Farrier - Understand that the Fire occurred in the	**History** **History of Transport** - Find out about transport used in the locality in the past. - Be able to find out about aspects of the past from a range of sources of information - Be able to order modes of transport through history into a sequence **Geography** **London Transport** - Know about the main			**History** **Local Habitats** - Identify different ways in which seaside holidays have been represented in the past, using a range of sources (stories, eye-witness accounts, pictures and photographs, artefacts, historic buildings and visits to museums, galleries and sites) - Identify differences between seaside holidays today in their own lives

	faces - To create a face in the style of Picasso	Stuart Period of British history because the Stuart family occupied the throne	transport features of the locality - Follow a simple set of directions - Use maps of the local area to find out routes and give directions - Make sketch maps of the classroom, school and routes to school - Understand, use and interpret a range of simple mapping symbols - Use simple compass directions (north, south, east and west) and locational and directional language (near and far, left and right) to describe the location and features and routes on a map			and those taken by people who have lived in the past - Name periods in British history; Tudor, Georgian, Victorian, 20th Century, 21st Century - Know that the 1900s was the 20th Century; the 1800s was the 19th Century and discuss why. **Geography** **Westcliff-on-Sea** - Know about the main physical features seaside settings - Know about the main physical features of Westcliff-on-Sea - Know about the main human features of a seaside settings - Know about the main human features of Westcliff-on-Sea - Know about the similarities and differences between the local area and Westcliff-on-Sea
BSL	**Deaf studies linked to the topic** **The Animal Kingdom** Nocturnal animals in the UK, Africa animals, elephant zoo/circus, describing animals and how animals survive. Blanche Nevile history	**Deaf studies linked to the topic** **The Great Fire of London** Firework safety, BSL story, fire safety, deaf fire alarms, exploring a fire station, Christmas vocabulary, games and stories.	**Deaf studies linked to the topic** **On the Move** Comparing old and new transport, how transport works, how water is transported, emergency transport vehicles and deaf in transport.	**Deaf studies linked to the topic** **The Circus** History of circus, animals in the circus, history of clowns, the circus set up, and the people in the circus. Roleshift games with animals.	**Deaf studies linked to the topic** **Growing Up** Cycle of life, looking at how plants, nature, and people grow. Learning vocabulary linked to growing up.	**Deaf studies linked to the topic** **Beside the Seaside** Beach safety, sun safety, the seaside, food and toys at the seaside, vocabulary at the seaside. Fingerspelling games.

Computing	**IT around us** - To recognise the uses and features of information technology - To identify the uses of information technology in the school - To identify information technology beyond school - To explain how information technology helps us - To explain how to use information technology safely - To recognise that choices are made when using information technology	**Digital photography** - To use a digital device to take a photograph - To make choices when taking a photograph - To describe what makes a good photograph - To decide how photographs can be improved - To use tools to change an image - To recognise that photos can be changed E-safety Safer Internet Day	**Robot algorithms** - To describe a series of instructions as a sequence - To explain what happens when we change the order of instructions - To use logical reasoning to predict the outcome of a program - To explain that programming projects have code and artwork - To design an algorithm - To create and debug a program that I have written Internet Safety Week	**Pictograms** - To recognise that we can count and compare objects using tally charts - To recognise that objects can be represented as pictures - To create a pictogram - To select objects by attribute and make comparisons - To recognise that people can be described by attributes - To explain that we can present information using a computer	**Digital writing** - To use a computer to write - To add and remove text on a computer - To identify the look of text can be changed on a computer - To make careful choices when changing text - To explain why I used the tools that I chose - To compare typing on a computer to writing on paper	**Programming** - To explain that a sequence of commands had a start - To explain that a sequence of commands has an outcome - To create a program using a given design - To change a given design - To create a program using my own design - To decide how my project can be improved
P.E	**Dance**	**Invasion**	**Gymnastics**	**Circus**	**Fitness**	**Yoga**
	Ball skills	**Team building**	**Invasion**	**Net and Wall**	**Athletics**	**Striking and Fielding**
School Visits	Safari Pete London Zoo Heath Beasts Forest School	Museum of London visiting Blanche Nevile Jacksons Lane Forest School	BIG TRANSPORT Trip Panathlon Challenge Forest School	Forest School TBC	Forest School TBC	Forest School TBC
Texts used	The Tiger Who Came to Tea The Mog Books	The Great Fire of London	The Journey Miranda the Explorer	Cannonball Simp	Eliot Jones, Midnight Superhero	

This is the projected plan that may be subject to change.