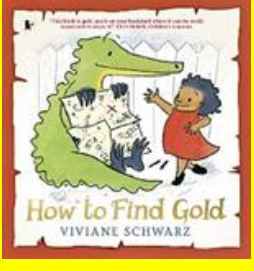

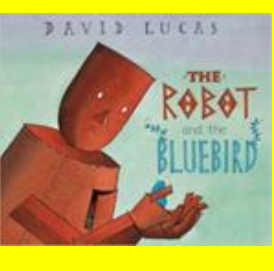

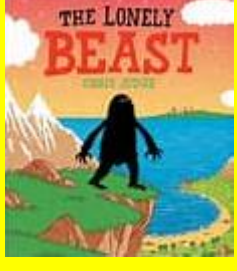
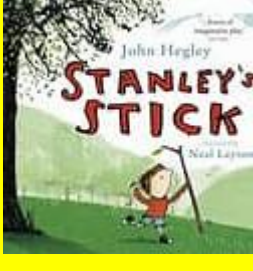


## Creative Curriculum Map for Year 2

Term	Term 1 (Autumn 1)	Term 2 (Autumn 2)	Term 3 (Spring 1)	Term 4 (Spring 2)	Term 5 (Summer 1)	Term 6 (Summer 2)
<b>POR Texts</b>						
<b>Writing</b>	<p>Draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally</p> <p>Sequence sentences to form short narratives write for different purposes including about fictional personal experiences, poetry, non-fiction and real events</p> <p>Reread and evaluate writing to check it makes sense and make simple revisions</p> <p>Read writing aloud with appropriate intonation to make the meaning clear</p>	<p>Draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally</p> <p>Sequence sentences to form short narratives write for different purposes including about fictional personal experiences, poetry, non-fiction and real events</p> <p>Reread and evaluate writing to check it makes sense and make simple revisions</p> <p>Read writing aloud with appropriate intonation to make the meaning clear</p>	<p>Draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally</p> <p>Sequence sentences to form short narratives Write for different purposes including about fictional personal experiences, poetry, non-fiction and real events</p> <p>Reread and evaluate writing to check it makes sense and make simple revisions</p> <p>Read writing aloud with appropriate intonation to make the meaning clear</p>	<p>Draft and write by composing and rehearsing sentences orally</p> <p>Sequence sentences to form short narratives</p> <p>In narrative create settings, characters and plot</p> <p>Write for different purposes including about fictional personal experiences and fictional narratives</p> <p>Re-read writing to check it makes sense and make simple revisions</p>	<p>Draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally;</p> <p>Sequence sentences to form short narratives;</p> <p>Write for different purposes including about fictional personal experiences, poetry, non-fiction and real events;</p> <p>Reread and evaluate writing to check it makes sense and make simple revisions;</p> <p>Read writing aloud with appropriate intonation to make the meaning clear;</p> <p>Use new and familiar punctuation correctly;</p> <p>Use sentences indifferent forms;</p> <p>Expand noun phrases to describe and specify;</p> <p>Use past and present tense correctly and consistently;</p> <p>Use simple conjunctions to link subordinate and co-ordinating clauses.</p>	<p>Draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally;</p> <p>Sequence sentences to form short narratives;</p> <p>Write for different purposes including about fictional personal experiences, poetry, non-fiction and real events;</p> <p>Reread and evaluate writing to check it makes sense and make simple revisions;</p> <p>Read writing aloud with appropriate intonation to make the meaning clear;</p> <p>Use new and familiar punctuation correctly;</p> <p>Use sentences indifferent forms;</p> <p>Expand noun phrases to describe and specify;</p> <p>Use past and present tense correctly and consistently;</p> <p>Use simple conjunctions to link subordinate and co-ordinating clauses.</p>
<b>Reading</b>	<p>Listen to, discuss and express views about books at a level beyond that which they can read independently</p> <p>Discuss the significance of the title and events</p> <p>Link what they hear or read to own experiences</p> <p>Explain understanding of what is read</p> <p>Discuss the sequence of events in books and how items of information are related</p> <p>Discuss favourite words and phrases</p> <p>Answer and ask questions</p> <p>Predict what might happen on the basis of what has been read</p> <p>Draw inferences on the basis of what is being said and done</p> <p>Participate in discussion about what is read, taking turns and listening to others</p>	<p>listen to, discuss and express views about books at a level beyond that which they can read independently</p> <p>discuss the significance of the title and events link what they hear or read to own experiences</p> <ul style="list-style-type: none"> <li>• explain understanding of what is read</li> </ul> <p>discuss the sequence of events in books and how items of information are related</p> <p>discuss favourite words and phrases</p> <p>answer and ask questions</p> <p>predict what might happen on the basis of what has been read</p> <p>draw inferences on the basis of what is being said and done</p> <p>participate in discussion about what is read, taking turns and listening to others</p> <p>express views about reading</p>	<p>Listen to, discuss and express views about books at a level beyond that which they can read independently</p> <p>Discuss the significance of the title and events</p> <p>Link what they hear or read to own experiences</p> <p>Explain understanding of what is read</p> <p>Discuss the sequence of events in books and how items of information are related</p> <p>Discuss favourite words and phrases</p> <p>Answer and ask question</p> <p>Predict what might happen on the basis of what has been read</p> <p>Draw inferences on the basis of what is being said and done</p> <p>Participate in discussion about what is read, taking turns and listening to others</p> <p>express views about reading</p>	<p><i>Increase familiarity with a range of books</i></p> <p><i>Explain and discuss understanding of books</i></p> <p><i>Discuss the sequence of events in books and how items of information are related</i></p> <p><i>Answer and ask question</i></p> <p><i>Predict what might happen on the basis of what has been read</i></p> <p><i>Draw inferences on the basis of what is being said and done</i></p> <p><i>Express views and opinions about reading</i></p> <p><i>Listen to, discuss and express views about books at a level beyond that which they can read independently</i></p> <p><i>Discuss the significance of the title and events</i></p> <p><i>Link what they hear or read to own experiences</i></p> <p><i>Discuss favourite words and phrases</i></p> <p><i>Taking turns and listening to others</i></p>	<p>Listen to, discuss and express views about books at a level beyond that which they can read independently;</p> <p>Discuss the significance of the title and events;</p> <p>Link what they hear or read to own experiences;</p> <p>Explain understanding of what is read;</p> <p>Discuss the sequence of events in books and how items of information are related;</p> <p>Discuss favourite words and phrases;</p> <p>Answer and ask questions;</p> <p>Predict what might happen on the basis of what has been read;</p> <p>Draw inferences on the basis of what is being said and done;</p> <p>Participate in discussion about what is read, taking turns and listening to others;</p> <p>Express views about reading</p>	<p>Listen to, discuss and express views about books at a level beyond that which they can read independently;</p> <p>Discuss the significance of the title and events;</p> <p>Link what they hear or read to own experiences;</p> <p>Explain understanding of what is read;</p> <p>Discuss the sequence of events in books and how items of information are related;</p> <p>Discuss favourite words and phrases;</p> <p>Answer and ask questions;</p> <p>Predict what might happen on the basis of what has been read;</p> <p>Draw inferences on the basis of what is being said and done;</p> <p>Participate in discussion about what is read, taking turns and listening to others;</p> <p>Express views about reading</p>

Oracy	Express views about reading					
	<p>Listen and respond appropriately to adults and peers</p> <p>Ask relevant questions to extend knowledge and understanding</p> <p>Consider and evaluate viewpoints, attending to and building on the contributions of others</p> <p>Participate in discussions, performances, role-play, improvisations and debate about what has been read</p> <p>Use spoken language to develop understanding through imagining and exploring ideas.</p>	<p>listen and respond appropriately to adults and peers</p> <p>ask relevant questions to extend knowledge and understanding</p> <p>consider and evaluate viewpoints, attending to and building on the contributions of others</p> <p>participate in discussions, performances, role play, improvisations and debate about what has been read</p> <p>use spoken language to develop understanding through imagining and exploring ideas</p>	<p>Listen and respond appropriately to adults and peers</p> <p>Ask relevant questions to extend knowledge and understanding</p> <p>Consider and evaluate viewpoints, attending to and building on the contributions of others</p> <p>Participate in discussions, performances, role-play, improvisations and debate about what has been read</p> <p>Use spoken language to develop understanding through imagining and exploring ideas</p>	<p><i>Participate in discussion about what is read, taking turns and listening to what others say</i></p> <p><i>Ask relevant questions to extend their understanding and build vocabulary and knowledge</i></p> <p><i>Listen and respond appropriately to adults and peers</i></p> <p><i>Articulate and justify answers and opinions</i></p> <p><i>Use spoken language to develop understanding</i></p> <p><i>Speak audibly and fluently with an increasing command of Standard English</i></p> <p><i>Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama</i></p>	<p>Listen and respond appropriately to adults and peers;</p> <p>Ask relevant questions to extend knowledge and understanding;</p> <p>Consider and evaluate viewpoints, attending to and building on the contributions of others;</p> <p>Participate in discussions, performances, role play, improvisations and debate about what has been read;</p> <p>Use spoken language to develop understanding through imagining and exploring ideas.</p>	<p>Listen and respond appropriately to adults and peers;</p> <p>Ask relevant questions to extend knowledge and understanding;</p> <p>Consider and evaluate viewpoints, attending to and building on the contributions of others;</p> <p>Participate in discussions, performances, role play, improvisations and debate about what has been read;</p> <p>Use spoken language to develop understanding through imagining and exploring ideas.</p>
Maths Summary	Place Value Addition	Subtraction Shape	Money Multiplication & Division	Length and height Measurement Mass, capacity, and temperature	Statistics & Fractions	Position & direction Problem Solving Time
Science topic/objectives	Materials	Living Things & Their Habitats	Plants	Animals inc Humans	Plants (2)	Living Things & Their Habitats (2)
History	The Great Fire of London				Bradford: Locality Study	
Geography			Why is the weather different across the world?	What is it like to live in a village in Pakistan?		
Art and design	<b>Drawing: Telling a Story</b>	.	<b>Painting and mixed media: Life in colour</b>	<b>Sculpture and 3D: Clay houses</b>		<b>Craft and design: Map it out</b>
DT	Mechanisms Moving Monsters		Food A balanced diet			Textiles Pouches
Computing E Safety throughout	iBlog	iProgramme	iAnimate	iSearch	iPub	iDo Mail
PSHE	Introduction Families & Relationships	Health & Wellbeing	Safety & The Changing Body	Citizenship	Economic Wellbeing	Transition
Music		Nativity	African call and response	Orchestral Instruments	Musically Me	Myths and Legends
RE	UC Creation  Who made the world?  Digging Deeper	DS Sikhism  What does it mean to be a Sikh in Britain today?  Digging Deeper	UC God  What is it Like to Follow God?  Digging Deeper	DS Judaism  Who is Jewish and how do they live?  Digging Deeper	UC Salvation  Why does Easter matter to Christians?  Digging Deeper	DS Islam  Who is a Muslim and what do they believe?  Digging Deeper
PE						
Visits and Visitors	<b>Visits Church – St Philip’s (RE)</b>	<b>Visits/ Yorkshire Wildlife Park (Science)</b>	<b>Visits/ Visitors: Pantomime (English)</b>	<b>Visits/ Visitors: Family visitors (Geography) Ponderosa (Science)</b>	<b>Visits Magical Mystery Tour Visitors (History)</b>	<b>Visits/ Visitors: Saltaire Sculpture trail (Art) Industrial Museum (History)</b>