

# Aragon Primary School Curriculum Map

## Year 2

### English

We will be studying a range of genres and creating pieces of writing based on the following stimuli:

The Journey Home— by Frann-Preston-Gannon

The Minpins by Roald Dahl

Tadpole's Promise by Jeanne Willis & Tony Ross

### Maths

We will be consolidating all our maths learning. Recalling number bonds, addition, subtraction, multiplication and division problems. Explaining how we know the answer and showing the method we used to solve the number equation. We will look at number facts for 2,5 and 10. We will continue to practise the 2,5 and 10 times table and continue to build our maths fluency.

### Science - Living Things & Their Habitats

Describe how animals obtain their food from plants and other animals, using the idea of simple food chains. Identify and name different sources of food.

### Geography - Life in Kenya

Where in the world is Kenya?  
What is the climate like in Kenya?  
What is the landscape of Kenya like?  
What is it like to live in rural Kenya?  
What is it like to live in urban Kenya?  
What are the similarities and differences between Kenya and the UK?

### Art: Map it out!

To know that patterns can be made using shapes.  
To know that patterns can be used to add detail to an art work.

**PE:** Children develop basic game-playing skills, in particular throwing and catching. They play games based on net games (like tennis and badminton), and games based on striking and fielding games (like rounders and cricket). They have the opportunity to play one against one, one against two and one against three.

### PSHE: Changing Me

I can use the correct terms to describe the penis and vagina, and explain why they are private. I can explain why some types of touches feel OK and others don't.

I can tell you what I like and don't like about being a boy/girl and getting older, and recognise that other people might feel differently to me.

### RE: - What is the best way for a Jew to show commitment to God?

I can explain why agreements are important and why they should be kept.

I can tell a story about Abraham or Moses and say why one of these men is important to Jews today.

I can start to explain the significance of one thing Jews do and say how it shows their special relationship with God.

**Reading -** Whole Class Reading lessons focusing on comprehension and the skills of vocabulary, inference, prediction, explain, retrieve and summarise, using high-quality texts.

### Computing: Data and Information

This unit introduces the learners to the term 'data'. Learners will begin to understand what data means and how this can be collected in the form of a tally chart. They will learn the term 'attribute' and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block diagrams. Learners will use the data presented to answer questions.

**Music:** To consolidate the learning that has occurred during the year, revisiting songs and musical activities.

## Summer 2



“To be the best we can be!”