



## Year 2 Curriculum Long Term Map Core Subjects

<b>English Genre</b>	Genres to cover linked to theme where possible: Narrative x3 / Non –Fiction x3 / Poetry x3															
<b>Reading</b>	Word Reading							Comprehension								
<b>Grammar</b>	<p>Word Structure</p> <ul style="list-style-type: none"> <li>-Formation of nouns using suffixes such as <i>-ness</i>, <i>-er</i> and by compounding</li> <li>-Formation of adjectives using suffixes such as <i>-ful</i>, <i>-less</i></li> <li>-Use of suffixes <i>-er</i> and <i>-est</i> in adjectives and <i>-ly</i> to turn adjectives into adverbs.</li> </ul>	<p>-Prepositions</p> <ul style="list-style-type: none"> <li>-Alliteration</li> <li>-Similes using . . .like . . .</li> <li>-Two adjectives to describe the noun</li> <li>-Adverbs for description</li> <li>-Adverbs for information</li> <li>-Generalisers for information</li> </ul>	<p>Sentence Structure</p> <ul style="list-style-type: none"> <li>-Subordination (using when, if, that or because).</li> <li>-Coordination (using or, and or but).</li> <li>-Expanded noun phrases for description and specification</li> <li>-How the grammatical patterns in a sentence indicate its function as a: statement, question, exclamation, command.</li> </ul>	<p>Types of sentences:</p> <ul style="list-style-type: none"> <li>-‘ly’ starters</li> <li>-Vary openers to sentences</li> <li>-Embellished simple sentences using adjectives/adverbs.</li> <li>-Secure use of compound sentences (Coordination) using connectives.</li> <li>-Complex sentences (Subordination) using drop in a relative clause.</li> <li>-Additional subordinating conjunctions.</li> <li>-Use long and short sentences:</li> <li>-Expanded noun phrases</li> <li>-List of 3 for description</li> </ul>	<p>Text Structure</p> <ul style="list-style-type: none"> <li>-The correct choice and consistent use of present tense verses past tense throughout writing.</li> <li>-Use of the progressive form of verbs in the present and past tense to mark actions in progress.</li> </ul>	<p style="text-align: center;"><u>FICTION</u></p> <ul style="list-style-type: none"> <li>-Secure use of planning tools.</li> <li>-Plan opening around character(s), setting, time of day and type of weather</li> <li>-Understanding 5 parts to a story with more complex vocabulary</li> <li>-Opening, Build-up, Problem / Dilemma, Resolution, Ending.</li> <li>-Ending should be a section rather than one final sentence.</li> </ul>	<p style="text-align: center;"><u>NON-FICTION</u></p> <p>Introduce:</p> <ul style="list-style-type: none"> <li>-Secure use of planning tools.</li> <li>-Introduction: Heading, Hook to engage reader, Factual statement / definition</li> <li>-Opening question.</li> <li>-Middle section(s): Group related ideas into sections, Sub headings, lists, bullet points, diagrams.</li> <li>-Ending: Final comment, extra tips, facts.</li> <li>-The consistent use of present tense versus past tense throughout texts</li> <li>-Use of the continuous form of verbs in the present and past tense to mark actions in progress.</li> </ul>	<p>Punctuation</p> <p>Use of:</p> <ul style="list-style-type: none"> <li>-Capital letters</li> <li>-Full stops</li> <li>-Question marks</li> <li>-Exclamation marks</li> <li>-Commas to separate items in a list</li> <li>-Apostrophes for contracted forms.</li> <li>Comma after <i>-ly</i> opener</li> <li>-Speech bubbles /speech marks for direct speech.</li> </ul>								
<b>H/writing</b>	Kinetic letters															
<b>Spelling</b>	The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words.	The /s/ sound spelt c before e, i, y	The /n/ sound spelt kn and (less often) gn at the beginning of words	The /l/ or /əɫ/ sound spelt –le at the end of words	The /l/ or /əɫ/ sound spelt –el at the end of words	The /l/ or /əɫ/ sound spelt –al at the end of words	Words ending –il	The /aɪ/ sound spelt –y at the end of words	Adding –es to nouns and verbs ending in –y	Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it	Adding the endings –ing, –ed, –er, –est and –y to words ending in a single consonant letter after a single vowel letter	Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter	The /ɔ:/ sound spelt a before l and ll	The /ɜ:/ sound spelt or after w	The /ʌ/ sound spelt o	The possessive apostrophe (singular nouns)
	The /ʒ/ sound spelt s	The /i:/ sound spelt –ey	The suffixes –ment, –ness, –ful, –less and –ly		Contractions		The /ɔ:/ sound spelt ar after w		Words ending in –tion	the /ɒ/ sound spelt a after w and qu		Homophones and near homophones				
<b>Spoken Language</b>	Listen/respond to adults and peers	Asking relevant qu’s	Building Vocab	Articulate and justify answer, arguments and opinions	Well structured descriptions, explanations and narratives	Maintain attention and participate actively in collaborative conversations	Developing understanding through speculating hypothesizing, imagining and exploring.	Speak audibly and fluently with an increasing command or Standard English	Participate in discussions, presentations, performances, role play, improvisation and debates.	Gain, maintain and monitor the interest of the listener.	Consider and evaluate different viewpoints, building on contributions of others.	Select and use appropriate registers for effective communication				
<b>Maths</b>	Number and Place value,		Number - +, -, /, x		Number - Fractions		Measurement		Geometry –Properties of Shapes		Geometry – position and direction		Statistics			
<b>Mental Maths</b>	Early times tables and number bonds															
<b>Science</b>	Throughout: Working Scientifically			Living things and their habitats			Plants			Animals including humans			Uses of everyday materials			