



Shiplake C.E. Primary School
Memorial Avenue
Shiplake , Oxon
RG9 4DN
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Shiplake CE Primary School

Year 2 Curriculum Map

English	
Reading <ul style="list-style-type: none">• Use my knowledge of phonic rules to spell and pronounce words so that I can read fluently.• Read accurately by blending sounds in words that include graphemes I have been taught, especially graphemes which represent more than one sound.• Read words with multiple syllables containing graphemes I have been taught, especially graphemes which represent more than one sound.• Read words containing common suffixes.• Read an increasing number of words that are common exceptions to spelling rules, and I can identify unusual relationships between letters and sounds.• Read most words with speed and accuracy, without needing to blend the sounds of familiar words aloud.• Read books aloud when the words follow phonic rules I have been taught, and I can sound out unfamiliar words correctly and quickly.• Reread books to increase my fluency and confidence. Reading Comprehension	Writing - Transcription <ul style="list-style-type: none">• Spell many words correctly by breaking spoken words into sounds and using the correct letters to represent these sounds.• Learn new ways of spelling words which have several alternative spellings, including words containing each spelling, and some common homophones.• Spell words that are common exceptions to the spelling rules I know.• Spell an increasing number of contractions.• Use an apostrophe for singular noun possession.• Tell the difference between a homophone and a near-homophone.• Add suffixes to form longer words, including, 'ment', 'ness', 'ful', and 'ly'.• Apply the spelling rules I have been taught to words I write.• Write simple sentences correctly from dictation, including words that follow spelling rules, common exceptions and punctuation I have been taught. Writing – Handwriting



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- Listen to, discuss and express views on a range of contemporary and classic poetry, fiction and non-fiction that is above the level that I read on my own.
- Describe the order of events in a book and how information is related.
- Read and retell an increasing number of stories, fairy stories and traditional tales.
- Be introduced to non-fiction texts with different structures.
- Identify simple recurring literary language in stories and poetry.
- Discuss word meanings, linking words I already know to new words.
- Talk to other people about my favourite words and phrases.
- Know and enjoy an increasing number of poems and can recite some of these out loud by heart, using intonation effectively.
- Use my own knowledge, or information and vocabulary provided by my teacher, to understand books I read or hear.
- Check that a text makes sense as I read, and correct any errors in my reading.
- Infer meanings from what characters say and do.
- Ask and answer questions about the books I have read and heard.
- Predict what might happen next in a story based on what I have already read or heard.
- Take part in discussions about books that I have read and those that have been read to me, and listen to others people's opinions about them.
- Explain my understanding of books I have read and those that have been read to me.

- Write lower-case letters of the correct size compared to one and another.
- Start to use diagonal and horizontal strokes to join adjacent letters, and I understand when this is appropriate.
- Write capital letters and digits of the correct size and relationship to one another and lower-case letters.
- Use spacing between words that is appropriate for the size of letters.

Writing – Composition

- Write fictional and true stories about my own and others' experiences.
- Write about real events.
- Write poetry.
- Produce writing for different purposes.
- Plan and explain out loud what I am going to write.
- Note ideas, words and vocabulary to use in my writing.
- Summarise what I am going to write, and break it down into sentences.
- Evaluate my writing with my teacher and other pupils.
- Reread my writing to check it makes sense and that verbs, including continuous verbs, are consistently in the correct tense.
- Check a piece of writing for spelling, grammar and punctuation errors.
- Read what I have written out loud, using intonation to make my meaning clear.

Writing – Vocabulary, Grammar and Punctuation

- Use new and familiar punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists,



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Speaking and Listening

- Listen and respond appropriately to adults and other people my age.
- Ask relevant questions to increase my understanding and knowledge.
- Use different ways to expand my vocabulary.
- Explain and justify my own answers, arguments and opinions.
- Describe, explain and narrate for different purposes in a structured way, including expressing feelings.
- Pay attention and take part in conversations with others, staying on topic and making and responding to comments.
- Use spoken language to suggest ideas and explanations, and to explore my imagination and ideas.
- Speak clearly and fluently, increasingly using Standard English.
- Take part in discussions, presentations, performances, role play, improvisations and debates.
- Gain, keep and monitor the interest of people listening to me.
- Assess different viewpoints and build on other people's contributions.
- Choose and use appropriate registers (e.g. formal or informal speaking) to communicate effectively.

apostrophes for contractions and apostrophes for singular noun possession.

- Write statements, questions, exclamations and commands.
- Use expanded noun phrases for descriptions and to be specific.
- Use the present and past tense correctly and consistently, including the progressive form.
- Use subordinating and co-ordinating conjunctions correctly in sentences.
- Use the grammar rules I have been taught.
- Understand some features of written Standard English.
- Use the grammatical terms that I have been taught to talk about my writing.



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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science	Use of Everyday Materials		Animals Including Humans – The Body	Plants	Animals Including Humans – Frogs and Chickens	Living Things and their Habitats
Computing	Computing Systems and Networks – TI Around Us	Creating Media – Digital Photography	Programming A – Robot Algorithms	Data and Information - Pictograms	Creating Media – Digital Music	Programming B – Programming Quizzes
RE (Oxford Diocese Long Term plan)	Who made the world?	Why does Christmas matter to Christians?	What do Muslims Believe about God and where did Islam start?	Why does Easter matter to Christians?	Why and how is Shabbat important to some Jewish people in Britain?	What are the best reasons for following a leader?
History & Geography	The World	Activists	The Great Fire of London		Africa	
Art & DT	Sculptures - Giacometti	Christmas Bunting - Sewing	Pizza	Clay Tudor Houses	Dragon Eyes	African Masks
PE	Invasion Games	Invasion Games	Dance	Gym	Striking Games (rounders)	Striking Games (Cricket)
	Gym	Fun Fitness	Ball Games	OAA	Athletics	Athletics



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Music	Music Express – Water	Christmas Play	Music Express – Animal	Xylophone	Music Express – Our Bodies	Boom Whackers
PSHE	Relationships	Relationships	Health and Wellbeing	Health and Wellbeing	Living in the Wider World	Living in the Wider World