


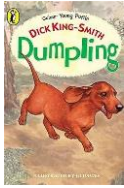


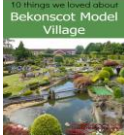




# JEA Year 2 Curriculum Map 2024-2025





	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Our Values</b>	<b>Resilience</b> The ability to bounce back after challenges and tough times.	<b>Integrity</b> The ability to act in the correct way, even when no one is looking.	<b>Democracy</b> The ability to allow everyone to have a voice and opinion.	<b>Creativity</b> The ability to see things and express ourselves in different ways	<b>Gratitude</b> The ability to focus on the good in our lives and be thankful.	<b>Diversity</b> The ability to accept and celebrate our differences.
<b>Key Events</b>	Black History Month (October) Mental Health Day Harvest Festival Show Racism the Red Card	Remembrance Day Anti-bullying Week World Kindness Day	Safer Internet Day	World Book Day	VE Day Earth Day Walk to School Day	Sports Week Science Week
<b>Safeguarding Links</b>	Racism	Bullying	Cyberbullying, online grooming		Road safety, stranger danger	Discrimination
<b>Assessments</b>		Reading Assessment Maths Assessment Writing Moderation		Reading Assessment Maths Assessment Writing Moderation		Phonics Screening Reading Assessment Maths Assessment Writing Moderation

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 <b>Reading</b>	Lions, Lions, Lions – Laura Lodge  There’s a Lion in my Cornflakes – Michelle Robinson  Perfectly Norman – Tom Percival  Ruby’s Worry – Tom Percival – progress check	Guy Fawkes – Laura Lodge  Eight Candles Burning – Celia Warren  Christmas Eve – Brian Moses	The Great Fire of London – Emma Adams  George’s Marvellous Medicine - Roald Dahl  The Life of Roald Dahl: a marvellous adventure – Emma Fischel – progress check	The Night Dragon – Naomi Howarth  Sir Charlie Stinky Socks – Kristina Stephenson  Horrid Henry and the Football Fiend – Francesca Simon	How to Build a Gingerbread House - Laura Lodge  Hansel and Gretel – Laura Lodge  Hansel and Gretel – Bethan Woollvin	The Hundred-Mile-an-Hour-Dog – Jeremy Strong  The Darkest Dark- Chris Hadfield  Dogs in Space –Vix Southgate  Ossiri and the Bala Mengro – Richard O’Neill and Katharine Quarmby – progress check
<b>Safeguarding Links</b>	Being safe around animals Mental health sharing worries.	Fire safety	Fire safety	Road safety (trip)	Road safety (trip) Stranger Danger	Road safety (trip)

	<p><b>Fiction: A pet with a problem – Dumpling</b></p>  <ul style="list-style-type: none"> <li>• Features of stories</li> </ul> <p><b>Non-fiction – Mammals – non-chronological reports</b></p> <ul style="list-style-type: none"> <li>• Features of non-chron reports</li> </ul>	<p><b>Non-fiction - Instructions: How to make a Halloween spider</b></p>  <ul style="list-style-type: none"> <li>• Features of instructions</li> </ul> <p><b>Poetry: Shape Poems</b></p>  <ul style="list-style-type: none"> <li>• Features of shape poems</li> </ul>	<p><b>Fiction: Fantasy story - The Snowman</b></p>  <ul style="list-style-type: none"> <li>• Features of fantasy stories</li> </ul>	<p><b>Fiction – Diary writing Traditional tale – Goldilocks</b></p>  <ul style="list-style-type: none"> <li>• Features of a diary</li> </ul> <p><b>Non - fiction - Recount of a school trip Bekonscot/ Safari Park</b></p> 	<p><b>Fiction – Traditional tale Hansel and Gretel</b></p>  <ul style="list-style-type: none"> <li>• Descriptive writing</li> </ul> <p><b>Fiction - Real life story - The Lighthouse Keeper's lunch</b></p>  <ul style="list-style-type: none"> <li>• Features of real life stories</li> </ul>	<p><b>Poetry - Nonsense poems - The owl and the pussycat</b></p>  <ul style="list-style-type: none"> <li>• Features of poems</li> </ul> <p><b>Fiction - Continue a story - Paddington to the rescue</b></p>  <ul style="list-style-type: none"> <li>• Features of stories</li> </ul>
<p><b>Safeguarding Links</b></p>	<p>Self -image being happy in your skin It's ok to be different. Respecting other life forms...mammals.</p>	<p>Water safety. Being close to the beach. Beware of seagulls. Respecting others. Respecting history.</p>	<p>Stranger danger</p>	<p>Talking or going with strangers/ going into stranger's houses. Wondering off without parents. Getting lost.</p>	<p>Stranger danger Healthy eating Sharing concerns with safe adult.</p>	<p>Going with strangers, getting lost. Travelling on your own. Railway safety. Getting lost.</p>
	<p>Step 1: Words where 'dge' makes a /j/ sound</p> <p>Step 2: Words where 'ge' makes a /j/ sound</p> <p>Step 3: Words where 'g' makes a /j/ sound</p> <p>Step 4: Words where 'c' makes a /s/ sound before 'e', 'i' and 'y'</p> <p>Step 5: Words where 'kn' and 'gn' make a /n/</p>	<p>Step 7: Words where 'wr' makes a /r/ sound at the beginning of words</p> <p>Step 8: Words ending in 'le'</p> <p>Step 9: Words ending in 'el'</p> <p>Step 10: Words ending in 'al'</p> <p>Step 11: Words ending in 'il'</p>	<p>Step 13: Words where 'y' makes an /igh/ sound</p> <p>Step 14: Words where '-es' is added to words ending in 'y'</p> <p>Step 15: Words where '-ed' is added to words ending in 'y'</p> <p>Step 16: Words where '-er' and '-est' are added to words ending in 'y'</p>	<p>Step 19: Words where '-er', '-est' and '-ed' is added to words ending in 'e'</p> <p>Step 20: Words where '-ing' is added to single syllable words</p> <p>Step 21: Words where '-ed' is added to single syllable words</p> <p>Step 22: Words where 'a' makes an /or/ sound</p>	<p>Step 25: Words where the digraph 'ey' makes an /ee/ sound</p> <p>Step 26: Words where 'a' makes an /o/ sound</p> <p>Step 27: Words where 'or' and 'ar' make an /er/ or /or/ sound</p> <p>Step 28: Words where 'si' and 's' makes an /zh/ sound</p>	<p>Step 31: Words that are homophones</p> <p>Step 32: Words that are homophones or near homophones</p> <p>Step 33: Words ending in '-tion'</p> <p>Step 34: Words with an apostrophe for contraction</p>

	<p>sound at the beginning of words</p> <p>Step 6: Challenge Words</p>	<p>Step 12: Challenge Words</p>	<p>Step 17: Words where 'ing' is added to words ending in 'e'</p> <p>Step 18: Challenge Words</p>	<p>Step 23: Words where 'o' makes an /u/ sound</p> <p>Step 24: Challenge Words</p>	<p>Step 29: Words ending in '-ment' and '-ness'</p> <p>Step 30: Words ending in '-ful' and '-less'</p>	<p>Step 35: Words with an apostrophe for possession</p> <p>Step 36: Challenge Words</p>
<b>Safeguarding Links</b>						
 <p><b>Grammar</b></p>	<ul style="list-style-type: none"> <li>• Writing in sentences</li> <li>• Sentence punctuation</li> <li>• Joining words: 'and', 'but'.</li> <li>• Joining words: 'or'.</li> <li>• Regular verbs: past and present tense</li> <li>• Irregular verbs: past and present tense</li> </ul>	<ul style="list-style-type: none"> <li>• Statements</li> <li>• Questions</li> <li>• Exclamations</li> <li>• Commands</li> <li>• Revision of units</li> <li>• Writing task - applying</li> </ul>	<ul style="list-style-type: none"> <li>• Nouns and noun phrases</li> <li>• Adjectives</li> <li>• Adjectives with suffixes -ful, -less</li> <li>• Adjectives with suffixes -er, est</li> <li>• Joining words: 'when', 'because'</li> <li>• Joining words: 'if', 'that'</li> </ul>	<ul style="list-style-type: none"> <li>• Compound words</li> <li>• Commas in a list</li> <li>• Verbs with -ing: present tense (present progressive)</li> <li>• Verbs with -ing: past tense (past progressive)</li> <li>• Revision of units</li> <li>• Writing task - applying</li> </ul>	<ul style="list-style-type: none"> <li>• Adverbs</li> <li>• Adverbs with suffix -ly</li> <li>• Apostrophes in shortened form (contractions)</li> <li>• Apostrophes for possession</li> <li>• Nouns with suffixes -er, -ness, -ment</li> <li>• Proper nouns</li> </ul>	<ul style="list-style-type: none"> <li>• Plural nouns and verbs</li> <li>• Checking tense</li> <li>• Longer noun phrases (expanded noun phrases)</li> <li>• Writing with joining words/ conjunctions - applying</li> <li>• Revision of units</li> <li>• Writing task - applying</li> </ul>
<b>Safeguarding Links</b>						
 <p><b>Letter-join</b></p>	<ul style="list-style-type: none"> <li>• Teach Long Ladder, straight letters: i, l, t, u, j, y</li> <li>• Apply long ladder, straight letters: i, l, t, u, j, y</li> <li>• Teach Curly Caterpillar, curved letters: a, c, f, e, s, g</li> <li>• Apply Curly Caterpillar, curved letters: a, c, f, e, s, g</li> <li>• Teach One-Armed Robot, letters with an 'arm': b, h, k, m, p, r</li> <li>• Apply One-Armed Robot, letters with an 'arm': b, h, k, m, p, r</li> </ul>	<ul style="list-style-type: none"> <li>• Teach Zig-Zag letters: v, w, x, z</li> <li>• Apply Zig-Zag letters: v, w, x, z</li> <li>• Teach Capital Letters: A, B, C, D, E</li> <li>• Apply Capital Letters: A, B, C, D, E</li> <li>• Teach Capital Letters: F, G, H, I, J</li> <li>• Apply Capital Letters: F, G, H, I, J</li> </ul>	<ul style="list-style-type: none"> <li>• Teach Capital Letters: K, L, M, N, O</li> <li>• Apply Capital Letters: K, L, M, N, O</li> <li>• Teach Capital Letters: P, Q, R, S, T</li> <li>• Apply Capital Letters: P, Q, R, S, T</li> <li>• Teach Capital Letters: U, V, W, X, Y, Z</li> <li>• Apply Capital Letters: U, V, W, X, Y, Z</li> </ul>	<ul style="list-style-type: none"> <li>• Printed letters: a, b, c, d, e</li> <li>• Printed letters: f, g, h, i, j</li> <li>• Printed letters: k, l, m, n, o</li> <li>• Printed letters p, q, r, s, t</li> <li>• Printed letters: u, v, w, x, y, z</li> </ul>	<ul style="list-style-type: none"> <li>• Teach numbers: 0, 1, 2, 3, 4</li> <li>• Teach numbers: 5, 6, 7, 8, 9</li> <li>• Apply numbers: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9</li> <li>• Teach punctuation: full stop (.), question mark (?), exclamation mark (!), comma (,), colon (:), semi-colon (;), speech marks (" "), apostrophe ('), brackets ( ), dash (-)</li> </ul>	<ul style="list-style-type: none"> <li>• Roman numerals</li> <li>• Positional numbers</li> <li>• Writing phonemes from phonics phases 2, 3, 4, 5</li> </ul>
<b>Safeguarding Links</b>						

 <p><b>White Rose Maths</b></p>	<p><b>White Rose:</b></p> <p><b>Place Value</b></p> <p><i>Class maths</i></p> <p><b>Shape</b></p>	<p><b>White Rose:</b></p> <p><b>Addition and Subtraction</b></p> <p><i>Class maths</i></p> <p><b>Money</b></p>	<p><b>White Rose:</b></p> <p><b>Multiplication and Division of 2, 5 and 10</b></p> <p><i>Class maths</i></p> <p><b>Length &amp; height</b> <b>Mass, Capacity &amp; temperature</b></p>	<p><b>White Rose:</b></p> <p><b>Fractions</b></p> <p><i>Class maths</i></p> <p><b>Time</b></p>	<p><b>White Rose:</b></p> <p><b>Position &amp; direction</b></p> <p><i>Class maths</i></p> <p><b>Statistics</b></p>	<p><b>White Rose:</b></p> <p><b>Problem Solving</b></p> <p><i>Class maths</i></p> <p><b>Revision</b></p>
<p><b>Safeguarding Links</b></p>		<p><b>Being money wise the importance of saving/knowing if change is due to them.</b></p>		<p><b>Being healthy re weight/exercise/food</b></p>	<p><b>Knowing your way home</b> <b>stranger danger</b> <b>how to be safe at night</b></p>	<p><b>Staying safe in the sun</b></p>
 <p><b>Science</b></p> 	<p>Animals including humans</p> <p>-notice that animals, including humans, have offspring, which grow into adults.</p> <p>-find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>-describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Living things and their habitat</p> <p>-Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>-Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>-Identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>-Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p>	<p>Materials</p> <p>-Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>-Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Materials</p> <p>-Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>-Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Plants</p> <p>-Observe and describe how seeds and bulbs grow into mature plants.</p> <p>- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>Plants</p> <p>-Observe and describe how seeds and bulbs grow into mature plants.</p> <p>- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>
<p><b>Safeguarding Links</b></p>	<p>Neglect, human rights, physical and emotional needs, mental wellbeing.</p>	<p>What makes a home suitable? Home as a safe place.</p>	<p>Poisonous plants/bulbs how to handle safely</p>	<p>Poisonous plants/bulbs</p>	<p>Dangers of everyday materials (cuts, suffocating, tetanus, burns)</p>	<p>Dangers of everyday materials (cuts, suffocating, tetanus, burns)</p>

 <p><b>History</b></p>	<p>Caroline Herschel (Link Science) This pioneering astronomer moved to Slough in 1786, having been born in Germany 36 years previously.(display fact files)</p> <p><b>Local history</b> Who was James Elliman?  'An Excellent Good Thing'</p>		<p><b>British History</b></p> <p>The Great Fire of London</p> <p>Children will learn about the Great Fire of London; how it started; What happened; How it was put out; How London has changed.</p> <p>(q.v. The Great Fire in real time. How the fire spread...DR. Rein.)</p> <p>Look at population nationalities in london then</p>		<p><b>World history</b></p> <p><b>Comparing Explorers Christopher Columbus and Neil Armstrong</b> Recap Colombus/ journey /compass points. What is it like to be an explorer Hst/geog</p>	
<p><b>Safeguarding Links</b></p>	<p>Road safety Diversity  Respecting other cultures.</p>		<p>Fire safety Equality, fairness in competition sharing discoveries Respecting other cultures.</p>		<p>Equality, fairness in competition sharing discoveries  Respecting other cultures.</p>	
 <p><b>Geography</b></p>		<p>World geography</p> <p>What a wonderful World</p> <p>The children will be learning about the seven continents of the world and the oceans. children will be using an atlas, world maps to identify the UK and its countries as well as the capital cities.</p>		<p>UK geography</p> <p>UK's countries, capital cities, seas and landmarks (Bekonscot UK)</p> <p>(Bekonscot Trip)</p>		<p>Comparison between a small area of UK with a small area of a non-European country</p> <p>The children will be learning about the geography of Kenya through focussing on the main human and physical features of the country and make comparisons with the UK.</p>
<p><b>Safeguarding Links</b></p>		<p>Railway safety Water safety</p>		<p>Diversity Respecting other cultures</p>		<p>Diversity</p>

		How to explore safely		Animals safety, Sun safety Railway safety		Respecting other cultures Animals safety, Sun safety Water safety
 Art	Drawing : <u>Tell a story</u>	Painting and mixed media : <u>Life in colour</u>	Sculpture and 3D : <u>Clay houses</u>		Craft and design: <u>Map it out</u>	
<b>Safeguarding Links</b>			Handling equipment safely		Handling equipment safely	
 DT	<b>Cooking and nutrition</b>  Design a wrap that incorporates the different food groups/Balanced diet			<b>Structures</b>  Build a chair for Goldilocks and the three bears		<b>Textiles</b>  Make a pouch for an astronaut to take food into space
<b>Safeguarding Links</b>	Handling equipment safely Food safety/hygiene			Handling equipment safely		Handling equipment safely Food hygiene
 RE	<b>Hinduism</b> Navratri Children will be learning how Navratri is celebrated and what Hindus do at the beginning of the festival to celebrate.	<b>Judaism</b> Hanukkah Children will learn about the Jewish Festival of Lights that is celebrated every autumn in November or December.	<b>Christianity</b> Christmas Children will be learning about how Christmas is celebrated around the world and learn about the nativity story.	<b>Sikhism</b> Anand Karaj Children will be learning about a Sikh wedding and how gifts are exchanged and how preparations are made in the days and weeks before the wedding.	<b>Islam</b> Jumu'ah Children will be learning about how Muslims wash, put on perfume and dress in clean clothes before Friday prayers.	<b>Buddhism</b> Losar Children will be learning about the Buddhist New Year holiday, Losar which starts on the first day of the first month of the Tibetan calendar, which is usually in February.
<b>Safeguarding Links</b>	Fireworks safety	Fire safety/ candles	Fire safety/ candles	Wellbeing Celebrating safely	Wellbeing – keeping clean	Wellbeing – positive thoughts, meditation, breathing, caring for others and the world.
 RHE	<b>Being me in my world</b>	<b>Celebrating difference</b>	<b>Dreams and goals</b>	<b>Healthy me</b>	<b>Relationships</b>	<b>Changing me</b>
<b>Safeguarding Links</b>	Self image	Diversity Respect for others who are different	Being realistic knowing your limits and potential	Responsible eating wellbeing. What are your human rights?	Respecting differences	Embracing change Respecting differences

 Coach	Invasion	Gymnastics	Sending and Receiving	Striking and Fielding	Net and Wall Games	Athletics
 Teacher	Fundamentals	Ball Skills	Fitness	Dance	Target Games	Team Building
<b>Safeguarding Links</b>	Handling equipment safely Moving safely Awareness of others	Handling equipment safely	Handling equipment safely	Handling equipment safely	Handling equipment safely	Handling equipment safely
 Music	Unit 1 Exploring Music from Other Cultures Music from Around the World	Unit 2 Exploring Duration 2 The Nutcracker Ballet	Unit 3 Exploring Pulse and Rhythm 2 Britpop and the Sounds of the Nineties	Unit 4 Exploring Pitch 2 Twenty-First Century Popular Music 2	Unit 5 Exploring Instruments and Symbols 2 Britten's The Young Person's Guide to the Orchestra	Unit 6E Exploring Timbre; Tempo and Dynamics 2Holst's The Planets
<b>Safeguarding Links</b>	Respecting and using instruments safely Respecting different cultures	Respecting and using instruments safely	Respecting and using instruments safely	Respecting and using instruments safely	Respecting and using instruments safely	Respecting and using instruments safely
 Computing Junior jam	i jam-lite L2	i program-lite L2	i animate lite L2	i create – lite L2	i communicate – lite L2	i tech – lite L2
<b>Safeguarding Links</b>	Online safety	Asking permission Being safe online confidentiality	Being safe online confidentiality		Being safe online confidentiality	Confidentiality
 Visits/ Visitors	Nature Engineers - IOI		Bekonscot		Woolly Firs	
 Additional Learning Links	Michael Bond Allen and Janet Ahlberg Raymond Briggs	Shirley Hughes Dick King Smith Roger McGough	Jack Kent Tony Bradman Steve Turner	Kate Ruttle John Prater Joshua Siegal	Jeanne Willis Lisa Regan John Foster	Jill Murphy Alexander McCall Smith Celia Warren