



YEAR 2	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ENGLISH	<p>Power of Reading book</p> <p><u>Narrative complex text</u> <u>Archaic text</u></p> <p>Traction Man (Mini Grey) VLAD and the Great Fire of London (Jane Cunningham)</p>  <p>Writing genres</p> <ul style="list-style-type: none"> Letter informal Poetry Narrative (character description) <p>Spelling Rules</p> <ul style="list-style-type: none"> Phase 5 Phonics Irregular words <p>Grammar</p> <ul style="list-style-type: none"> Using capital letters for names of people, places, days of the week and personal pronoun 'I' Full stops Exclamation marks Question marks How words can combine to make sentences Joining words and joining clauses using and. Commas to separate items in a list Commas Coordinating conjunctions Subordinating conjunctions Noun phrases 	<p>Power of Reading books</p> <p><u>Narrative complex text</u> <u>Non- linear text</u></p> <p>Adventures of Egg Box Dragon The Lonely Beast Edgar</p>  <p>Writing genres</p> <ul style="list-style-type: none"> Instructions Narrative – mini stories beginning, middle, end including character description Non-chronological report <p>Spelling Rules</p> <ul style="list-style-type: none"> Phase 5 Phonics + suffix rules adding ed, ing, Irregular words <p>Grammar</p> <ul style="list-style-type: none"> Using connectives Using Sequential and Imperative verbs Contractions Using capital letters for names of people, places, days of the week and personal pronoun 'I' Full stops Exclamation marks Question marks How words can combine to make sentences Joining words and joining clauses using and. Commas to separate items in a list Commas 	<p>Power of Reading books</p> <p><u>Narrative complex text</u> <u>Resistant text</u></p> <p>Leaf Wild One Day on Our Blue Planet</p>  <p>Writing genres</p> <ul style="list-style-type: none"> Non-chronological report Persuasive leaflet Poem <p>Spelling Rules</p> <ul style="list-style-type: none"> Le ending Adding suffix ful Adding suffix ment Adding suffix less Adding suffix ly <p>Grammar</p> <ul style="list-style-type: none"> Apostrophes for omission Apostrophes to mark singular possession Statement/ exclamation Use present and past tense Formation of nouns using suffixes or compounding Formatting of adjectives using suffixes Recap previous term's grammar 	<p>Power of Reading books</p> <p><u>Narrative complex text</u> <u>Figurative text</u></p> <p>The Man on the Moon Look up</p>  <p>Writing genres</p> <ul style="list-style-type: none"> Recount Diary entry Letter - formal <p>Spelling Rules</p> <ul style="list-style-type: none"> Prefixes un Spelling rules for fion/cian Revisit contractions el, al, il ending u spelt o <p>Grammar</p> <p>Consolidation</p> <ul style="list-style-type: none"> Using connectives Using Sequential and Imperative verbs Contractions Using capital letters for names of people, places, days of the week and personal pronoun 'I' Full stops Exclamation marks How words can combine to make sentences Joining words and joining clauses using and. Commas to separate items in a list 	<p>Power of Reading books</p> <p><u>Non – linear text</u> <u>Narrative complex text</u></p> <p>Out and About The Secret Sky Garden</p>  <p>Writing genres</p> <ul style="list-style-type: none"> Poetry 3rd Person Fictional Narrative instructions <p>Spelling rules</p> <ul style="list-style-type: none"> o phoneme after qu and w zh spelt s or sound after l and ll <p>Grammar</p> <p>Consolidation</p> <ul style="list-style-type: none"> Use simple subordination and co-ordinating conjunctions Identify simple past and present tenses. Demonstrate correct and consistent use of tense. Adjectives using suffix – able (can be done) Singular, plural exceptions Commas to separate a list. Apostrophes to mark singular possession Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] 	<p>Power of Reading books</p> <p><u>Non- linear text</u> <u>Narrative complex text</u></p> <p>The Snail and the Whale The Secret of Black Rock Flotsam</p>  <p>Writing genres</p> <ul style="list-style-type: none"> Persuasive letter Setting description Newspaper <p>Spelling rules</p> <ul style="list-style-type: none"> compound words with prefix and suffix soft c sound <p>Grammar</p> <p>Consolidation</p> <ul style="list-style-type: none"> Use simple subordination and co-ordinating conjunctions Identify simple past and present tenses. Demonstrate correct and consistent use of tense. Adjectives using suffix – able (can be done) Singular, plural exceptions Commas to separate a list. Apostrophes to mark singular possession Use of the progressive form of verbs in the present and past tense to



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	<ul style="list-style-type: none"> Word classes 	<ul style="list-style-type: none"> Coordinating conjunctions Subordinating conjunctions Noun phrases 		<ul style="list-style-type: none"> Commas Coordinating conjunctions Subordinating conjunctions Noun phrases 		<p>mark actions in progress [for example, she is drumming, he was shouting]</p>
MATHS	<p>Unit 1: Numbers within 100</p> <ul style="list-style-type: none"> Read, write, represent, partition, compare and order numbers to 100 Explore patterns including, odds and evens, tens and ones <p>Unit 2: Addition and subtraction of 2-digit numbers</p> <ul style="list-style-type: none"> Apply number bonds to add and subtract Represent and explain addition and subtraction of two 2-digit numbers. Add three 1-digit numbers <p>Unit 3: Addition and subtraction word problems</p> <ul style="list-style-type: none"> Introduction to bar models as a representation Create, label and sketch bar models 	<p>Unit 4: Measures: Length</p> <ul style="list-style-type: none"> Draw and measure lengths in centimetres Use <, > and = to compare and order lengths in metres and centimetres <p>Unit 5: Graphs</p> <ul style="list-style-type: none"> Represent and interpret: pictograms, block diagrams, tables and tally charts. <p>Unit 6: Multiplication and division: 2, 5 and 10</p> <ul style="list-style-type: none"> Calculate the times tables of 2, 5, and 10 by skip counting Relate the 2 times table to doubling Explore representations of multiplication and division Commutativity 	<p>Unit 7: Time</p> <ul style="list-style-type: none"> Tell the time on an analogue clock: quarter past, quarter to and five-minute intervals Calculate durations of time in minutes and seconds Sequence daily events Minutes in an hour and hours in a day <p>Unit 8: Fractions</p> <ul style="list-style-type: none"> Part-whole relationships Fractions as part of a whole or a whole set Relate to division Equivalent fractions <p>Unit 9: Addition and subtraction of 2-digit numbers (regrouping and adjusting)</p> <ul style="list-style-type: none"> Illustrate, represent and explain addition and subtraction involving regrouping including 'Make Ten', 'Round and adjust' and near doubles strategies 	<p>Unit 10: Money</p> <ul style="list-style-type: none"> Recognise coins and notes Use £ and p accurately Add and subtract amounts Calculate change <p>Unit 11: Faces, shapes and patterns; lines and turns</p> <ul style="list-style-type: none"> Explore, sort and describe 2-D shapes Lines of symmetry in 2-D shapes Identify 2-D shapes on 3-D shapes Compare and sort 2-D and 3-D shapes Use language to describe position, direction and rotation to follow a route 	<p>Unit 12: Numbers within 1000</p> <ul style="list-style-type: none"> Represent in different ways Compare using symbols Read scales <p>Unit 13: Measures: Capacity and volume</p> <ul style="list-style-type: none"> Read and measure temperature Estimate, measure and understand litres and millilitres Compare and order capacities <p>Unit 14: Measures: Mass</p> <ul style="list-style-type: none"> Weigh and compare masses in kilograms and grams 	<p>Unit 15: Exploring calculation strategies</p> <ul style="list-style-type: none"> Apply addition and subtraction strategies to solve equations Illustrate and explain addition and subtraction using column method <p>Unit 16: Multiplication and division: 3 and 4</p> <ul style="list-style-type: none"> Multiplication and division facts for 3 and 4 Relate 4 times table to doubling the 2 times tables Describe, interpret and represent using arrays and bar models Recognise inverse relationship
HISTORY/ GEOGRAPHY	<p>Kings and Queens - History</p> <p>TBAT explain the role of the monarchy</p> <p>TBAT explain why King William I is known as 'William the Conqueror'</p> <p>TBAT explain why King John I is known as 'Bad King John'?</p> <p>TBAT compare King Henry VIII and Queen</p>	<p>The Great Fire of London - History</p> <p>TBAT explain what London was like in 1666</p> <p>TBAT describe the key events of the Great Fire of London</p> <p>TBAT explain how we know so much about the Great Fire of London</p> <p>TBAT explain the fire spread so quickly</p> <p>TBAT describe what damage the fire caused</p>	<p>Planet Earth - Geography</p> <ul style="list-style-type: none"> name the seven continents that make up planet Earth name the five oceans that make up planet Earth Describe the continents of Europe, North America, South America, Oceania, Africa, Asia and Antarctica Explain why some parts of the Earth hot and some parts cold 		<p>Life in Kenya - Geography</p> <p>TBAT explain where Kenya is in the world</p> <p>TBAT Describe the climate in Kenya</p> <p>TBAT Describe the landscape of Kenya</p> <p>TBAT Describe what it is like to live in rural Kenya</p> <p>TBAT Describe what it is like to live in urban Kenya</p>	<p>They made a Difference - History</p> <p>TBAT explain what makes someone significant</p> <p>TBAT explain what human rights are</p> <p>TBAT describe how Nelson Mandela fought against racism</p>



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	<p>Elizabeth I – who was more powerful</p> <p>TBAT describe the Stuarts battle for power</p> <p>TBAT explain how Hanoverians and Windsors share power with the government</p>	<p>TBAT describe how London changed after the fire</p>			<p>TBAT Compare the similarities and differences between Kenya and the UK</p>	<p>TBAT explain how Rosa Parks stood up for black people's rights</p> <p>TBAT suggest why we celebrate Martin Luther King Day</p> <p>TBAT explain how Malala Yousafzai fought for equality</p>
<p>SCIENCE</p>	<p>Animals and Survival Biology</p> <p>Pupils will acquire the following scientific knowledge throughout this unit of work:</p> <ul style="list-style-type: none"> the things that animals need to survive. know how animals change as they grow know why exercise is important to health what a balanced diet is and apply this knowledge to understanding their own diet understand what hygiene is and why it is important <p>Scientific skills – classification and identification</p>	<p>Uses of Materials Chemistry</p> <p>Pupils will acquire the following scientific knowledge throughout this unit of work:</p> <ul style="list-style-type: none"> the materials different objects are made from how materials are used in their local area gather and use data to compare the suitability of different materials perform simple tests to explore how the shapes of objects made from some materials can be changed suggest ways to stop plastic pollution understand how new materials have been/are discovered. 	<p>Living Things and Their Habitats Biology</p> <p>Pupils will acquire the following scientific knowledge throughout this unit of work:</p> <ul style="list-style-type: none"> recognise and classify objects and organisms as: alive, dead, or never alive explore how we know if an object or organism is alive – using the life processes know some of the different habitats plants are found in investigate and name the minibeasts found in a range of different microhabitats which animals are found in different world habitats with a focus on the Arctic and the Sahara understand simple food chains using the vocabulary carnivore, herbivore, omnivore, predator and prey make food chains understand that habitats can change over time 	<p>Living Things and Their Habitats Biology</p> <p>Pupils will acquire the following scientific knowledge throughout this unit of work:</p> <ul style="list-style-type: none"> recognise and classify objects and organisms as: alive, dead, or never alive explore how we know if an object or organism is alive – using the life processes know some of the different habitats plants are found in investigate and name the minibeasts found in a range of different microhabitats which animals are found in different world habitats with a focus on the Arctic and the Sahara understand simple food chains using the vocabulary carnivore, herbivore, omnivore, predator and prey make food chains understand that habitats can change over time 	<p>Protecting Our Environment Biology</p> <p>Pupils will acquire the following scientific knowledge throughout this unit of work:</p> <ul style="list-style-type: none"> why we need to protect our planet what we mean by the word 'environment' why trees are so important for the environment how habitats can be negatively impacted how their local environment is being impacted the different ways in which we can save or conserve water and electricity how their actions at home could support the protection of the environment 	<p>Plants and Growth Biology</p> <p>Pupils will acquire the following scientific knowledge throughout this unit of work:</p> <ul style="list-style-type: none"> what seeds are and the different types of seeds that plants can grow from seeds but can also grow from bulbs what is meant by 'seed dispersal' what is meant by 'germination' and that seeds need certain conditions to germinate the needs of a plant for survival after the initial germination stage



<p>D&T/ ART</p>	<p>Fire! -Art</p> <p>Medium: Drawing</p> <p>Artist Study: Jan Griffier</p> <p>Pupils will learn to:</p>	<p>Cooking and Nutrition - Pasta Salad</p> <p>Technical Knowledge: Basic cooking techniques. Know health and unhealthy foods in line with the Eatwell plate. Know whether food is grown, reared, or caught.</p> <p>Design Use own experience to support in designing a purposeful and appealing product. Use a design specification or criteria. Draw and annotate designs. Identify tools to use.</p> <p>Make To discuss own products considering what went well and what could be changed and improved.</p> <p>Evaluate Explore and evaluate a range of existing products. Evaluate their ideas and finished product against the design criteria</p> 	<p>Making Animal Masks - Art</p> <p>Medium: Drawing, painting, paper sculpture</p> <p>Artist Study: Henri Rousseau</p> <p>Pupils will learn to:</p> <ul style="list-style-type: none"> • Develop drawing, making, design & painting skills • Explore how 2d becomes 3d <p>Making Animal Masks</p> 	<p>Bug Hotels</p> <p>Technical Knowledge: Know how to make freestanding structures stronger, stiffer and more stable. Know and use technical vocabulary.</p> <p>Design: Generate and develop ideas through trial and error, mock-ups and where possible, use of computing. Identify the purpose of what will be made.</p> <p>Make: Select from a range of materials and components. Use a range of materials according to their characteristics.</p> <p>Evaluate: Discuss own work, commenting on what went well. Evaluate ideas against finished product.</p> 		<p>Mechanisms - Design a Toy Car</p> <p>Technical Knowledge: Explore wheels, axles, and axle holders. Distinguish between fixed and freely moving axels.</p> <p>Design Use own experience to design a purposeful and appealing product. Plan my design and identify tools to use.</p> <p>Make Select from a range of tools and equipment to perform particular tasks. Use a range of tools accurately and safely. Select from a range of components including construction materials.</p> <p>Evaluate To explore a range of existing products. Comment on products made by peers.</p> 
<p>RE</p>	<p>Religion: Christianity Theme: What did Jesus teach? Concept: Gospel Key Question: Is it possible to be kind to everyone all the time? Children will learn to:</p> <ul style="list-style-type: none"> • Say when and why it is easy or difficult to be kind. • Re-tell a story Jesus told about being kind. • Give an example of when Jesus showed kindness. • Say why they think Christians should be kind and start to explain how they think 	<p>Religion: Christianity Theme: Christmas- Jesus as a gift from God Concept: Incarnation Key Question: Why do Christians believe God gave Jesus to the world? Children will learn to:</p> <ul style="list-style-type: none"> • Say how they could help solve a problem in the world by showing love. • Recall the Christmas story. • Explain that Christians believe Jesus was a gift from God. 	<p>Religion: Judaism Theme: Passover Key Question: How important is it for Jewish people to do what God asks them to do? Children will learn to:</p> <ul style="list-style-type: none"> • Say what makes them do as some people ask but not others and explain what influences their decision. • Talk about the Seder meal or another Jewish practice with some detail and some of the correct vocabulary and explain why they chose to do this. • Give reasons why they think certain things are more or less important for 	<p>Religion: Christianity Theme: Easter- Resurrection Concept: Salvation Key Question: How important is it to Christians that Jesus came back to life after His crucifixion? Children will learn to:</p> <ul style="list-style-type: none"> • Begin to discuss their beliefs in life after death/ what happens after someone dies. • Recall the Easter story. • Discuss Jesus' resurrection and start to explain why this is important to Christians. • Explain what Christians believe about Jesus' resurrection and to 	<p>Religion: Judaism Theme: The Covenant Key Question: How special is the relationship Jews have with God? Children will learn to:</p> <ul style="list-style-type: none"> • Explain why agreements are important and why they should be kept. • Recall a story about Abraham or Moses and say why one of these men is important to Jews today. • Discuss some of the ways Jewish people express their special relationship with God and understand how 	<p>Religion: Judaism Theme: Rites of Passage and good works Key Question: What is the best way for a Jew to show commitment to God? Children will learn to:</p> <ul style="list-style-type: none"> • Explain why they think some things need to wait until you are a certain age. • Give examples of things they are committed to and explain which ones are more or less important. • Describe some of the ways Jews choose to show commitments to God and understand



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	they can do this (with Gods help).	<ul style="list-style-type: none"> Explain the Christian belief that God gave Jesus to the world to rescue/ save it. 	Jews to do to show their respect for God.	evaluate how important this is to them.	this may be special to them.	they may do this in different ways. <ul style="list-style-type: none"> Express an opinion on which ways they think might be best for Jews to show their commitment to God and give reasons why.
Music	<p>Unit 1: How Does Music Help Us to Make Friends?</p> <p>Exploring simple patterns through gospel, jazz 20th century orchestral, rock and pop music.</p>	<p>Unit 2: How Does Music Teach Us About The Past?</p> <p>Focus on dynamics and tempo through jazz, jazz swing, pop and 20 and 21st century orchestral music.</p> <p>Christmas Nativity including performance with script</p>	<p>Unit 3: How Does Music Make The World A Better Place?</p> <p>Exploring feelings through music through pop, jazz ragtime, Kwela, Rock and Roll and pop music.</p>	<p>Unit 4: How Does Music Teach Us About Our Neighbourhood?</p> <p>Planning and information not yet received from Charanga</p>	<p>Unit 5: How Does Music Make Us Happy?</p> <p>Planning and information not yet received from Charanga</p>	<p>Unit 6: How Does Music Teach Us About Looking After Our Planet?</p> <p>Planning and information not yet received from Charanga</p>
COMPUTING	<p>Digital Literacy E-safety</p> <p>Revisited throughout the academic year.</p> <p>The children will learn...</p> <ul style="list-style-type: none"> To recognise common uses of technology at home and in the classroom To explain why they need to keep their password and personal information private To identify where to go for help and support when they have concerns To talk about why it is important to be kind and polite online and in real life To know that not everyone is who they say they are on the internet 	<p>Information Technology Microsoft Word</p> <p>The children will learn...</p> <ul style="list-style-type: none"> To use technology to collect information, including text and photos To sort different kinds of information and present it to others To use the keyboard on a device to add, delete and space text To save and open files 	<p>Information Technology Microsoft PowerPoint</p> <p>The children will learn...</p> <ul style="list-style-type: none"> To use technology to organise and present ideas in different ways To change the font, size and colour of text To combine a mixture of text and photos To save and open files To talk about the information they have gathered 	<p>Digital Literacy Digital cameras</p> <p>The children will learn...</p> <ul style="list-style-type: none"> To recognise common uses of technology and tell you their benefits To be creative with technology To use a digital camera to create digital content To save and retrieve digital photos To edit and enhance digital photos to improve their effectiveness 	<p>Computer Science Programmable toys</p> <p>The children will learn...</p> <ul style="list-style-type: none"> To give instructions to a friend (using forward, backward and turn) and physically follow their instructions To tell you the order they need to do things to make something happen and talk about this as an algorithm To program a programmable toy to do a particular task To look at their friend's program and tell you what will happen To watch a program execute and spot where it goes wrong so that they can debug it 	
PSHE	<p>Growth Mindset</p> <p>Children will learn how to be more effective learners focusing on key skills including resilience, creativity, participation, collaboration and independence. Children will be introduced to characters that will support their learning.</p>	<p>Different Types of Families</p> <p>Children will learn how explain to peers how their family engages and describe their family members. They will be introduced to a range of families and develop tolerance and respect for all. Children will be supported by Tender as</p>	<p>Healthy Bodies</p> <p>Children will focus on how to keep their bodies healthy including food, exercise and sleep. They will also focus on personal hygiene and how this affects health.</p> <ul style="list-style-type: none"> What and who keeps us healthy as we grow up? How can we get healthier? 	<p>Feeling Included</p> <p>Children will learn ensure all people feel included and welcome both in school and at home. They will also understand what discrimination is and how to challenge this. They will also learn about people in history who have overcome or challenged discrimination. Children will</p>	<p>Healthy Minds</p> <p>Children will learn how to identify and describe their emotions. They will also identify things that affect their mental health positively and negatively.</p> <ul style="list-style-type: none"> How can I describe my emotions? Why is it important to look after our minds and wellbeing? 	<p>Caring for the Environment and Social Responsibility</p> <p>Children will learn how their actions impact on the environment locally, nationally and globally. They will understand how actions affect wildlife and the damage this causes to habitats.</p>



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	<ul style="list-style-type: none"> What can we learn from Resilient Riley and Creative Curtis? How can Petr Participate and Collaborative Twins Jade and Jacob help themselves and others learn? How does Independent Isha become an effective learner? 	<p>part of the RE:SET Healthy Relationships Programme.</p> <ul style="list-style-type: none"> How are families different and the same? What is a family? How do you spend time with your family? What is a wedding and why do people get married? 	<ul style="list-style-type: none"> How do I eat a healthy diet? How do I have amazing table manners? Why is sleeping healthy? How do I keep clean and healthy? 	<p>be supported by Tender as part of the RE:SET Healthy Relationships Programme.</p> <ul style="list-style-type: none"> Who can I talk to if things don't feel right? How can we make people welcome and included? How can we include everyone in our games? How can we solve problems with friends when we fall out? What is discrimination? What special things have people done in the past to ensure everyone is included? How can I be a champion for inclusion? 	<ul style="list-style-type: none"> How can screen time and sleep affect the way we feel? How can you look after your feelings and care for yourself? What can I do make people feel happier? 	<ul style="list-style-type: none"> What can I do to help the world? Who really lives in my local environment? How can I help wildlife?
<p>PE</p> <p>GAMES</p>	<p><u>Health and Fitness</u></p> <p>Key Skills</p> <ul style="list-style-type: none"> I can follow basic aerobic steps I can take part in a simple interval circuit including jogging, jumping, bending and stepping. <p>Key Knowledge</p> <ul style="list-style-type: none"> I can describe how my body feels before, during and after an activity. I can describe which organs work hard during exercise. I can label the human body parts on a diagram. I can explain the functions of the heart, lungs and brain. <p><u>Hockey</u></p> <p><u>Key Skills</u></p> <p>I can dribble the ball in a straight line</p> <p>I can hit the ball accurately</p> <p>Keep possession of the ball using tackling</p>	<p><u>Gymnastics</u></p> <p>Key Skills</p> <ul style="list-style-type: none"> I can create shapes with my body. I can create a sequence using a combination of travel, sits and various balances. I can perform my sequence with control. I can perform simple rolls. <p>Key Knowledge</p> <ul style="list-style-type: none"> Use appropriate language to accurately describe a gymnastic sequence, choosing one aspect and say how to improve it. Explain what foundation skills a successful gymnast needs to have. <p><u>Badminton</u></p> <p><u>Key Skills</u></p> <p>I can explain the different equipment used in Badminton</p> <p>I can explain how you win a point in badminton</p>	<p><u>Dance Hip Hop Run DMC</u></p> <p>Key skills</p> <ul style="list-style-type: none"> I can copy dance moves with precision. I can choreograph a short dance in time to the music. I can change rhythm, speed, level and direction. <p>Key knowledge</p> <ul style="list-style-type: none"> I can confidently use dance vocabulary when giving feedback to my peers. I can identify key actions in my peers' routine. I can confidently explain the definition of rhythm. <p><u>Basketball</u></p> <p><u>Key Skills</u></p> <ul style="list-style-type: none"> I can bounce the ball in a straight line I can bounce and chest pass to another player I can shoot on a target <p><u>Key Knowledge</u></p>	<p><u>Tag Rugby</u></p> <p>Key Skills</p> <ul style="list-style-type: none"> I can throw a ball to a partner with accuracy, sideways and backwards. I can pass the ball in a variety of ways. I can decide where the best place to be is during a game, staying in my allocated zone <p>Key Knowledge</p> <ul style="list-style-type: none"> I can explain the rules of tag rugby to my peers using the appropriate vocabulary. I can execute a variety of passes. I can use invasion strategies. I know the difference between attack and defence. <p><u>Football</u></p> <p><u>Key skills</u></p> <ul style="list-style-type: none"> I can dribble the ball with my feet I can stop the ball when receiving a pass I can shoot on target <p><u>Key knowledge</u></p> <ul style="list-style-type: none"> I can explain how to stop the ball efficiently with my foot 	<p><u>Tennis</u></p> <p>Key Skills</p> <ul style="list-style-type: none"> I can balance a ball on a racquet whilst moving around the court I can demonstrate a volley I can hit the ball in a straight line with racquet <p>Key Knowledge</p> <p>I can explain the technique to hit a ball in two different strokes</p> <p><u>Netball</u></p> <p><u>Key skills</u></p> <ul style="list-style-type: none"> I can demonstrate a variety of different passes I can demonstrate a pivot before throwing the ball to another player I can mark another player <p>Key knowledge</p>	<p><u>Athletics</u></p> <p>Key skills</p> <ul style="list-style-type: none"> I can adapt my skills to various running activities, e.g relay, sprint and long distance. I can jump accurately and safely from one or two feet. I can throw forwards with some accuracy using one hand. <p>Key Knowledge</p> <p>I can explain why co-ordination is important when jumping, throwing and running.</p> <p><u>Cricket</u></p> <p><u>Key skills</u></p> <ul style="list-style-type: none"> I can throw a cricket ball underarm with power I can stop the ball from rolling using my hands I can develop my batting technique by



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	<p><u>Key Knowledge</u></p> <p>I can explain the rules of hockey</p> <p>I can explain the different positions in a hockey</p> <p>I can explain how to tackle safely</p>	<p>I can explain how to throw the shuttlecock underarm</p> <p><u>Key Knowledge</u></p> <p>I can throw a shuttlecock to partner</p> <p>I can hit a shuttlecock with a racquet.</p> <p>I can travel using different footwork</p> <p>I can serve shuttlecock to partner</p>	<ul style="list-style-type: none"> I understand how many players on a team I can pass to another player during a game 	<ul style="list-style-type: none"> I can explain how to kick the ball into a target 	<ul style="list-style-type: none"> I can explain the different passes used in a netball game I can explain which positions can be played in netball 	<p>holding the bat correctly</p> <p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> I can explain the job role of a batter and fielder I can explain an appropriate place to stand during a cricket game
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