



# YEAR 2 CURRICULUM MAP

		Autumn	Spring	Summer
Reading	Word reading	Phonics programme - Read, Write, Inc.		
	Comprehension	Texts include: poetry (contemporary and classic), traditional stories, fairy stories, nonfiction texts (NC p 28)		
Writing	Transcription	Phonics / Spelling programme (NC Appendix 1)		
	Composition	Writing : Narratives about personal experiences and those of others (real and fictional); about real events; poetry and for different purposes (NC p 31)		
	VGP	NC Appendix 2		
Speaking and Listening		12 Statutory statements (NC p 17)		
Maths		Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions, Measures, Geometry: properties of shape, Geometry: position, direction and motion, Statistics		
Science		<p><b>Animals, including humans</b> Understand and describe a human and animal life cycles, and basics needs. Describe the importance of exercise, a balanced diet and hygiene.</p>	<p><b>Uses of Everyday Materials</b> Identify and sort materials, describe material properties and compare material suitability for different uses.</p>	<p><b>Plants – growth and health</b> Describe basic needs of plants for survival and the main changes as seeds/bulbs grow into plants. <b>Living Things and Habitats –</b> Identify whether things are alive, dead or have never lived. Describe how different plants and animals are suited to different habitats. Describe how animals get their food and use simple food chains.</p>
		<b>Working Scientifically</b> – on going across the year		
Computing		<p><b>Computer Science</b> –Introduction to algorithms, movement control and debugging. <b>Digital Literacy</b> - Exploring the possibilities that come with using technology and pledge to be safe, responsible, and respectful when traveling through the online world. Use a safe search engine. <b>IT</b> – Using technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p><b>Computer Science</b> – Debugging more complex problems. <b>Digital Literacy</b> – Keeping personal information private. <b>IT</b> - Using technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p><b>Computer Science</b> – Begin to use block programming, sequences of code and repetition. <b>Digital Literacy</b> – Identify where to go for help and support when concerned about content or contact on the internet <b>IT</b> - Using technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>
History		<p><b>Why are some places special?</b> NC ref: Significant places in own locality Focus: Thinking about historical significance, using primary sources.</p>	<p><b>Fantastic Firsts</b> NC ref: events beyond living memory that are significant globally or nationally. Focus: Chronology over longer timeframe, comparing events, writing about significance. Inventions, special events – moon landing, electricity, first train etc.</p>	<p><b>All change? Holidays now and then</b> NC ref: Changes within living memory and beyond. Significant places in our own locality. Focus: Identifying and writing about change and its causes. Forming an interpretation, use of primary sources Compare holidays now and 1950s and Victorian. Use of historic environment: Saltburn-By-The-Sea.</p>
Geography		<p><b>Why is my world wonderful?</b> Simple world Maps and features. Focus: continent, oceans, mountains, rivers.</p>	<p><b>Wherever next?</b> Location and journeys Focus: hot and cold places, continent, oceans, North/South/East/West. Key vocabulary.</p>	<p><b>Holidays – where shall we go?</b> Place comparisons – geographical features. Focus: contrast area of UK and area of non-European country, e.g. UK Coast and Kenyan safari.</p>

	<b>Geographical skills and fieldwork</b> – on going across the year		
<b>D.T.</b>	<b>Textiles</b> – investigate, design, and make an animal puppet. Evaluate final product.	<b>Mechanism</b> -investigate, design, make a vehicle with wheels – based on exploring. Evaluate final product	<b>Structure</b> - design and make a miniature garden (Japanese miniature gardens, Land Art – Andy Goldsworthy
<b>Art and Design</b>	<b>Painting</b> – 2D animals <b>Painting - key colour mixing skills</b> (primary and secondary) <b>Tints, tones, shades</b> - work in the style of focus artist.  <b>Focus Artists</b> – Wassily Kaldinski, Paul Klee, Richard long	<b>Printing</b> – linked to exploration <b>Painting</b> – Martin Bulinya	<b>Drawing (observational drawing, texture and line)</b> plants <b>Painting</b> - plants <b>Collage</b> – based on a sea-scape <b>Sculpture</b> – 3D clay animals Land Art – Andy Goldsworthy
<b>Music</b>	<b>Listening and Singing</b> - animal songs and rhymes using descriptive language. Animal word-rhythm grids <b>Experimenting with Sounds</b> - descriptive weather sequences: using sounds to represent ideas: I hear thunder...	<b>Listening and Singing</b> - travelling songs – adapted; Wheels on Bus / train...jungle trail, movement and actions/ pulse and rhythm <b>Listening and responding</b> - to music representing ‘The Sea and Space’: creating musical structures	<b>Listening and Experimenting with Sound</b> - world music/songs and dances. Junk Percussion Band? Africa-drumming S. America – Samba Asia – tuned pentatonic chimes etc.
	Music Education Hub: Key Stage 1 Programme Opportunities e.g. ‘Little Fingers’ - integration on curriculum delivery. (Durham Music Service)		
<b>P.E.</b>	<b>Games &amp; Gymnastics</b> <b>Games &amp; Dance</b>	<b>Dance &amp; Gymnastics</b> <b>Games &amp; Gymnastics</b>	<b>Games &amp; Dance</b> <b>Athletics</b>
<b>R.E.</b>	<b>Why is the Bible special to Christians?</b> Introduce the Bible, how it is treated, beliefs about God shown in the Bible: <b>What can we learn from the story of St Cuthbert?</b> Introduce stories about St Cuthbert and his influence. <b>How and why is light important at Christmas?</b>	<b>What does it mean to belong in Christianity?</b> Introduce ceremonies of commitment and belonging, how beliefs affect values and actions of individuals. <b>How do Christians celebrate Easter?</b>	<b>How do Buddhists show their beliefs?</b> Introduce places of worship, symbols of Buddhism and key beliefs.