



FRAMWELLGATE MOOR PRIMARY SCHOOL

YEAR 2 CURRICULUM MAP



		Autumn	Spring	Summer
Read	Word reading			
	Comprehension	Texts include: poetry, key stories, traditional stories, fairy stories and non-fiction. Oxford Reading Scheme is used for progression in guided reading.		
Writing	Transcription	Phonics / Spelling programme – Read Write Inc Phonics		
	Composition	Short narratives and non-narratives		
	VGP	Where appropriate, vocabulary, grammar and punctuation are taught within the context of texts studied. Some aspects of grammar and punctuation may be taught discretely.		
		Speaking and listening is encouraged in all lessons to develop language and communication skills; children have opportunities to discuss with talk partners, in a group and within the class.		
Maths	Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions, Measures, Geometry: properties of shape, Geometry: position, direction and motion, Statistics			
Science	Animals, including humans	Understand and describe a human and animal life cycles, and basics needs. Describe the importance of exercise, a balanced diet and hygiene.	Uses of Everyday Materials	Identify and sort materials, describe material properties and compare material suitability for different uses.
				Plants – growth and health Describe basic needs of plants for survival and the main changes as seeds/bulbs grow into plants. Living Things and Habitats – 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.
		Working Scientifically – on going across the year.		
Computing	Computer Science –Introduction to algorithms, movement control and debugging. Digital Literacy - 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. IT – Using technology purposefully to create, organise, store, manipulate and retrieve digital content.	Computer Science – Debugging more complex problems. Digital Literacy – Keeping personal information private. IT - Using technology purposefully to create, organise, store, manipulate and retrieve digital content.	Computer Science – Begin to use block programming, sequences of code and repetition. Digital Literacy – Identify where to go for help and support when concerned about content or contact on the internet IT - Using technology purposefully to create, organise, store, manipulate and retrieve digital content.	
History	Why are some places special? NC ref: Significant places in own locality Focus: Thinking about historical significance, using primary sources.	Fantastic Firsts 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.	All change? Holidays now and then 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.	
Geography	Why is my world wonderful? Simple world Maps and features.	Wherever next? Location and journeys	Holidays – where shall we go?	

	Focus: continent, oceans, mountains, rivers.	Focus: hot and cold places, continent, oceans, North/South/East/West. Key vocabulary.	Place comparisons – geographical features. Focus: contrast area of UK and area of non-European country, e.g. UK Coast and Kenyan safari.
	Geographical skills and fieldwork – on going across the year		
D.T.	Food: Design and make a healthy wrap. NC Links: Develop confidence cutting, peeling and grating. Describe taste, texture and smell of fruits and vegetables. Taste test combinations of foods. Evaluating food combinations.	Textiles: Design and make a pouch. NC Links: Identify different forms of textiles. Match and sort fabrics and threads into colour, texture, length, size and shape. Explain how to thread a needle and have a go. Evaluate their own and their peers work.	Structures – Make a chair. NC Links: Begin to select tools and materials using correct vocabulary. Build structures, exploring how they can be made stronger, stiffer and more stable. Measure and cut with some accuracy. Learn to use hand tools safely and appropriately, Assemble, join and combine materials to make a product.
Art and Design	Drawing: -Begin to control the types of marks made with the range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. -Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Painting: - Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture. - Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different pieces.	Printing: - Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. - Discuss own work and others work, expressing thoughts and feelings.
Music	Musicianship, Understanding music, Listening, Responding and analyzing, Singing and performing, Notation, Creating, Singing and performing, Notation, Creating Use body percussion, instruments and voices. In the key centres of: C major, F major, G major and A minor. Find and keep a steady beat together. Understand the difference between creating a rhythm pattern and a pitch pattern. Copy back simple rhythmic patterns using long and short. Copy back simple melodic patterns using high and low Use body percussion, instruments and voices. In the key centres of: C major, F major, G major and A minor. Find and keep a steady beat together. Understand the difference between creating a rhythm pattern and a pitch pattern. Copy back simple rhythmic patterns using long and short. Copy back simple melodic patterns using high and low Sing, rap, rhyme, chant and use spoken word. Demonstrate good singing posture. Sing songs from memory. Copy back intervals of an octave and fifth (high, low). Sing in unison		
P.E.	Games & Gymnastics Games & Dance	Games & Dance	Games & Athletics
R.E.	Why is the Bible special to Christians? Introduce the Bible, how it is treated, beliefs about God shown in the Bible: What can we learn from the story of St Cuthbert? Introduce stories about St Cuthbert and his influence. How and why is light important at Christmas?	What does it mean to belong in Christianity? Introduce ceremonies of commitment and belonging, how beliefs affect values and actions of individuals. How do Christians celebrate Easter?	How do Buddhists show their beliefs? Introduce places of worship, symbols of Buddhism and key beliefs.



PSHE	Being Me in My World Who am I and how do I fit? Celebrating Difference Respect for similarity and difference. Anti-bullying and being unique	Dreams and Goals Aspirations, how to achieve goals and understanding the emotions that go with this Healthy Me Being and keeping safe and healthy	Relationships Building positive, healthy relationships Changing Me Coping positively with change
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