YEAR 2 CURRICULUM MAP

		Autumn		Spring		Summer	
BOOKS		**Man on the Moon**	**Red Riding Hood**	**Cinderella/ Cinderboy**	**Pirate Pete**	**Flat Stanley**	**Enchanted Wood Tinga Tales**
Authors of the term		**Oliver Jeffers**		**Francesca Simon**		**Jeff Brown**	
Enhancements		**Space**	**Wonderful world**	**Locomotion**	**Pirates**	**Flat Stanley**	**Africa**
Reading	**Word reading**	**Phonic 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 : Traditional Tales, Stories from the same author, Instructions, Non-chronological reports, poetry.**					
	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		**Everyday Materials & their uses:** Materials		**Animals, including humans :** Healthy Me & we are master chefs **Living things and their habitats:**		**Living things and their habitats:** **Plants:**	
		Working Scientifically – on going across the year					
Computing		**Computing systems and Networks:** **What is a computer** **-** Exploring what a computer is by identifying how inputs and outputs work. Learn how computers are used in the wider world to design a computerised invention **Programming 1:** **Algorithms and debugging-** Developing an understanding of what algorithms are, how to program them and how they can be developed to be more efficient.		**Computing systems and Networks: Work Processing** Developing touch typing skills, learning keyboard shortcuts and simple editing tools **Programming 2:** **Scratch Junior:** Explore what 'blocks' do by carrying out an informative cycle of predict, test and review, Programme a familiar story and make a musical instrument,		**Creating Media:** **Stop Motion-** Learn how to create simple animations from storyboarding creative ideas **Data Handling** **International Space Station –** Learning how data is collected, used and displayed.	
		Online safety: on going across the year					
Geography		**Why is my world wonderful?** Simple world Maps and features. Focus: continent, oceans, mountains, rivers.		**Wherever next?** Location and journeys Focus: hot and cold places, continent, oceans, North/South/East/West. Key vocabulary.		**Why are some places special?** **NC ref:** Significant places in own locality **Focus**: Thinking about historical significance, using primary sources. **Suggestion:** Special places in the area visit and enquiry– cathedral etc	

History	**Fantastic Firsts** **NC ref:** events beyond living memory that are significant globally or nationally **Focus:** Chronology over longer timeframe, comparing events, writing about significance. **Suggestion:** inventions, special events – moon landing, electricity, first train etc.	**Who has helped make History?** **NC ref**: Significant individuals in the past, local significant individuals **Focus:** use of historical interpretations, chronology over a longer period, thinking about historical significance. **Suggestion:** Grace Darling, Timothy Hackworth, Tim Peake, The Queen, Captain Scott, Neil Armstrong	**Holidays – where shall we go?** Place comparisons – geographical features. Focus: contrast area of UK and area of non-European country, e.g. UK Coast and Kenyan safari.
D.T.	**Food: Cooking & Nutrition –A balanced diet** Explore what makes a balanced diet. Taste test different combinations of food before designing and making a wrap.	**Mechanisms Moving Monsters** – Analyze existing levers and linkage systems to identify components they can use to plan, design and develop a mechanical monster	**Textiles Pouches** – Design and make a wallet or purse. Learn to use a running stitch to join 2 pieces of material together.
Art and Design	**Formal Elements of Art** **1. PATTERN: Repeating Patterns** Identifying and painting repeating patterns **2. TEXTURE: Taking Rubbings** Taking rubbings of different textures **3.TEXTURE: Frottage** Creating art from rubbings inspired by artist Max Ernst **4. TONE: 3D Pencil Drawings** Learning to use pencils to create different tones (inspired by artist Ed Ruscha) **5. TONE: 3D Colour Drawings** Creating tonal drawings of the solar system	**Art & Design Skills** **1.Drawing for fun** *Creating a piece of art on a theme of their choice* **SMSC** Expressing personal feelings and interests **2.Drawing: Shading** *Creating drawings through the application of tone and shading* **3.Craft: Clay** *Creating repeating patterns using clay.* **4.Design: Clarice Cliff Plates** *Designing a ceramic plate in the style of Clarice Cliff* **5.Craft: Weaving a Picture** *Creating a weave to an animal shape design* **SMSC** Care in art room with dangerous equipment **6.Painting: Rollercoaster Ride** *Developing painting skills*	**Human Form** Collage, portraits and sculpture Use the human form as a basis for making art **Sculpture and Mixed Media** Creating a large-scale work of art on a comic theme
Music **(Durham Music Online)**	Hands, Feet, Heart Ho Ho Ho Christmas Performances	I Wanna Play in a band Zoo Time	Friendship Song Reflect, Rewind & Replay
	Each Unit of Work has a focus - an ongoing musical learning focus, a unit-specific focus: ● Ongoing musical learning focus (learning new musical skills/concepts and revisiting them) : Listen & Appraise, Musical Activities (Games, Singing, Playing), Performing. Improvisation and Composition ● Unit-specific focus - Musical skills/concepts that may be discrete to a particular unit and style focus		

YEAR 2 CURRICULUM MAP

<table>
<tr><td rowspan="2">P.E.</td><td>Games – TENNIS
Receive balls of various sizes and shapes from a partner, bounce & catch on the spot and on the move
Change their intended action in response to their opponent
Have the determination to practise to improve own skills
Begin to recognise what they and others do well</td><td>Gymnastics –
Creating a gymnastic sequence with: a balance, travelling action, a jump and a roll. Sharing with a partner to create a longer routine
Introduce monkey walk/caterpillar/bunny hop, tuck/star jump from a bench, and teddy bear roll, rock and roll and tipper truck roll</td><td>Games – ROUNDERS
Play co-operatively and competitively with a partner/team of 3
Strike & receive the ball and hit a ball with a bat when playing with a partner
Begin to recognise how they and others feel when they find activities easy/difficult, when they win/loose</td></tr>
<tr><td>Dance –
Confidently use actions, space, relationships and dynamics in dance
Create sequences to a stimuli
Show control over co-ordination and balance
Move in time with music and interact with a partner e.g. march together
Create, perform and observe giving feedback and make improvements</td><td>Athletics -
Mini Olympics (assessment task to pass to KS2)
Refine running techniques</td><td>OAA –
Problem solving on a trail
Work with a partner using a map</td></tr>
<tr><td rowspan="2">R.E.</td><td rowspan="2">Why is the Bible special to Christians?

How do Buddhists show their beliefs?

How and why is light important at Christmas?</td><td rowspan="2">What does it mean to belong to Christianity?

How do Christians celebrate Easter?</td><td>What can we learn from the story of St Cuthbert?</td></tr>
<tr><td>What can we learn about our local faith communities?</td></tr>
<tr><td></td><td colspan="3">Statutory subject in all year groups
Curriculum must be based on Durham Agreed Syllabus 2012 for all maintained schools</td></tr>
<tr><td>R.S.E./ PSHE</td><td>How can I keep myself safe?

Who can I ask for help?</td><td>What makes me, me?

How can I keep myself safe?</td><td>What are my strengths and weaknesses?

What jobs are there?</td></tr>
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