

## YEAR 2 CURRICULUM MAP

		Autumn – Animals (S)	Spring – Exploring (G)	Summer – Holidays (H)
<b>Reading</b>	Word reading	Phonic programme e.g. Letters and Sounds		
	Comprehension	Texts include: poetry (contemporary and classic), traditional stories, fairy stories, nonfiction texts (NC p 28)		
<b>Writing</b>	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		
<b>Speaking and Listening</b>		12 Statutory statements (NC p 17)		
<b>Maths</b>		Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions, Measures, Geometry: properties of shape, Geometry: position, direction and motion, Statistics		
<b>Science</b>		Animals, including humans	Uses of Everyday Materials	Plants – growth and health  Living Things and Habitats – habitats and food chains
		Working Scientifically – on going across the year		
<b>Computing</b>		Computer Science - understand that algorithms are implemented as programs on digital devices Make routes using precise instructions Debug simple programs  Digital Literacy  IT Database	Computer Science - understand that algorithms are implemented as programs on digital devices Digital Literacy IT - use technology purposely to organise & manipulate digital content	Computer Science – use logical reasoning to predict the behavior of simple programs Digital Literacy Use technology safely  ICT -use technology purposely to manipulate digital content
<b>History</b>		Events from beyond living memory - Who was here before me?	Lives of significant individuals national/international, possible comparison of aspects of life – Who made history?	Changes within living memory and events beyond living memory – Happy holidays now and then!
<b>Geography</b>		Geographical skills and fieldwork– opportunities to use simple compass directions and simple maps	Human and physical geography- exploring hot and cold areas (Equator, North & South Poles.) <b>Locational Knowledge</b> – 7 continents and 5 oceans	<b>Place knowledge</b> - holidays in the UK and non-European country (e.g. Kenya). Focus on similarities and differences
		Geographical skills and fieldwork – on going across the year		
<b>D.T.</b>		Textiles - make an animal puppet	Mechanism - make a vehicle with wheels – based on exploring	Structure - design and make a miniature garden/seaside
<b>Art and Design</b>		Sculpture and painting – 2D & 3D animals Artists	Printing – linked to exploration Drawing – texture and line	Drawing and painting -plants Collage – based on a sea-scape
<b>Music</b>		Listening and Singing - 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...	Listening and Singing - 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>		Games & Gymnastics Games & Dance	Dance & Gymnastics Games & Gymnastics	Games & Dance Athletics
<b>R.E.</b>		Why is the Bible special to Christians? What can we learn from the story of St Cuthbert How and why is light important at Christmas?	What does it mean to belong in Christianity? How do Christians celebrate Easter?	How do Buddhists show their beliefs?
		Statutory subject in all year groups Curriculum must be based on Durham Agreed Syllabus 2012 for all maintained schools		

## Additional information relating to Computing

<p><b>Computing</b></p>	<p><b>Computer Science - Understand that algorithms are implemented as programs on digital devices-</b> send Beebot to match animal cards/identify families of animals /<b>make routes using precise instructions</b> - animals/ weather symbols/ oceans continents – using sets of arrow cards to make instructions <b>Debug simple programs</b> – did it reach the right place? Use of Probot for more complex instructions and programs</p> <p><b>Digital Literacy SWGFL</b> Staying safe online - choosing appropriate websites. Leaving a digital trail/footprint</p> <p><b>IT Database</b> Branching database/database sorting and identifying animals</p>	<p><b>Computer Science - Understand that algorithms are implemented as programs on digital devices</b> – use of programming IPAD apps - Catos Hike Hopscotch ALEX- Using direction / map symbols ( G ) – treasure map</p> <p><b>Digital Literacy</b> – Cyberbullying – using technology respectfully. Effective searching</p> <p><b>IT - Use technology purposely to organize &amp; manipulate digital content</b> Database of solids / liquids and gases. Publisher/WP Advert for a job as an explorer/astronaut/- poster to advertise job. Hot seating as e.g. Christopher Columbus/Neil Armstrong – use easispeaks to prepare – video to record</p>	<p><b>Computer Science – Use logical reasoning to predict the behavior of simple programs</b> – use food chain pictures/geographical features/holiday pictures – predict sets of instructions – did it reach the correct place? If not debug. Use of Probot for more complex instructions and programs</p> <p><b>Digital Literacy</b> <b>Use technology safely</b> - Hectors World safety button – who to tell? Privacy</p> <p><b>ICT - Use technology purposely to manipulate digital content</b> WP – nonfiction texts / posters / information leaflets - habitats - publisher/PowerPoint/ photo story - physical geography/ living memories</p>
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