Year 2 Curriculum Map

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|  | Autumn 1 | | Autumn 2 | Spring 1 | | Spring 2 | Summer 1 | | | Summer 2 |
| Topic/Theme | Little Box of Memories | | | Marvellous Medicine | | | A Secret Island | | | |
| Outdoor Learning |  | | | SPRING TERM  Human and physical features in the local area.  Plants & animals | | |  | | | |
| Trips & Visits | Killhope Lead Mining Museum  Spennymoor Town Hall – Norman Cornish artwork and life as a Miner | | | School Nurse visit | | | Captain Cook Museum | | | |
| English: Writing Outcomes |  | | |  | | |  | | | |
| English: SPAG objectives | \*Embedding full stops, capital letters, question marks & exclamation marks  \*Commas in lists  \*Subordinating & coordinating conjunctions  \*Apostrophes for possession & contraction  \*Expanded noun phrases  \*ed/ing suffixes, s and es plural nouns | | | \*Commas in lists  \*Apostrophes for possession & contraction  \*Expanded noun phrases  \*Present and past tense (including progressive form)  \*Subordinating & coordinating conjunctions  \*Creating adjectives & adverbs by adding suffixes | | | \*Types of sentences (statements, commands, questions & exclamations)  \*Expanded noun phrases  \*Present and past tense (including progressive form)  \*Subordinating & coordinating conjunctions  \*Creating adjectives & adverbs by adding suffixes  \*Apostrophes for possession & contraction | | | |
| Class Text(s) | \*When they were giants  \*The Patchwork Blanket  \*The Dark/ \*The Owl who was afraid of the Dark  \*Performance Poetry  The Magic Box | | | \*George’s Marvellous Medicine  \*Traditional Fairy Tales & alternative tales  \*Trolls/ Ogres- stereotypes and perceptions  \*Performance poetry | | | \*The Great Explorer  \*The Journey Home  \*Shape poems, calligrams and kennings  \*Nim’s Island  \*10 Things I Can Do To Help My World  \*Performance Poetry | | | |
| Guided Reading | Discuss the sequence of events in books and how items of information are related  Discuss and clarify the meanings of words linking new meanings to known vocabulary  Be introduced to nonfiction books that are structured in different ways  Listen to, discuss and express views about a wide range of poetry, stories and on-fiction  Predict what might happen on the basis of what has been read so far  Answer and ask questions | | | Check that the text makes sense to them as they read and correcting inaccurate reading  Discuss and clarify the meanings of words linking new meanings to known vocabulary  Listen to, discuss and express views about a wide range of poetry, stories and on-fiction  Discuss their favourite words and phrases  Predict what might happen on the basis of what has been read so far  Answer and ask questions | | | Discuss and clarify the meanings of words linking new meanings to known vocabulary  Listen to, discuss and express views about a wide range of poetry, stories and on-fiction  Explain and discuss their understanding of books, poems and other material both those that they listen to and those that they read for themselves | | | |
| Opportunities for Drama & P4C | **Performance Poetry,**  **The Life of a Victorian Miner** | | | **Performance Poetry**  **Mantle of the Expert: The Troll** | | | **Performance Poetry**  **Mantle of the Expert: Discovering a Secret Island (Explorers)**  **Environmental issues** | | | |
| Maths | Number: Place Value  Number: Addition & Subtraction | | Measurement: Money  Number: Multiplication & Division | Number: Multiplication & Division  Statistics | | Geometry: Properties of Shape  Number: Fractions  Measurement: Length & Height | Geometry: Position & Direction  Measurement: Time | | | Measurement: Mass, Capacity & Temperature  Investigations |
| Science | **Uses of Everyday Materials**  **Animals including humans** | | | **Animals Including Humans**  **Plants** | | | **Living Things & Their Habitats** | | | |
| Science: NC Objectives | \*identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard fordifferent uses\*compare how things move on different surfaces.  \*find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching  \*describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. | | | \*observe and describe how seeds and bulbs grow into mature plants  \*find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.  \*notice that animals, including humans, have offspring which grow into adults  \*find out about and describe the basic needs of animals, including humans, for survival (water, food and air) | | | \*identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other  \*describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.  \*explore and compare the differences between things that are living, dead, and things that have never been alive  \*identify and name a variety of plants and animals in their habitats, including microhabitats | | | |
| Science: Working Scientifically | In Years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills:  \*asking simple questions and recognising that they can be answered in different ways  \*observing closely, using simple equipment  \*performing simple tests  \*identifying and classifying  \*using their observations and ideas to suggest answers to questions  \*gathering and recording data to help in answering questions | | | | | | | | | |
| History | **Creating timelines of events in living memory. Comparing their lives to the lives of children in the past – Victorians**  **Life as a Miner – Local history link** | | | **Life of Florence Nightingale** | | | **Famous Explorers-**  **Captain James Cook and Christopher Columbus** | | | |
| History: Skills | \*use sources to generate and ask questions and find answers  \*Sequence – events beyond living memory, a collection of artefacts, photographs  \*Build a timeline  \*Describe memories of key events in their lives using chronological language  \*Find out about people and events in other times  \*Communicate their knowledge in a variety of ways | | | \*Build timeline  \*Find out about people and events in other times  \*Use a wide range of sources | | | \*Use as wide range of sources  \*Discuss the effectiveness of a source  \*Find out about people and events in other times  \*confidently describe similarities and differences between collections of artefacts  \*through drama and discussion, develop empathy and understanding of historical figures  \*Communicate their knowledge in a variety of ways | | | |
| History: NC Objectives | In Key Stage 1, pupils should be taught about:  \*changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life  \*events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)  \*the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell)  \*significant historical events, people and places in their own locality. | | | | | | | | | |
| Geography |  | | | **Local area study – County Durham focusing on farming**  **Identifying a range of human and physical features**  **Develop use of plans and maps** | | | **Comparing our location and a non- EU location (Australia, New Zealand, The Pacific Islands)**  **Using globes and atlases to identify countries in the UK and beyond**  **Tracking the routes taken by famous explorers** | | | |
| Geography: Skills |  | | | \*Physical and human geography- Identify daily and seasonal weather patterns in the UK and compare with a different part of the world  \*use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, valley, sea, ocean, river, soil, vegetation, season, weather, seas, ocean  \*use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, shop, port, harbour, school    \*devise a simple map, and use and construct basic symbols in a key  \*use aerial photographs and plan perspectives to recognise landmarks and basic physical and human features  \*Use simple compass directions and locational and directional language to describe the location of features and routes on a map | | | \*Physical and human geography- Identify daily and seasonal weather patterns in the UK and compare with a different part of the world  \*Locational knowledge- name, locate and identify some characteristics of the seven continents  \*Name and locate the five oceans  \*Identify the location of hot and cold areas of the world in relation to the Equator and North & South Poles  \*understand geographical similarities and differences through studying the human & physical geography of a small area of the UK, and of a small area in a contrasting non-European country  \*Use simple compass directions and locational and directional language to describe the location of features and routes on a map | | | |
| Geography: NC Objectives | In Key Stage 1, pupils should be taught to:  \*name and locate the world’s seven continents and five oceans  \*name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas  \*understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country  **\***identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles  \*use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather  \*key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop  \*use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage  \*use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map  \*use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key  \*use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features  of its surrounding environment. | | | | | | | | | |
| Art & Design | **Sketching skills. Drawing self portraits**  **Study of the artist Norman Cornish - local artist**  **Charcoal mining pictures** | | | **Exploring colour – tints and tones.**  **Printing using tints & tones**  **Sculptures from the local area – Anthony Gormley** | | | **Isand Scene / Habitat using collage and applique techniques.** | | | |
| Art & Design: Skills | \*experiment with tools and surfaces  \*using drawing as a way of recording experiences and feelings  \*discuss use of shadows, light and dark  \*sketch to make quick records  \*investigate different lines and use drawings to tell a story | | | \* begin to describe colours by associated objects  \*make as many tones of a colour  \*develop awareness of natural and man-made forms  \*express personal experiences and ideas through form  \*shape and form from direct observation  \*comment on own work and that of other sculptors  \*replicate patterns and textures in a 3D form  \*apply decorative techniques  \*print with a growing awareness of objects  \*identify the different forms printing may take | | | \*overlap and overlay to create effects  \*use large-eyed needles and a running stitch  \*try simple applique work  \* begin to explore other simple stitches  \* make collages using different materials  \*experiment by arranging, folding, repeating, overlapping, regular and irregular patterning | | | |
| Art & Design: NC Objectives | In Key Stage 1, pupils should be taught:  \*to use a wide range of materials creatively to design and make products  \*to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  \*to develop a wide range of art and design techniques in using colour, texture, pattern, line, shape, form and space  \*about 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 | | | | | | | | | |
| Design & Technology | Dolls house / Shoe box rooms. Designing and making the interior of a room using a range of materials including wood. | | | Seasonal produce included in cooking. Link to farming.  Designing and creating a vehicle for a farm. | | | Designing and creating shelters for islands.  Designing and creating structures for their island e.g. bridge to link 2 parts of the island. | | | |
| Design & Technology: Skills | \*generate ideas by drawing on their own and other people’s experiences  \* develop their design ideas through discussion, observation, drawing and modelling  \*begin to select tools and materials, use vocab to name and describe them.  \*Use hand tools safely and appropriately.  \*assemble, join and combine materials in order to make a product  \*talk about their ideas, saying what they like and dislike about them | | | \* make simple drawings and label parts  \*identify simple design criteria  \*identify a purpose for what they intend to design and make  \*follow safe procedures for food safety and hygiene  \*evaluate against their design criteria | | | \*measure, cut and score with some accuracy  \*cut, shape and join fabric to make a simple product  \*use basic sewing techniques  \*assemble, join and combine materials in order to make a product  \*evaluate their products as they are developed, identifying strengths and possible changes they might make. | | | |
| Design & Technology: NC Objectives | In Key Stage 1, when designing and making, pupils should be taught to:  \*design purposeful, functional, appealing products for themselves and other users based on design criteria  \*generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology  \*select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]  \*select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics  \*explore and evaluate a range of existing products  \*evaluate their ideas and products against design criteria  \*build structures, exploring how they can be made stronger, stiffer and more stable  \*explore and use mechanisms (for example, levers, sliders, wheels and axles) in their products. | | | | | | | | | |
| Music | **Glee Club (Durham Music Service)** | | **Glee Club (Durham Music Service)**  **Christmas Songs** | **Hands, Feet, Heart (Charanga Unit- South African Music)** | | **I wanna Play in a Band (Charanga Unit- Rock music)** | **Zootime (Charanga Unit- Reggae)** | | **Friendship Song (Charanga Unit)** | |
| Music: NC Objectives | In Key Stage 1, pupils should be taught to:  \*use their voices expressively and creatively by singing songs and speaking chants and rhymes  \*play tuned and untuned instruments musically  \*listen with concentration and understanding to a range of high-quality live and recorded music  \*experiment with, create, select and combine sounds using the inter-related dimensions of music. | | | | | | | | | |
| Computing  (iCompute scheme) | **iSafe Unit**  **iProgram Unit** | **iSearch unit** | | **iAnimate unit** | **iPub unit** | | **iBlog unit** | **iDo Mail unit** | | |
| Computing: NC Objectives | \*understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous programs  \*create and debug simple programs  \*use logical reasoning to predict the behaviour of simple programs  \*use technology purposefully to create, organise, store, manipulate, store and retrieve digital content  \*recognise common uses of information technology beyond school  \*use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the Internet or other online technologies | | | | | | | | | |
| PE | Games (Piggy in the Middle)  Fundamental Movement – Throwing and dribbling | | Games (3 Touch Ball)  Fundamental Movement – Kicking and catching | Dance (How does it feel?)  Gymnastics | | Games (Kick Rounders)  Gymnastics (Families of Actions) | Games (Mini Tennis 1)  Dance (Cat Dance) | | Athletics (Furthest 5, Take Aim, Pass the Baton)  OAA (Shipwrecked, Gone Fishing) | |
| PE: NC Objectives | In Years 1 and 2, pupils should be taught to:  \*master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities  \*participate in team games, developing simple tactics for attacking and defending  \*perform dances using simple movement patterns | | | | | | | | | |
| RE | Why is the Bible special to Christians? | | What does it mean to belong in Christianity?  How and why is light important at Christmas? | What can we learn from the story of St Cuthbert? | | How do Christians celebrate Easter? | How do Buddhists show their beliefs? | | | |
| RE: Objectives |  | | | | | | | | | |
| SMSC-  Weekly Themes | \*PSHE: Going for Goals/ Not Giving Up  British Values:  Rule of Law  \*PSHE: Dealing with Changes, Consent and saying No!  NSPCC- Pants rule  \*P4C Session  (Philosophy for Children)  \*PSHE: Getting on and Falling Out/ Empathy and understanding the feelings of others  \*Black History Month/ Anti- Slavery Day  \*Current Affairs and Global Awareness | | \*Making moral choices:  Right and Wrong  \*British Values:  Individual Liberty  \*Anti- Bullying Week  \*OUTRIGHT 2018 CAMPAIGN:  Cleaner Air  \*PSHE: We are all Unique (Differences)  Diversity and Disability Equality  \*RRSA: Our Rights  and Human Rights  \*SMSC: Current Affairs/ Global Awareness | \*P4C Session  \*SMSC: Working together/ Gender Equality  This Girl Can…  This Boy Can…  \*SMSC: World Religion Day/ What is faith and belief?  Our Beliefs  (Multi- Faith Week)  \*British Values:  Democracy  \*RRSA: Our Rights  (Safe and Reliable Information)  Safer Internet Day  \*Health and Wellbeing/  Mental Health:  Feelings and emotions | | \*World Cultures/ cultural diversity  \*Lent and Kindness  \*SMSC: STEM/ SCIENCE WEEK  \*P4C Session  \*SMSC: World Water Day/ The Environment  \*SMSC:  Current Affairs and Global Awareness | \*SMSC: Current Affairs and Global Awareness  \*British Values:  Respect and Tolerance for different beliefs and faiths  \*Respect for Our World:  Litter Pick  \*Modern Families:  LGBTQ acceptance  International Day against homophobia and transphobia  (Article 2)  \*Cultural Diversity Day/  \*Walk to School Week-  *How do different children around word access/ travel to school?*  \*Healthy bodies, healthy minds | | | \*SMSC: Ramadan  (Islam)  \*P4C session  \*British Values: Tolerance and Respect  \*SMSC: Eid- Al- Fitr (Islam)  \*SMSC: Campaigning: Send My Friend  \*SMSC: Believe and Achieve: Careers Week  \*Current affairs and global awareness |
| Ongoing Themes/ Areas of Learning | **Daily Dashboard- Day, Date, Month and Time**  **Record the temperature and find the difference between yesterday and today (maths link)**  **Spellings and Phonics**  **Handwriting** | | | | | | | | | |