

# St. Margaret's C.E. Primary School

## YEAR 2 CURRICULUM MAP

		Autumn	Spring	Summer
<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>		Uses of Everyday Materials – suitability of everyday materials for uses, explore how materials can be changed (e.g. squashing, twisting etc.) <b>(Chemistry)</b>	Animal, including humans- offspring grow into adults, basic needs of animals for survival, importance of exercise, food hygiene  Plants – growth and health  <b>(Biology)</b>	Living Things and Habitats – habitats and basic food chains (Link to Kenya)  <b>(Biology)</b>
		Working Scientifically – on going across the year		
<b>Computing</b>		Programming – Robot Algorithms Develop an understanding of instructions in sequences and using logical reasoning to predict outcomes.  Creating Media – Making Music Create music digitally and compare this with doing so non-digitally.	Creating Media – Digital Photography Capturing, editing and improving photos.  Computing Systems and Networks – Information Technology all Around Us How is IT used in our lives? Exploring the benefits of IT in society.	Creating Media (data) – Pictograms Introduction to the idea of 'data'. Collect data in the form of a tally chart and present data in the form of pictograms and block diagrams.  Programming – Introduction to Quizzes Explore sequences of commands using a block-based programming environment.
		E-safety: privacy and security, self- image and identity, on-line relationships, on-line bullying, health, well-being and lifestyle, managing on-line information – Education for a Connected World		
<b>History</b>		Fantastic Firsts – significant events beyond living memory Links to Captain Scott, Ranulph Fiennes, Neil Armstrong	Why are some places special? - significant places in own locality Durham in the Past	All change?- Holidays now and then.
<b>Geography</b>		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	Holidays- where shall we go?- place comparisons- geographical features. Focus: contrast UK coast and Kenyan safari
		Geographical skills and fieldwork – on going across the year		
<b>D.T.</b>		Control- produce a moving vehicle	Cooking and nutrition – smoothie making	Textiles - make an animal puppet
<b>Art and Design</b>		Animal Patchwork Prints- science link 3D Modroc animals  Artist: Tom Claassen	Local artists –Pitmen painters Drawing and painting  Artists: LS Lowry and Norman Cornish	Seascapes- compare different artists, different techniques and create collage inspired by favourite artist  Artists: Hokussai, Homer, Turner, Monet

<b>Music</b>	<b>Tony Chestnut</b> Beat, rhythm, melody, echo, call-and-response, tuned and untuned	<b>The Carnival of the Animals</b> Timbre, tempo, dynamics, pitch, classical music. <b>Composing Music inspired by birdsong</b> Composing using a non-musical stimulus. Improvising and playing a solo on instruments.	<b>Grandma rap</b> Duration (crotchet, quavers, crotchet rest), unison, round,	<b>Orawa</b> Beat, rhythm, repetition, structure, 20th century classical music. <b>Trains</b> To create music inspired by train travel, volume/dynamics ( <i>crescendo</i> , <i>diminuendo</i> ), speed/tempo ( <i>accelerando</i> , <i>ritenuto</i> ).	<b>Swing along with Shostakovich</b> 2- and 3-time, beat, beat groupings, 20th century Classical music.	<b>Charlie Chaplin</b> To create music to accompany a short film featuring Charlie Chaplin, pitch (high and low), duration (long and short), dynamics/volume (loud and soft) <b>Tańczymy labada</b> Singing games, traditional Polish dances, follow a changing beat and tempo, playing a percussion accompaniment, body percussion patterns
	Little Fingers Violin to be taught alongside these units					
<b>P.E.</b>	<b>Gymnastics</b>		<b>Dance Games (1)</b>		<b>Games (2) Striking and Fielding</b>	
<b>PSHE</b>	<b>Health and Wellbeing – About change and loss and the associated feelings. How to make informed choices about what will improve their physical and emotional health</b>		<b>Relationships - Looking after others; considering their thoughts and feelings (Anti bullying focus)</b>		<b>Living in the Wider World - Look at the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices</b>	
<b>R.E.</b>	<b>What can we learn from the story of St Cuthbert? Why is the Bible special to Christians? How and why is light important at Christmas?</b>		<b>What does it mean to belong in Christianity? How do Christians celebrate Easter?</b>		<b>How do Buddhists show their beliefs?  What can we learn about our local faith communities?</b>	