

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

## YEAR 2 CURRICULUM MAP

		Autumn – Animals (S)	Spring – Exploring (G)	Summer – Holidays (H)
Reading	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)		
Writing	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		
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		<p>Uses of Everyday Materials – suitability of everyday materials for uses, explore how materials can be changed (e.g. squashing, twisting etc.) <b>(Chemistry)</b></p>	<p><b>Animal, including humans-</b> offspring grow into adults, basic needs of animals for survival, importance of exercise, food hygiene</p> <p><b>Plants –</b> growth and health <b>(Biology)</b></p>	<p><b>Living Things and Habitats –</b> habitats and basic food chains (Link to Kenya) <b>(Biology)</b></p>
		Working Scientifically – on going across the year		
Computing		<p><b>Programming – Robot Algorithms</b> Develop an understanding of instructions in sequences and using logical reasoning to predict outcomes.</p> <p><b>Creating Media – Making Music</b> Create music digitally and compare this with doing so non-digitally.</p>	<p><b>Creating Media – Digital Photography</b> Capturing, editing and improving photos.</p> <p><b>Computing Systems and Networks – Information Technology all Around Us</b> How is IT used in our lives? Exploring the benefits of IT in society.</p>	<p><b>Creating Media (data) – Pictograms</b> 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.</p> <p><b>Programming – Introduction to Quizzes</b> Explore sequences of commands using a block-based programming environment.</p>
		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		
History		<p><b>Fantastic Firsts</b> – significant events beyond living memory Links to Captain Scott, Ranulph Fiennes, Neil Armstrong</p>	<p><b>Why are some places special?</b> - significant places in own locality Durham in the Past</p>	<p><b>All change?</b>- Holidays now and then.</p>
Geography		<p><b>Why is my world wonderful?</b> Simple world maps and features Focus- continent, oceans, mountains, rivers</p>	<p><b>Wherever next?</b> Location and journeys Focus: hot and cold places, continent, oceans, North/South/East/West</p>	<p><b>Holidays- where shall we go?</b>- place comparisons- geographical features. Focus: contrast UK coast and Kenyan safari</p>
		Geographical skills and fieldwork – on going across the year		
D.T.		<p><b>Cooking and nutrition</b> – making Christmas biscuits</p>	<p><b>Textiles</b> - make an animal puppet</p>	<p>?</p>
Art and Design		<p><b>Animal Patchwork Prints-</b> science link <b>3D Modroc animals</b></p> <p><b>Artist:</b> Tom Claassen</p>	<p><b>Local artists</b> –Pitmen painters <b>Drawing and painting</b></p> <p><b>Artists:</b> LS Lowry and Norman Cornish</p>	<p><b>Seascapes-</b> compare different artists, different techniques and create collage inspired by favourite artist</p> <p><b>Artists:</b> Hokussai, Homer, Turner, Monet</p>

<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>	