

YEAR 2 CURRICULUM MAP

		Autumn		Spring		Summer	
Theme		Who was here before me?	What are we celebrating?	Arctic Adventures		Wanted: Down Under	
Reading	Word Reading	Phonics Programme-					
	Comprehension	Texts include: poetry (Contemporary and classic), traditional stories, fairy stories, nonfiction texts (NC p28)					
Writing	Transcription	Phonics/ spelling Programme Assertive mentoring.					
	Composition	Writing narratives about personal experiences and those of others (real and fictional); about real events; poetry and for different purposes (NC p31)					
	VGP	NC Appendix 2					
Speaking and Listening		12 Statutory statements (NC p17)					
English Texts- whole class		<p>Traction Man is Here Mini Grey (Random House) With the class read the pictures carefully, looking for details. Discuss together any difficult words. Re-read a number of times and talk about how the characters feel. Bring into school other kitchen equipment and encourage children to invent further adventures for Traction Man and Scrubbing Brush. Ask: Are the adventures real? Who made them up? Design Traction Man adverts or invent a new superhero or heroine.</p> <p>Pumpkin Soup Helen Cooper (Corgi) Read and enjoy the images and story. Ask the children: What causes the argument and who was right? Discuss how Cat and Squirrel's feelings change. Ask: When are they happiest and why? In role as Duck, tell the story of what happened when you left the Pumpkin. Also, with the class set the story to music, perform and dance with costumes and chant or sing with a dramatic chorus.</p> <p>Meerkat Mail Emily Gravett (Macmillan) Begin by finding out a bit about meerkats and the other animals, such as jackals. Watch meerkats on film with the class. Invite the children to write a newspaper article about Sunny's visit to one of the places in the book. Encourage them to write postcards from other visits that he made. Together draw a map of the story. Also, read Wolves (Macmillan) and Little Mouse's Big Book of Fears (Macmillan).</p> <p>Not Now Bernard David McKee (Andersen Press) Re-read a number of times and then discuss the parents, the child and the monster. Ask: Who in the story is naughty? Are the parents ignoring the child or is he choosing the wrong moment? Are they too busy? Are they kind parents? What does the monster stand for? When do we feel or behave like monsters? Let the children take it in turn to role play being Mum and Dad and talk about what has happened in the kitchen!</p> <p>Non-fiction related to class science/ history /geography and through guided reading sessions</p>	<p>Amazing Grace Mary Hoffman (Frances Lincoln) With the class tell or read the stories mentioned: Joan of Arc, Anansi, The Wooden Horse, Hannibal, Treasure Island, Hiawatha, Mowgli, Aladdin and Dick Whittington. Ask: What sort of person is Grace? Where are the clues? In the story, are Raj and Natalie right? Which is the most important line in the story? (Possibly 'you can be anything'.) (See the Read & Respond title for further ideas.)</p> <p>Who's Afraid of the Big Bad Book? Lauren Child (Orchard Books) Before reading this book it is essential to know the stories of Goldilocks, Rapunzel, Dick Whittington and Cinderella - so start by retelling these stories or some of the wit will be lost! Having really discussed the book, encourage the children to try falling 'into a book' and becoming a character in a well-known fairy tale, but then alter what happens. Take photos, enlarge and copy these for the children. Then, ask the children to draw characters and objects onto the photos, using Lauren Child's collage technique.</p> <p>Tuesday David Wiesner (Andersen Press) After reading ask the children: What do the frogs remind you of on the leaves? (Flying saucers.) Hot-seat the man at 11.21pm. Ask: Why do the frogs fall off the leaves? Why is the last frog looking grumpy? Then turn the opening pages into a story. As the detective, encourage the children to interview the man in pyjamas and write up a police report. Together role play the news report and make a film of the interview and news item. Ask: What happens the next Tuesday at 7.58pm?</p> <p>Gorilla Anthony Browne (Walker Books) Read through the story and discuss. Re-read and look more carefully at the pictures. With the class make a list of strange things. Discuss the Dad and the Girl. Ask: What do they want? Talk about their relationship. Ask: Who is the gorilla? If you had to say what the book was about in one word, what word would you choose? Which is the most important picture and why? (See Read & Respond title for further ideas.)</p>	<p>The Flower John Light (Child's Play) Before reading ask the class: From the cover what might the book be about? How do the city people feel at the start of the book? Pause on the page in the library and see what the children notice. Ask: Why might books be dangerous? Why might a book be labelled 'do not read'? Discuss the two books mentioned in the border: 'Jack and the Beanstalk' and Alice in Wonderland . Ask: What do they have in common and how do they differ? Why were they chosen? Stop where Brigg is reading the book and discuss what the book is about. Ask: Why does he read it in secret? Then read straight through and discuss the theme again at the end of the book.</p> <p>Frog and Toad Together Novels Arnold Lobel (HarperCollins) Each of the five stories is a little gem. Here are some simple ideas for each tale: 1. Prepare model making lists with the class of what needs to be done and have children make 'job lists'. 2. Grow seeds: choose stories, poems, songs and play music for the seeds. 3. Bake cookies and discuss the need for 'will power'. 4. List brave characters for stories and discuss what it means to be brave. 5. What does the dream story mean? Finally, ask: What do the stories tell us about the different characters of Frog and Toad? Read through and list clues. Ask: Why would they make good friends? Which is your favourite story and why? Also, read Frog and Toad are Friends (HarperCollins).</p> <p>The Owl Who Was Afraid of the Dark Jill Tomlinson (Puffin) List and discuss fears about the dark saying: you are only afraid of the dark because you don't know about it. Role play Plop talking with the different characters. Write a letter to Plop to persuade him that the dark is actually friendly. Use an image of an owl (or the real thing if available) and draw in your 'nature sketch book'. Ask: How has Plop changed by the end? Write list poems about the dark. Find out about other nocturnal animals and create constellations. Paint and create owl collages and masks. Revisit Owl Babies (Walker Books). (See the Read & Respond title for</p>			

			Non- fiction related to class science/ history /geography and through guided reading sessions		Further ideas.) Non- fiction related to class science/ history /geography and through guided reading sessions	
Maths	Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions, Measures, Geometry: properties of shape, Geometry: position, direction and motion, Statistics Reasoning , problem solving and fluency throughout.					
	Uses of Everyday Materials Find how the shape of some objects can be changed (squashing, bending, twisting)		Living things in their habitats Plants & animals in local environment- habitats & Food chains. Sort living and non-living objects. Investigate what living organisms need to stay fit and healthy.	Plants Observe seeds ad bulbs and how they grow into mature plants. What plants need to grow and plants in the local environment.	Animals including humans -recognise similarities & differences between themselves and others- Group living things	
History	Events from beyond living memory - Who was here before me? Past Events from the History of Britain. Celebrations and Remembrance. Famous People (inventors) who have shaped history Sir Joesph Swan, John Logie Baird, Sir Frank Whittle, Alexander Bell, Michael Faraday, George Stephenson, Charles Rennie Macintosh		The lives of significant individuals Scott of the Antarctic Famous Explorers			
Geography	Fieldwork and Observations Tally chart - observe local traffic and record. Analyse data.		Human and physical geography- exploring hot and cold areas (Equator, North & South Poles.) Locational Knowledge - 7 continents and 5 oceans		Place knowledge - holidays in the UK and non-European country - Australia. Focus on similarities and differences. Use simple compass directions - NSEW.	
D.T.	Mechanism Be an inventor. Make your own vehicle with wheels		Structure Design and make an Inuit boat		Textiles Design and make textile products- Animal puppet/ dolly spoon/peg puppet	
Art and Design	3D Work on a larger scale; show control to join materials; understand quantities of materials (Hot Air Balloons)	PAINTING Show control in use of colour; paint is used in different ways	PRINTING Work with a range of materials and tools	DRAWING Observing & recording shapes patterns and textures; observational- use as a starting point as well as in sight	TEXTILES Joining, positioning & manipulating materials with independence	COLLAGE Mixing paper & materials with different textures and appearance
PE	Games Piggy in the Middle QCA Gymnastics Families of Actions QCA	Games 3 Touch Ball QCA Athletics Colour Match Off, Up and Away	Dance How Does it Feel? Durham Gymnastics Assessing Level 1 / 2 Unit 2 Tasks 1 and 2 Durham	Games Kick Rounders Durham Dance Cat Dance QCA	Athletics Furthest Five, Take Aim And Pass the Baton QCA Dance	Games Mini Tennis 1 Durham OAA Shipwrecked QCA Gone Fishing Durham
Music	Listening and Singing - animal songs and rhymes using descriptive language. Animal word-rhythm grids Travelling songs The sea and space		Listening and Singing - travelling songs - adapted; Wheels on Bus / train...jungle trail, movement and actions/ pulse and rhythm Animal songs Weather sequences		Listening and Experimenting with Sound - world music/songs and dances. Junk Percussion Band? Africa- drumming S. America - Samba Asia - tuned pentatonic chimes etc. World music - Freedom songs- Hands feet heart.	
R.E.	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? How do Buddhists express their beliefs in practice	
PHSCE/SMS C	Within class Developing thinking skills and		Within class Developing thinking skills and		Within class Developing thinking skills and	

	<p>promoting fairness, equality and openness through P4C sessions and class novels</p> <p>Through assemblies and within the classroom</p> <p>Whole school rules and behaviours. Rosh Hashanah, Home safety, electrical safety, safety, Mental health and well-being (Hello Yellow), Community; caring for others, social responsibility - promoting good manners and positivity, Anti Bullying Week, Children in Need, Christmas Shoeboxes, Diversity - LGBT, Diwali</p> <p>British Values - Longest reigning monarch, Gunpowder Plot, Remembrance</p> <p>Spiritual and Moral - Christmas</p> <p>Involvement - inter and intra school sports events, after school clubs, school council, Beamish Harvest festival</p>	<p>promoting fairness, equality and openness through P4C sessions and class novels</p> <p>Through assemblies and within the classroom</p> <p>Going for Goals (New Year resolutions) World Book Day, Martin Luther King, Holocaust Memorial. St. Valentine Comic Relief, Safer Internet Day, Pedestrian Training</p> <p>Diversity - LGBT, Chinese New Year</p> <p>St George's Day, St David's Day and St Patrick's Day</p> <p>Spiritual and Moral - Easter</p> <p>Involvement - inter and intra school sports events, after school clubs, school council</p>	<p>promoting fairness, equality and openness through P4C sessions and class novels</p> <p>Through assemblies and within the classroom</p> <p>Changes and moving on</p> <p>Challenging loneliness, Refugee Week, Democracy, individual liberty, respect, tolerance, The Rule of Law</p> <p>SEAL relationships</p> <p>Enterprise - school summer fair</p> <p>Community; caring for others, social responsibility - promoting good manners and positivity, Diversity - LGBT</p> <p>Road safety, sun safety, water safety- visitors.</p> <p>Involvement - inter and intra school sports events, after school clubs, school council</p>
<p>Computing</p>	<p>Computer Science - Understand that algorithms are implemented as programs on digital devices- send Beebot to match animal cards/identify families of animals /make routes using precise instructions - animals/ weather symbols/ oceans continents - using sets of arrow cards to make instructions Debug simple programs - did it reach the right place? Use of Probot for more complex instructions and programs</p> <p>Digital Literacy SWGFL</p> <p>Staying safe online - choosing appropriate websites. Leaving a digital trail/footprint</p> <p>IT Database Branching database/database sorting and identifying animals</p>	<p>Computer Science - Understand that algorithms are implemented as programs on digital devices - use of programming IPAD apps - Catos Hike Hopscotch ALEX- Using direction / map symbols (G) - treasure map</p> <p>Digital Literacy - Cyberbullying - using technology respectfully. Effective searching</p> <p>IT - Use technology purposely to organize & manipulate digital content</p> <p>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>Computer Science - Use logical reasoning to predict the behavior of simple programs - 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>Digital Literacy</p> <p>Use technology safely - Hectors World safety button - who to tell? Privacy</p> <p>ICT - Use technology purposely to manipulate digital content</p> <p>WP - nonfiction texts / posters / information leaflets - habitats - publisher/PowerPoint/ photo story - physical geography/ living memories</p>
<p>E-Safety to teach throughout the curriculum</p>	<p>I understand the different methods of communication (e.g. email, online forums etc).</p> <p>I know you should only open email from a known source.</p> <p>I know the difference between email and communication systems such as blogs and wikis.</p> <p>I know that websites sometimes include pop-ups that take me away from the main site.</p> <p>I know that bookmarking is a way to find safe sites again quickly.</p> <p>I have begun to evaluate websites and know that everything on the internet is not true.</p> <p>I know that it is not always possible to copy some text and pictures from the internet.</p> <p>I know that personal information should not be shared online.</p> <p>I know I must tell a trusted adult immediately if anyone tries to meet me via the internet.</p> <p>Skills</p> <p>I follow the school's safer internet rules.</p> <p>I can use the search engines agreed by the school.</p> <p>I know what to do if I find something inappropriate online or something I am unsure of (including identifying people who can help; minimising screen; online reporting using school system etc).</p> <p>I can use the internet for learning and communicating with others, making choices when navigating through sites.</p> <p>I can send and receive email as a class.</p> <p>I can recognise advertising on websites and learn to ignore it.</p> <p>I can use a password to access the secure network.</p>		
<p>Opportunities for enrichment</p>	<p>National Railway Museum at Shildon visit - relating to transport</p>	<p>Visit to Billingham Forum Ice Rink</p> <p>Polar based activities in school grounds (weather dependent) - build an igloo,</p>	<p>Visit to Captain Cook Museum Middlesbrough</p>

		plan and carry out expedition pulling 'sledge' etc	
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