

YEAR 2 CURRICULUM MAP

		Autumn – Places to Live (G)	Spring – People who help us (H)	Summer – Seaside (S)
Reading	Word reading	Phonic programme e.g. Letters and Sounds		
	Comprehension	Texts include: poetry, key stories, traditional stories, fairy stories and nonfiction (NC p 21)		
Writing	Transcription	Phonics / Spelling programme (NC Appendix 1)		
	Composition	Short narratives (NC p 24)		
	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		
Science		Seasonal changes - across the four seasons/weather		
		Everyday Materials – classifying and comparing materials, describe simple properties Light – observing and name light sources	Body and Health – Identify and name basic body parts Plants – structure and needs for growth Sound – observe and name a variety of sound sources	Animals – basic needs and offspring, comparing common animals Simple food chains and habitats, differentiate between living, non living and dead.
		Working scientifically - on going across the year		
Computing		Computer Science - understand simple algorithms. Create simple programs Digital Literacy - keeping safe online IT Sound - use technology purposely Create/store/ retrieve	Computer Science - use digital devices to program simple journeys .Make sets of simple instructions. Correct obvious errors (debug). Digital Literacy - keeping personal information private IT - use technology purposely Create/store/retrieve	ICT - use technology purposely Digital Literacy Use technology safely Computer Science
History		Changes within living memory – How our local area is changing	Significant people/events locally - Who/what made my corner of the world special long ago? George Stephenson, Grace Darling, Fire of Newcastle, Florence Nightingale.	Significant places locally - History on my doorstep – where shall we go? How has the seaside changed in living memory?
Geography		Geographical skills and fieldwork - my school/my home	Human and physical geography - me and my locality – police stations, doctors, dentists and fire stations	Location and place knowledge - Compare local area to a non EU country, name and locate worlds continents and oceans Visit to Dove Laboratory.
		Geographical skills and fieldwork - on going across the year		
D.T.		Control - produce a moving picture e.g. page for a class book about ourselves or Christmas cards	Cooking and nutrition – Healthy eating, fruit salads.	Structure - make a pulley system (lighthouse keepers lunch)
Art and Design		Drawings pattern and textures	Painting Printing – Thomas Bewick animal block prints, compare to Hokusai block printing.	Printing - from observation / imagination using different print techniques Collage – sea scene Sculpture – lighthouse model
Music		Listening and Singing - using my body to keep the beat - circle/action dances, songs and rhymes with animal puppets	Playing Instruments - sorting percussion instruments by material and sound quality/timbre, songs for playing together in the band – adapted: London Bridge – Killhope Wheel...	Experimenting with Sounds - stories and descriptive ideas e.g. using sounds to represent ideas for George Stephenson’s engine, tuned percussion: responding to high and low sounds – e.g. Jack going up the Beanstalk
P.E.		Games & Gymnastics Games & Dance	Dance & Gymnastics Games & Gymnastics	Games & Dance Athletics

R.E.	What can we learn about Christianity from visiting a church? Why are gifts given at Christmas?	Why is Jesus special to Christians? What is the Easter story?	What can we find out about Judaism?
	Statutory subject in all year groups Curriculum must be based on North Tyneside agreed syllabus		
PHSE	Feelings and relationships	World of drugs	Me and my relationships

Additional information relating to Computing

Computing	<p>Computer Science Understand Simple algorithms. Create simple programs e.g. (Beebot) – forward / backwards – use pictures of ourselves/ animals/plants</p> <p>Digital Literacy SWGFL http://www.digital-literacy.org.uk/Curriculum-Overview.aspx</p> <p>Keeping safe online. Finding ourselves sites safely</p> <p>IT Sound – Use technology purposely Using IPADS/Easispeaks to record/ playback (talk about me/retell stories) Use cameras (Me) – looking at family photos/old photos Graphics – me/ my family. Beginnings of WP – All about me Create/store/retrieve</p>	<p>Computer Science – Use digital devices e.g. Beebot to program simple journeys - use map / photos of local area. Make sets of simple instructions – fd/bk left/right. Correct obvious errors (debug)</p> <p>Digital Literacy Keeping personal information private. Look at local environment for common uses of ICT outside school</p> <p>IT Use technology purposely - Simple branching database - materials Cameras – take photos of local area Add to simple photo story/IPhoto - record thoughts IPAD/Easispeak – playback /use in writing Create/store/retrieve</p>	<p>ICT Use technology purposely – nonfiction texts - George / animals. Use photos from visit e.g. Shildon in WP / book Book creator IPAD – WP software on PC - Create/store/ retrieve Talk about animals/famous person to camera/video</p> <p>Digital Literacy Use technology safely - Real and fictional characters – what is real? Lee & Kim resources – animal masks. Communicating with real people. Who do we tell if concerned? Teacher led email – for a purpose e.g. arrange a visit</p> <p>Computer Science - iPad apps writing precise and unambiguous instructions. – Daisy the dinosaur/Kodables/Beebot app</p>
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