

YEAR 2 CURRICULUM MAP 2020-2021

| | | Autumn | Spring | Summer | |
|--|---------------|--|---|---|---|
| Reading | Word reading | Phonic programme – Read write Inc Develop phonics until decoding secure. Read & re-read phonic-appropriate books | | | |
| | Comprehension | Texts include: poetry (contemporary and classic), traditional stories, fairy stories, nonfiction texts (NC p 28) Develop phonics until decoding secure. Become familiar with & retell stories. Ask & answer questions; make predictions. Begin to make inferences | | | |
| Writing | Transcription | Spelling Programme. Suffixes ‘-ed’, ‘-ing’, ‘-er’ and ‘-est’. How words ending in a ‘y’ or an ‘e’ change when a suffix is added. The spelling of root words changes when the suffixes ‘-ment’, ‘-ness’, ‘-ful’, ‘-less’ and ‘-ly’ are added. Investigate the meanings and spellings of common homophones and near-homophones. Investigate when to use the different spellings of the /dʒ/ sound. | | | |
| | Composition | Writing : Narratives about personal experiences and those of others (real and fictional); about real events; poetry and for different purposes (NC p 31) Use appropriate size letters & spaces. Develop positive attitude & stamina for writing. Begin to plan ideas for writing. Record ideas sentence-by-sentence. Make simple additions & changes after proof-reading Read stories in the woods. Woodland setting to inspire writing. Use props in the school environment to inspire create writing. | | | |
| | VGP | Use full stops, exclamation marks, question marks and commas. Use simple conjunctions. Begin to expand noun phrases. Use some features of standard English. | | | |
| Speaking and Listening | | Articulate & Justify answers. Initiate & respond to comments. Use spoken language to develop understanding | | | |
| Maths | | Number/Calculation – Order and compare numbers up to 100. Read and write all numbers to 100 in digits and words. Say 10 more/less than any number to 100. Count in multiples of 2,3,5 and 10 from any number to 100. Recall and use multiplication and division facts for 2,5 and 10 tables. Recall and use +/- facts to 20. Derive and use related facts to 100. Recognise place value of any 2-digit number. Add and subtract – 2-digit and 1-digit numbers, 2-digit and 10s numbers, two 2-digit numbers, three 1-digit numbers. Recognise and use inverse. Calculate and write multiplication and division calculations using multiplication tables. . Fractions - Recognise, find, name and write 1/3, ¼, 2/4, ¾. Recognise equivalence of simple fractions. Geometry & Measures – Identify and describe the properties of 2D and 3D shapes. Use mathematical vocabulary to describe position, direction and movement. Choose and use appropriate standard units to estimate and measure length/height, mass, temperature and capacity. Compare and order lengths, mass and volume. Recognise and use symbols for pounds and pence. Combine amounts to make a particular value. Tell the time to five minutes, including quarter past/to. Know months of the year in order. Know o'clock and half past using analogue clock. | | | |
| Science | | What is our school made of? (Every Day Materials) - Identify and compare the suitability of a variety of everyday materials. - Find out how the shapes of solid objects made from some materials can be changed Use the school grounds to identify materials and their uses. (Link to Town Hall) | How will 5 a day help me be healthy? (Animals inc Humans) -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. -Describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene. Identify animals living within the school grounds and how they can survive. Article 27 – Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs. | Why would a dinosaur not make a good pet?(Living Things and their habitats) -Explore and compare 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 and describe different habitats.-Describe how animals obtain their food from plants and other animals. simple food chains. Use the school grounds to identify sources of food. Look for animals and their habitats. Name plants found in the school grounds. (Link to safari animals) | How can we help the gardeners of the world? (Plants) -Observe and describe how seeds and bulbs grow into mature plants; -Find out and describe how plants need water, light and suitable temperature to grow and stay healthy. Plant seeds and bulbs in the school garden |
| Working Scientifically – on going across the year | | | | | |
| Computing | | Programming - (using floor maps to move Beebots, algorithms) (Picture of B/A) Digital Literacy/imagery - (Research Citizenship (Online Communication and E-Safety, DLG, Blogging, E-mail, movie) | Communication Publishing and collaborating - (Making instructions – purple mash,) Digital video - Video & Animation, Music / Sound | Digital Imagery/video - (Collage, video footage) Handling Information - (Purple Mash Computing – Algorithms (instructions) | |
| Esafety | | | | | |

| | | | | | | |
|------------------|---|--|---|---|--|---|
| History | | <p>What were the people who lived in Escomb / Bishop Auckland like 100 years ago? : events beyond living memory that are significant nationally and globally (Same NC LO as Queen topic)</p> | | <p>How has Nelson Mandela helped make the world a better place? : the lives of significant individuals from the past who have contributed to national and international achievements Article 2 – The convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status</p> | <p>Why was Captain Cook very brave? : the lives of significant individuals in Britain’s past who have contributed to national achievements. (Link to Science, botanist on board ship)</p> | |
| Geography | <p>What would Horrid Henry find exciting about Bishop Auckland? -Use simple fieldwork and observational skills to study the geography of their school and its grounds and the human and physical features of its surrounding environment Use the school and local area for field work and observational skills.</p> | | | <p>Where would you prefer to live England or Tanzania? -Understand geographical similarities and differences through studying the human and physical geog of Escomb /Bishop Auckland and a contrasting non-European country. - Identify seasonal and daily weather patterns in U.K. and compare to hot and cold areas of the world. Use the school and local area for field work and observational skills. Article 31 – Every child has the right to relax, play and take part in a wide range of cultural and artistic activities</p> | <p>Why was Captain Cook very brave? -identify continents and oceans</p> | <p>Why do you love to be beside the seaside? - identify seasonal and daily weather patterns in the United Kingdom - human and physical features of a small area of the United Kingdom</p> |
| D.T. | | <p>What were the people who lived in Escomb / Bishop Auckland like 100 years ago? Can you design & make a zoetrope? - join materials in different ways? - joining, folding or rolling to make it stronger materials (LO from Dinosaur DT in summer term) How can you make a toy move? - join materials together as part of a moving product - add some kind of design to their product <i>Mechanisms</i></p> | <p>How will 5 a day help me be healthy? (Animals inc Humans) Can you plan, design, make and serve a meal to a guest. - describe the properties of the ingredients they are using explain what it means to be hygienic - tbe hygienic in the kitchen? <i>Cooking and nutrition</i></p> | | | <p>Why do you love to be beside the seaside? What puppet would you make to use in a show? – measure textiles - joining textiles to make something - cutting textiles - explain why a certain textile was chosen <i>Textiles</i></p> |

| | | | | | | |
|--|--|--|---|---|--|---|
| Art and Design | | <p>What would Horrid Henry find exciting about Bishop Auckland? What were the people who lived in Escomb / Bishop Auckland like 100 years ago?</p> <p>-Take photographs of buildings / landmarks / streets in Bishop Auckland. -Look at the work of local artists (Pitman Painters) -Create own painting / drawings</p> | | <p>Where would you prefer to live England or Tanzania? What would your African style print look like? -Explore African art create prints in African style. Edward TingaTinga -using specific colours/ decorate clay pots. <i>Printing</i></p> | | <p>Why do you love to be beside the seaside? Can you represent The Great Wave of Kanagawa using shades, tints and tones? - exploring and mixing shades – pastels/painting - adding texture /collage /shape <i>Collage</i></p> |
| | Use a sketch book to set out their ideas. | | | | | |
| Music | Friendship Song | School Christmas Production | Zoo Time Animals | Hands Feet Heart South African Music and Freedom - | I Wanna Play In a Band Rock Music | Reflect, rewind and replay – Looking at western classical music |
| P.E. | <p>Dance</p> <p>Games Piggy in the Middle</p> | <p>Games 3 Touch Ball</p> <p>Gymnastics Families of Actions</p> | <p>Games Kick Rounders</p> <p>Dance</p> | <p>Gymnastics Assessing level 1/2 Unit 2 tasks 1 and 2</p> | <p>Athletics Furthest Five, Take Aim And Pass the Baton</p> | <p>Games Mini Tennis 1</p> <p>OAA Shipwrecked Gone Fishing</p> <p>Introduction to swimming</p> |
| R.E. | <p>How do religions welcome new members? -What does it mean to belong in Christianity? -introduce ceremonies of commitment and belonging Article 20: you must be looked after by people who respect your religion, traditions and language.</p> <p>Why is the Bible special to Christians? -explore the bible, how it is treated and shows beliefs about God. Article 14: You have the right to choose your own beliefs.</p> | <p>What can we learn from the story of St Cuthbert? -listen to stories about St Cuthbert and discuss his influences Article 30: you have the right to learn and use the traditions, religion and language of your family.</p> <p>Why is light important in Religions? -how and why is light important at Christmas? Article 14: You have the right to choose your own beliefs.</p> | | <p>How do Christians celebrate Easter? Article 14: You have the right to choose your own beliefs.</p> | <p>What can we find out Buddha? -how do Buddhists show their beliefs?- introduce worship ceremonies and belonging is shown? Article 29: Education should encourage you to participate in a free society, and encourage you to respect your own culture and other people's culture</p> | <p>What have I learned about different religions? Article 14: You have the right to choose your own beliefs.</p> |
| Statutory subject in all year groups Curriculum must be based on Durham Agreed Syllabus 2012 for all maintained schools | | | | | | |