

Y2 CURRICULUM MAP: CYCLE B (2018-19)

		Autumn – The wonderful world of Roald Dahl	Spring – Around the world (Wynyard travel agency)	Summer – VIPs (Famous people of the past)
Reading	Text Types	<p>Narrative: The Twits The Witches George’s Marvellous medicine</p> <p>Non-Fiction: Instructions , Information texts</p> <p>Poetry: Rotten rhymes (in style of Roald Dahl)- changing traditional nursery rhymes</p>	<p>Narrative: Traditional stories/fairy stories/stories from other cultures (Ugly duckling, Cinderella, Aladdin)</p> <p>Non-Fiction: Information texts; Explanations</p> <p>Poetry: Rhyming couplets- link to science- animals</p>	<p>Narrative: Diary entries, letters, character profiles, writing from different perspectives , adventure stories</p> <p>Non-Fiction: Recount, fact and fiction</p> <p>Poetry: nonsense poetry- riddles/tongue twisters</p>
	Word reading	Phonics Programme: Read, Write Inc (Main focus on set 3 sounds- only some of the children will need RWI input, the rest will move on to SPaG activities)		
	Comprehension	Weekly lesson structure will include comprehension tasks linked to the topic/text. NC page 18		
Writing	Transcription	Phonics/Spelling programme (NC Appendix 1) NC page 19 Spelling lists page 45 on wards of NC document.		
	Composition	Y2 Narratives about personal experiences and those of others (real and fictional); about real events; poetry and for different purposes (NC p.21)		
	VGP	NC page 22		
Speaking and Listening		12 Statutory statements (NC p.17)		
Maths		<p>-Number and Place Value -Addition and subtraction -Measurement- length and mass Geometry: Properties of 2D Shapes including right angles Statistics: Sorting Information/beginning to look at tally charts/pictograms -Multiplication and division</p> <p>Link to text in English- problem solving embedded</p>	<p>(Number and Place Value – secure any concepts not yet secure on) Measurement: Money- link to all four operations/Time Geometry: Properties of 3D Shapes Geometry: Position and Direction Statistics: Interpreting Pictograms and tables</p> <p>Fractions of shapes</p> <p>Link to text in English- problem solving embedded</p>	<p>Number and Place Value (secure any concepts not yet secure on) Geometry: Properties of Shapes – symmetry Geometry: Position and Direction Measurement: Capacity/Temperature/Time Statistics: Making/Interpreting block graphs</p> <p>Fractions of numbers/sets of objects</p> <p>Link to text in English- problem solving embedded</p>
Science		<p>Identify and compare uses of different materials</p> <p>Compare how things move on different surfaces</p>	<p>Basic needs of animals and their offspring</p> <p>Simple food chains and habitats</p>	<p>Living/dead/never been alive</p> <p>Growing plants (water, light and warmth)</p>
Computing		<p>IT: Create a database; Record and playback sound; Take photographs; Combine photographs, audio and text to create videos (links to Science, History, Geography and English).</p> <p>Digital Literacy and e-Safety: Staying Safe Online</p>	<p>IT: Use word processing, publishing software and online tools to keep a blog and to create a newspaper (links to English and History).</p> <p>Computer Science: Algorithms and instructions; Programmable toys and hardware.</p> <p>Digital Literacy and e-Safety: Digital Footprints</p>	<p>IT: Use word processing and publishing software to produce an advertisement; Use online tools to hotseat a historical or fictional character (links to English, Geography and History).</p> <p>Computer Science: Algorithms and instructions; Programmable apps and software.</p> <p>Digital Literacy and e-Safety: Cyberbullying; Safety when Online.</p>
History		Titanic disaster	Changes within living memory: Homes of the past, clothes and toys	Significant people: Famous Inventors Florence Nightingale
Geography		<p>Location knowledge: The UK in relation to other parts of the world.</p> <p>Identifying continents and oceans of the world- equator/poles- atlases/globe</p>	<p>Compare our country to a non- European country- Africa</p> <p>Geographical skills and fieldwork: Location of features and routes on a map- google earth/OS maps of local area.</p>	<p>Use aerial photographs of nearby cities and plan perspectives; devise a simple map;basic symbols in a key</p> <p>Human and physical geography: Basic geographical vocabulary to refer to key physical and human features.</p>

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	Human and physical geography: Climate and how this is affected by distance from equator.	.	Fieldwork activities.
D.T.	Mechanisms: e.g. vehicles with wheels (links to Science)	Structures: e.g. construct a local landmark using recycled materials	Inventors- Dragon's Den project
<i>Design, Make, Evaluate, Technical Knowledge Throughout all DT projects.</i>			
Art and Design	Collage: e.g. use natural/man-made materials to produce a collage (links to Science) Mr Twit's beard	Drawing and Painting: e.g. Still-life (links to Science) Use of colour for different effects Sculpture- famous landmarks	Observational drawings African tribal art/masks
Music	Charanga units throughout the year. Opportunities for recorder, harp and guitar tuition. Durham/Stockton Music Services Drumming Workshop.		
	<p>Performing-Singing School songs</p> <p>Performing- Playing Chant and clap in time with a steady pulse using words related to topic. Play junk instruments together keeping beat.</p> <p>Improvising and Experimenting Make junk instruments using different materials. Play the instruments together following a conductor. Respond to range of gestures for start/stop, slow/fast, loud/quiet; Make a picture label for each group of instruments.</p> <p>Listening Play games to guess what is making the sound; Sounds heard on the way to school; Listen to local music; Tap knees in time to steady beat.</p>	<p>Performing-Singing Songs</p> <p>Performing-Playing Introduce chime bars-tuned percussion. Illustrate stories or nursery rhymes by playing up or down chime bars at appropriate moment; Represent shoots growing up and roots growing down; Play copy cats tap back rhythm patterns.</p> <p>Improvising and Experimenting Play instruments or use body percussion in different ways to create sound effects. Make a picture label for each sound effect; Suggest which instrument would make a particular sound; Explore different types of voices (Use puppets) Use own voices to create sound effects</p> <p>Listening Listen to different sounds in the environment then use memory to make a list; Recall short sequences and patterns of sounds; Listen to classical music.</p>	<p>Performing-Singing Listen to and copy notes G and E; singing voices and match pitches. Songs</p> <p>Performing- Playing Play sounds in response to an animal story/poem, using body percussion/ untuned / tuned instruments. Perform to story.</p> <p>Improvising and Experimenting Select sounds in response to an animal story/poem. Experiment to see what sounds could be added to depict ideas. Children compose own Animal rhythms/ Animal sounds short sequences of sound using symbols for support. Animal footsteps=pulse Pulse/rhythm grids</p> <p>Listening Sing back melodic phrases (tunes) they have heard; Listen to classical music.</p>
P.E.	Coverage throughout the year depending on coaches and other planned activities: Basic Movements and Activities (e.g. gymnastics) Team Games- dodgeball/tennis Dance		
R.E.	See RE Scheme Develop Class floor book- use of Philip Marin clip arts as stimulus for discussion/introduction to bible stories. Youtube videos- discuss meaning of bible stories- what did this mean for Jesus? Thunks- developing children's' deeper thinking skills and sense of morals and personal values.		
MFL	French		