

Y2 CURRICULUM MAP: CYCLE A (2020-21)

		Autumn – Tale as old as time	Spring – Amazing Africa	Summer – The Wonderful World of Roald Dahl
Reading	Text Types	<p>Narrative: Snow White Goldilocks and The Three Bears Hansel and Gretel</p> <p>Non-Fiction: Instructions , Information texts</p> <p>Poetry: Changing traditional nursery rhymes, nonsense poetry- riddles/tongue twisters</p>	<p>Narrative: Handa’s Surprise Meerkat Mail Anna Hibiscus Bobo Road Black Heroes</p> <p>Non-Fiction: Information texts, explanations, non-chronological reports, recounts</p> <p>Poetry: Rhyming couplets- link to science- animals</p>	<p>Narrative: The Twits The Witches Charlie and The Chocolate Factory.</p> <p>Diary entries, letters, character profiles, writing from different perspectives, adventure stories</p> <p>Non-Fiction: Recount, fact and fiction</p> <p>Poetry: Rotten rhymes (in style of Roald Dahl)</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) Spelling Bee focus words		
	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>Living/dead/never been alive</p> <p>Simple food chains and habitats</p>	<p>Basic needs of animals and their offspring</p> <p>Growing plants (water, light and warmth)</p>	<p>Identify and compare uses of different materials</p> <p>Compare how things move on different surfaces</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>Keyboard skills</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 hot seat 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		Changes within living memory: Homes of the past, clothes and toys	Significant people: Black Heroes; Nelson Mandela, Martin Luther King, Barack Obama	Titanic disaster

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Geography	Use aerial photographs of nearby cities and plan perspectives; devise a simple map; basic symbols in a key Human and physical geography: Basic geographical vocabulary to refer to key physical and human features. Fieldwork activities.	Compare our country to a non- European country- Africa and the Antarctic Geographical skills and fieldwork: Location of features and routes on a map- google earth/OS maps of local area.	Location knowledge: The UK in relation to other parts of the world. Identifying continents and oceans of the world- equator/poles- atlases/globe Human and physical geography: Climate and how this is affected by distance from equator.
D.T.	Mechanisms: e.g. the well (links to English)	Structures: e.g. construct a statue using recycled materials (links to Geography/History)	Inventors- Dragon's Den project
<i>Design, Make, Evaluate, Technical Knowledge Throughout all DT projects.</i>			
Art and Design	Washes: Recognise warm and cold colours and create washes to form backgrounds. Explore the relationship between mood and colour (artist link – Kandinsky)	Observational drawings African tribal art/masks	Drawing and Painting: e.g. Still-life (links to Science) Use of colour for different effects Sculpture- famous landmarks
Music	Charanga units throughout the year. Opportunities for recorder, harp and guitar tuition. Durham/Stockton Music Services Drumming Workshop.		
	<p style="text-align: center;">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 style="text-align: center;">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 Swimming- From Feb half term onwards		
R.E.	See RE Scheme- Understanding Christianity 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		