



Year 2 Curriculum Map

		Autumn – Animals (S)	Spring – Exploring (G)	Summer – Holidays (H)
Reading	Word reading	Phonic programme e.g. Letters and Sounds		
	Comprehension	Texts include: poetry (contemporary and classic), traditional stories, fairy stories, nonfiction texts (NC p 28)		
Writing	Transcription	Phonics / Spelling programme (NC Appendix 1)		
	Composition	Writing : Narratives about personal experiences and those of others (real and fictional); about real events; poetry and for different purposes (NC p 31)		
	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, Statistics		
Science		Animals, including humans (107, 109, 112, Evolution and Inheritance example) Light & Sound (123, 124)	Uses of Everyday Materials (Model boat example) Electrical Circuits (125, Construct a circuit example)	Plants – growth and health (105, 106) Living Things and Habitats – habitats and food chains (108, 115, 116, 117)
		Working Scientifically – on going across the year		
Computing		Computer Science - understand that algorithms are implemented as programs on digital devices Make routes using precise instructions Debug simple programs Digital Literacy IT Database	Computer Science - understand that algorithms are implemented as programs on digital devices Digital Literacy IT - use technology purposely to organize & manipulate digital content	Computer Science – use logical reasoning to predict the behavior of simple programs Digital Literacy Use technology safely ICT-use technology purposely to manipulate digital content
History		Why are some places special? NC: Significant places in own locality Focus: Thinking about historical significance using primary sources Durham cathedral, Tyne Bridge etc.	Fantastic Firsts NC: events beyond living memory that are significant globally or nationally Focus: Chronology over longer timeframe, comparing events, writing about significance. Inventions, special events.	All change? Holidays now and then NC: Changes within living memory and beyond. Significant places in our own locality. Focus: Identifying and writing about change and its causes. Forming interpretations, use of primary sources. Comparing holidays now and 1950s Victorian. Use historic environment.
Geography		Why is my world wonderful? Simple world maps and features. Focus: Continents, oceans, mountains, rivers.	Wherever next? Location and journeys Focus: hot and cold places, continents, oceans, North/South/East/West	Holidays- where shall we go? Place comparisons- geographical features. Focus: contrast area of UK and area of non-European country e.g. UK coast and Kenyan Safari.
		Geographical skills and fieldwork – on going across the year		
D.T.		Textiles - make an animal puppet	Mechanism - make a vehicle with wheels – based on exploring	Structure - design and make a miniature garden/seaside
Art and Design		Sculpture and painting – 2D & 3D animals Artists	Printing –linked to exploration Drawing – texture and line	Drawing and painting -plants Collage – based on a sea-scape
Music		Listening and Singing - animal songs and rhymes using descriptive language. Animal word-rhythm grids Experimenting with Sounds - descriptive weather sequences: using sounds to represent ideas: I hear thunder...	Listening and Singing - travelling songs – adapted; Wheels on Bus / train...jungle trail, movement and actions/ pulse and rhythm Listening and responding - to music representing 'The Sea and Space': creating musical structures	Listening and Experimenting with Sound - world music/songs and dances. Junk Percussion Band? Africa-drumming S. America – Samba Asia – tuned pentatonic chimes etc.
		Music Education Hub: Key Stage 1 Programme Opportunities e.g. 'Little Fingers' - integration on curriculum delivery. (Durham Music Service)		
P.E.		Games & Gymnastics Games & Dance	Dance & Gymnastics Games & Gymnastics	Games & Dance Athletics

R.E.	Judaism	Islam	
-------------	----------------	--------------	--