



## Year 2 Curriculum Map

	Autumn		Spring		Summer	
English	<p><b>The Lighthouse Keepers Lunch</b> - stories, character portfolio, diaries, report about a real life lighthouse keeper, letter/instructions about making a sandwich.</p>	<p><b>Peter Pan</b> - fiction, fairy tales, character profiles, plot and characters, descriptive writing, editing tasks (proof reading) fiction, newspaper report.</p>	<p><b>Mary Poppins</b> - stories, non-chronological reports about a polar bear/elephant, adverts, fact file, diaries, letters, setting description</p>	<p><b>Dogger</b> – stories, non-chronological report, advert, missing posters, newspaper report, descriptive writing, editing and proof reading.</p>	<p><b>The Prince, the Pauper and the Cunning King</b> -stories, character portfolio, biography, job application, letters, diary entry, editing and proof reading.</p>	<p><b>Vlad and the Great Fire of London</b> – Non-fiction, adverts and posters, non-chronological report, email, fact files, instructions, persuasive writing, proof reading and editing.</p>
Maths	<p><b>Place value</b> - counting to and across 100, forwards and backwards from any given number. Count read and write numbers in numerals and in steps of 2, 5, 10 and 3. <b>Multiplication and Division</b> - odd and even numbers <b>Addition and Subtraction</b> - solve problems using concrete objects and pictorial representations. Recall and use facts to 20 to relate to 100. <b>Fractions</b> -to recognise half of an object, shape or quantity, <b>Money</b> - recognise and know coin and note values. <b>Shape</b> - recognise and name 2D shapes</p>	<p><b>Place value</b> - identify 1 more/1 less from any given number, using objects and pictorial rep. read and write numbers 1-20 in words and numbers. <b>Shape</b> - recognise and name 3D shapes (cuboids, pyramids and spheres) <b>Addition and Subtraction</b> - apply mental and written methods. Addition can be communicative and subtraction cannot. <b>Fractions</b> -to recognise quarter of an object, shape or quantity, <b>Statistics</b> - interpret simple pictograms, tally charts,</p>	<p><b>Place value</b> - recognise the place value of each digit in a 2-digit number. Estimating numbers. Compare and order numbers using <math>&gt;</math>, <math>&lt;</math> = symbols. <b>Addition and Subtraction</b> - apply inverse number operations to find missing numbers. <b>Multiplication and Division</b>, - solving one-step problems by using concrete objects, arrays and pictorial representations. <b>Fractions</b> - recognise, find and name <math>\frac{1}{4}</math>, <math>\frac{1}{3}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity. <b>Measurement</b> - estimate, measure length</p>	<p><b>Place value</b> - read and write numbers in words and numerals. Problem solve using number facts and place value. <b>Multiplication and Division</b> -<math>\times 2 \times 5 \times 10 \times 3</math> tables using knowledge to apply to find division facts. Statistics, Shape, <b>Fractions</b> - write simple fractions <math>\frac{1}{2}</math> of <math>6 = 3</math>. <b>Measurement</b> -compare, measure, record and solve problems involving - capacity and volume, time. <b>Shape</b> -2D shapes -no. of sides/lines of symmetry. 3D shape -no. of edges, vertices and faces.</p>	<p><b>Place value</b> - identify 1 more/1 less from any given number, read and write numbers 1-20 in words and numbers. <b>Position and Direction</b> - whole turn, half turn, quarter and three-quarter turns. <b>Fractions</b> - recognise equivalent fractions <math>\frac{2}{4} = \frac{1}{2}</math>. <b>Shape</b> -2D shape - shapes on the surface of a 3D shape. <b>Money</b> - recognise £ (pound) and p (pence) combining amounts. Find different coin combinations. <b>Time</b> - compare and sequel</p>	<p><b>Place value</b> - identify the place value of each digit in a 2-digit number. Estimating numbers. Compare and order numbers using <math>&gt;</math>, <math>&lt;</math> = symbols <b>Position and Direction</b> - order objects in patterns and sequences. <b>Shape</b> - compare and sort 2D and 3D shapes and everyday objects <b>Money</b> - solving problems including giving change.</p>



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	(rectangles, circles triangles) <b>Measurement</b> - compare, measure, record and solve problems involving - length and height, mass and weight  <b>Time</b> - sequencing events vocab. - morning, afternoon, evening, today, yesterday, tomorrow, before and after.	block diagrams and tables. <b>Time</b> -telling the time to hour, half past, quarter past and quarter to. <b>Measurement</b> -compare, measure, record and solve problems involving - capacity and volume, time.		<b>Statistics</b> – construct simple pictograms, tally charts, block diagrams and tables.	intervals of time	
Science	<p style="text-align: center;"><b>Animals inc Humans -Growth &amp; Survival</b></p> <p>Offspring of a variety of different animals, different ways in which animals reproduce, explore how humans grow as they get older, find out what animals, including humans, need to survive, exploring the environment as a factor of survival for animals, including humans, find out how to eat a healthy, balanced diet and why exercise is important to keep our bodies healthy.</p>		<p style="text-align: center;"><b>Living Things and their habitats</b></p> <p>To identify things that are living, things that are dead and things that have never been alive, to understand that living things need to live in suitable habitats, to explore the plants and animals that live in seaside habitats, to be able to explore plants and animals in an unfamiliar habitat, to explore and describe a micro-habitat and explore food chains in a habitat.</p> <p style="text-align: center;"><b>Plants</b></p> <p>Learning about how different seeds grow into different plants, how plants can grow from bulbs, to understand how and why seed dispersal takes place, to plan, carry out and evaluate an investigation into the conditions that affect germination, to observe and describe how a plant changes as it matures (tomato, cucumber, pepper plants).</p>		<p style="text-align: center;"><b>Materials</b></p> <p>To identify a variety of materials and sort them according to a variety of criteria, to be able to identify natural and man-made materials, identify that some materials can change shape by squashing, bending, stretching and twisting, and others can't, to identify the suitability of metal and plastic for a variety of purposes, identify different products that can be made from wood and their features and purposes, to identify different materials that are used for the same product, identify material inventions and discoveries.</p>	
History	Captain Cook - life of...	Captain Cook - life of...	Victorians I know about	Local Victorians -	Tudors -Henry VIII &	Great Fire of London - To



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	<p>voyages of discovery Find out about the life of Captain James Cook. I can learn more about Captain James Cook's exploration of Australia. <b>Reinforcement of Timothy Hackworth from Year 1 -local inventor</b></p>	<p>voyages of discovery I can explore how James Cook helped others. I know who Neil Armstrong is and why he is remembered today.</p>	<p>past and present holidays I can compare and contrast present day toys and toys from the past. Dress up as a Victorian day.</p>	<p>Stan Laurel &amp; Grace Darling <b>Reinforce and revisit Captain Cook -local explorer from Aut 1</b></p>	<p>Elizabeth I -Name famous Tudors, Henry VIII's wives discuss and compare rich and poor Tudor clothes explore Tudor life esp. Queen Elizabeth I compare Sir Francis Drake and Captain James Cook</p>	<p>identify where and when the Great Fire of London started, understand the events of the Great Fire of London, to know why the fire spread so quickly and stayed alight for so long. To discuss Samuel Pepys and his diary. <b>Reinforce Victorian London from Spr 1</b></p>
Geography	<p>Seas and Coasts - I can identify and label seas around Britain, find out about British seas and British beaches. Hot and cold countries - similarities and differences <b>Reinforcement of four countries of the UK and seas -from Year 1.</b></p>	<p>Name and locate -seas, oceans and continents, I can identify and label oceans around the world, locate and identify oceans and continents. Physical features</p>	<p>Where are our seaside's? Features of a seaside. <b>Reinforcement of hot and cold countries from Aut 1</b></p>	<p>Mapping local area -visit Stan Laurel statue Aerial maps of Bishop Auckland</p>	<p>How to use a compass - orienteering. Directional language <b>Reinforcement of seas, oceans and continents from Aut 2</b></p>	<p>Mapping the capital city. Map showing the spread of the fire over the three days.</p>
DT	<p>Moving seagulls -design, make and evaluate. British Food Fortnight -plan, make and sell a produce using British foods.</p>	<p>Design a Fairtrade fruit salad (in the form of a fruity ship). Sew and construct a Christmas bird decoration.</p>	<p>Chinese New Year -blue paper plates, red envelopes, Chinese food.</p>	<p>Traditional finger puppets. Easter -Bling yer bonnet</p>	<p>Exploring structures, design, make and evaluate a Tudor House - discussing how they could be made "stronger" "stiffer" and "more stable".</p>	<p>Design and make a Tudor Rose with icing. Select from and use a range of tools and equipment to perform practical tasks. Making and eating Tudor Pottage</p>



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Computing	E-safety. I can keep my personal information private. I can identify where to go for help when I have concerns about content on the internet or other online technologies.	Beebots - understand what algorithms are, how they are implemented as programmes as digital devices, and that programs execute by following precise and unambiguous instructions. Activity - implement algorithms on the beebot. I know what an algorithm is. I can sequence simple instructions to make an algorithm. I can debug an incorrect algorithm.	Applying an algorithm previously learned as a practical activity and translate into precise written instructions. I know what an algorithm is. I can sequence simple instructions to make an algorithm. I can correct and debug a written algorithm.	We are photographers -use technology purposefully to create organise store manipulate and retrieve digital content. I can take a photograph. I can apply digital effects and adjustments to digital photos. I can edit, rotate, filter, crop, straightening, colour/black & white.	Email - recognising common uses of information technology beyond school -sending an email. Writing a class email to solve a problem based on the English text (The Prince, the Pauper and the Cunning King)	Word processing - use technology purposefully to create organise store manipulate and retrieve digital content. To create, organise, manipulate/edit and retrieve digital content. Write part of our extended writing on laptops, print off, edit with purple polishing pen and then retrieve document to make final edited improvements to the word processing documents, then save and publish (print).
Art	Colour mixing - linked to Aboriginal artwork	The Great Wave - Hokusai Collage based on seascape	Observational drawings of plants using inks	Sculptures of Stan Laurel Pitman Painters	Study Holbein -Henry VIII portraits	Great Fire of London using chalks
Music	Sea Shanties	Christmas Carols/Songs	Seaside Songs	Seaside composition	Greensleeves	Tudor dance to Tudor Music
PE	Games and ten point hoops  Throwing, catching, balance and co-ordination	Games and ten point hoops  Participating in team games.	Machines and Gymnastics  Developing balance, agility and co-ordination	Machines and gymnastics  Working in pairs to develop a simple routine co-ordinating with partner.	Multiskills and Athletics  To develop movement skills -inc balance, co-ordination and agility.	Multiskills and Athletics  Using skills to develop competitively against previous "best" and against other in Sports Day set up or at Multi-skills Festivals



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						against other competing schools.
RE	I can find out about the parable of the lost son, the parable of the Good Samaritan. Explore what we can learn from the actions of Jesus.	How and why is light important at Christmas? - To recount the Christmas story and explore how Christians celebrate Christmas.	How do Buddhists show their beliefs? To know about who Buddha was: Siddhartha Gautama, to recognise Buddhist symbols which explain why Buddha was special. To explain the meaning of a Buddhist parable and to explain what Buddha taught Buddhists about how to live their lives. I can recognise where and how Buddhists worship. To understand how and why the life of the Buddha is celebrated during Vesak.	How do Christians celebrate Easter? To understand that some people celebrate new beginnings, find out about the Easter story and know the true meaning of Easter.	What does it mean to belong to Christianity? To understand what a rite of passage is, what happens in a baptism ceremony and to know what happens at a Holy Communion.	What can we learn from the story of St Cuthbert? Trip to Auckland Castle
PSHCE <b>LWW</b> -Living in the Wider World <b>PHMW</b> - Physical Health & Mental Wellbeing <b>R</b> - Relationships	LWW -Role of Money PHMW -Mental Health -positive thinking R -Who are my VIP's (family and people who care for me)	PHMW - Emotions (my own and others feelings) R -How can I help my family? (family and people who care for me) R -Privacy - secrets (Being Safe)	LWW -Keep it Safe PHMW - Positive Thinking R -Friendship (caring friendships)	PHMW - Exercise and Sleep (benefits of physical exercise on mental wellbeing and happiness) R -Everyone's different (Respectful relationships)	LWW -Save or Spend R -Respect similarities and differences - tolerance (Respectful relationships)	PHMW -Dental Health R -appropriate/ inappropriate behaviour (Being Safe)



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School visits	Captain Cook Museum			Bowes Museum		Auckland Castle
Consolidation and Reinforcement	<p>End of topic activity -What we now know about the Captain Cook. Trains &amp; Railways Quiz - What can we remember from <b>Year 1</b> (groups, class thought shower, return to add forgotten knowledge to evidence sheet</p>	<p>End of topic activity -What we now know about the Captain Cook. Trains &amp; Railways</p>	<p>End of topic activity -What we now know about the Victorians. Captain Cook</p>	<p>Quiz -What can we remember (groups, class thought shower, return to add forgotten knowledge to evidence sheet</p>	<p>Quiz -What can we remember (groups, class thought shower, return to add forgotten knowledge to evidence sheet)</p>	<p>End of topic activity -What we now know about the Tudors. Captain Cook &amp; Victorians Quiz -What can we remember (groups, class thought shower, return to add forgotten knowledge to evidence sheet</p>