

# Etherley Lane Primary School - YEAR 2 CURRICULUM MAP

		Autumn	Spring	Summer
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) <b>Fiction – Stories with familiar settings, traditional stories, different stories by the same author, extended stories / significant authors.</b> <b>Non Fiction – Instructions, explanations, information texts, non chronological reports.</b> <b>Poetry – Patterns on a page, really looking, silly stuff.</b>		
	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			Uses of Everyday Materials	Plants – growth and health Animals, including humans Living Things and Habitats – habitats and food chains
		Working Scientifically – on going across the year		
Computing		Control – Astronauts Equipment – We are Photographers	Email – We are detectives Research – We are Researchers	Exploring – We are Games Testers Data – We are Zoologists
History		Explorers Christopher Columbus James Cook Neil Armstrong	The Great Fire of London Tudors Henry VIII Elizabeth I	Victorians  Holidays & Toys from the Past
Geography		Location and place knowledge - Hot & Cold Countries, Name & Locate Continents & Oceans, Maps	Location and place knowledge (London / Kathmandu) - Characteristics, aerial photo's, capital cities, similarities/differences, human / physical features	Location and place knowledge (Coasts) - Characteristics, similarities /differences, human / physical features
		Geographical skills and fieldwork – on going across the year		
D.T.		Mechanism - make a vehicle (boat, rocket)	Structure - design and make a Tudor House	Textiles - make an traditional puppet
Art and Design		Painting (colour mixing) – linked to exploration Drawing (texture and line) – space, water pictures	Artists – Holbein, Bosch, De Vinci	Observational Drawings – plants/animals Sculpture – animals Collage – based on a sea-scape
Music		Listening and Experimenting with Sound - Fireworks Listening and responding - to music representing 'The Sea and Space': creating musical structures. Traditional music: American Indian, Aboriginal	Listening and responding – to Tudor music Rhythm & Percussion	Listening and Singing - seaside songs Experimenting with Sounds - using sounds to represent ideas: seaside composition
P.E.		Games & Ten Point Hoops	Machines & Gymnastics (making shapes)	Games (Piggy) & Athletics Multi-Skills Festival
R.E.		How do Buddhists show their beliefs? How and why is light important at Christmas	What does it mean to belong in Christianity? How do Christians celebrate Easter?	Why is the Bible special to Christians? What can we learn from the story of St Cuthbert
		Statutory subject in all year groups Curriculum must be based on Durham Agreed Syllabus 2012 for all maintained schools		
PSHCE		Living in the Wider World	Relationships	Health & Wellbeing

<p><b>Computing</b></p>	<p><b>Computer Science - Understand that algorithms are implemented as programs on digital devices</b>- send Beebot to match animal cards/identify families of animals /<b>make routes using precise instructions</b> - animals/ weather symbols/ oceans continents – using sets of arrow cards to make instructions <b>Debug simple programs</b> – did it reach the right place? Use of Probot for more complex instructions and programs</p> <p><b>Digital Literacy SWGFL</b> Staying safe online - choosing appropriate websites. Leaving a digital trail/footprint</p> <p><b>IT Database</b> Branching database/database sorting and identifying animals</p>	<p><b>Computer Science - Understand that algorithms are implemented as programs on digital devices</b> – use of programming IPAD apps - Catos Hike Hopscotch ALEX- Using direction / map symbols ( G ) – treasure map</p> <p><b>Digital Literacy</b> – Cyberbullying – using technology respectfully. Effective searching</p> <p><b>IT - Use technology purposely to organize &amp; manipulate digital content</b> Database of solids / liquids and gases. Publisher/WP Advert for a job as an explorer/astronaut/- poster to advertise job. Hot seating as e.g. Christopher Columbus/Neil Armstrong – use easispeaks to prepare – video to record</p>	<p><b>Computer Science – Use logical reasoning to predict the behavior of simple programs</b> – use food chain pictures/geographical features/holiday pictures – predict sets of instructions – did it reach the correct place? If not debug. Use of Probot for more complex instructions and programs</p> <p><b>Digital Literacy</b> <b>Use technology safely</b> - Hectors World safety button – who to tell? Privacy</p> <p><b>ICT - Use technology purposely to manipulate digital content</b> WP – nonfiction texts / posters / information leaflets - habitats - publisher/PowerPoint/ photo story - physical geography/ living memories</p>
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## Additional information relating to Computing