

North Park Primary - Curriculum Planning

YEAR 2 CURRICULUM MAP

| | | Autumn | Spring | Summer | | | |
|------------------------|---------------|--|--|--|-------------------|--|-------|
| Re | Word reading | Phonic programme – Read, Write Inc | | | | | |
| | 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 & 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 | Uses of Everyday Materials | Living Things and Habitats Plants | | | |
| | | 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 Use technology safely ICT IT Database | Computer Science understand that algorithms are implemented as programs on digital devices Digital Literacy Use technology safely ICT use technology purposely to organise & 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 Ref: significant places in own locality Focus: chronology (sequence), knowledge of very recent past, use of common words. Asking and answering simple questions. Link to Durham Cathedral | Fantastic firsts NC Ref: events beyond living memory that are significant globally or nationally. Focus: chronology over longer timeframe, comparing events, writing about significance. Linked to inventions, special events- moon landing, electricity, first train etc. | All change/ Holidays now and then NC Ref: changes within living memory and beyond. Significant places in our own locality. Focus: identifying and writing about changes and its causes. Forming an interpretation, use of primary sources. Comparing holidays now, 1950s and Victorian. | | | |
| Geography | | Ongoing skills in each unit - Geographical skills and fieldwork– use simple compass directions and simple maps | | | | | |
| | | Why is my world wonderful? Simple world maps and features Focus: continent, oceans, mountains and rivers. | Wherever next? location and journeys. Focus: hot and cold places, continent, oceans, North/South/East/ West. Key vocabulary. | Holidays- where shall we go? Place comparisons- geographical features. Focus: fieldwork, water cycles, rivers- their formation and impact | | | |
| D.T. (Kapow) | | Mechanisms | Textiles | | | | |
| Art and Design (Kapow) | | Formal elements of aArt Art and Design Skills | Human Form | Sculpture and Mixed Media | | | |
| Music (Kapow) | | Musical Me Learn to sing and play a song Orchestral instruments Example theme: Traditional Stories | Myths and Legends Developing understanding of musical language; how timbre, dynamics and tempo affect the mood of a song African call and response song Example theme: Animals | Dynamics, timbre, tempo and motifs Example theme: Space On this Island: British songs and sounds | | | |
| | | Music Service Enrichment – specialist provision for 1 term – Little Fingers | | | | | |
| P.E. | | Swimming Athletics | Swimming Football | Swimming FMS | Swimming Dance | OAA Gymnastics | Games |
| R.E. | | What can we learn from the story of St Cuthbert? (linked to Cathedral visit) Why is the Bible special to Christians? How & why is light important at Christmas? | | What does it mean to belong in Christianity? How do Christians celebrate Easter? | | How do Buddhists show their beliefs? What can we learn about our local faith communities? | |
| | | Curriculum based on Durham Agreed Syllabus 2020 | | | | | |
| PSHE | | <u>Living in the wider world and relationships</u> Contribution to the classroom, Valuing difference, feelings and emotions Anti-bullying, E-safety, emotional well-being | <u>Living in the wider world and relationships</u> Healthy relationships (RSE), Rights and responsibilities, Taking care of the environment, Money matters, Fairtrade | <u>Health and wellbeing and living in the wider world</u> Healthy lifestyles, Keeping safe Growing and changing (RSE) | | | |
| Focus weeks | | Multi-Cultural Week: France | | PSHCE Week – Healthy Eating | | | |

