

St. Stephen's C.E. Primary School - YEAR 2 CURRICULUM MAP

	Autumn – Big Feet Little Feet	Spring - Let's go on an exploration!	Summer – Where in the world?
Enrichment	Farm Visit Fieldwork visit to Willington	Hartlepool Marina Family Learning Afternoon	Local Historian coming into school to talk about life during 2 nd world war Mrs Ping coming in to talk about China
Science	Animals, including humans	Solids, liquids and gases Materials	Plants – growth and health Living Things and Habitats – habitats and food chains
	Working Scientifically – on going across the year		
Computing	<p>Computer Science - Understand that algorithms are implemented as programs on digital devices- send Beebot to match animal cards/identify families of animals /make routes using precise instructions - animals/ weather symbols/ oceans continents – using sets of arrow cards to make instructions</p> <p>Debug simple programs – did it reach the right place? Use of Probot for more complex instructions and programs</p> <p>Digital Literacy SWGFL Staying safe online - choosing appropriate websites. Leaving a digital trail/footprint</p> <p>IT Database Branching database/database sorting and identifying animals</p>	<p>Computer Science - Understand that algorithms are implemented as programs on digital devices – use of programming IPAD apps - Catos Hike Hopscotch ALEX- Using direction / map symbols (G) – treasure map</p> <p>Digital Literacy – Cyberbullying – using technology respectfully. Effective searching</p> <p>IT - Use technology purposely to organize & manipulate digital content Database of materials. 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>Computer Science – Use logical reasoning to predict the behaviour of simple programs – use food chain pictures/geographical features– predict sets of instructions – did it reach the correct place? If not debug. Use of Probot for more complex instructions and programs</p> <p>Digital Literacy Use technology safely - Hectors World safety button – who to tell? Privacy</p> <p>ICT - Use technology purposely to manipulate digital content WP – nonfiction texts / posters / information leaflets - China - publisher/PowerPoint/ photo story - physical geography/ living memories</p>
History	<p>Events beyond living memory – Who was here before me?</p> <p>Great Fire of London</p>	<p>Lives of significant individuals/ nations/international, possible comparison of aspects of live – Who made history?</p>	<p>Changes within living memory and events beyond living memory –</p> <p>Life as a child in the second world war</p>

		Captain Cook	
Geography	<p>What is there around me?</p> <p>Where shall we go on Safari?</p>	<p>Is it really round?</p> <p>Which way shall I go?</p>	<p>China</p> <p>What I have found out about the world.</p>
Geographical skills and fieldwork – on going across the year			
D.T.	Textiles - make an animal puppet	Structure - design and make a miniature seaside scene or an ocean scene.	Mechanism - make a vehicle with wheels – based on WWII a tank.
Art and Design	<p>Sculpture and painting – 2D & 3D animals</p> <p>Artists – animal prints</p>	<p>Printing – linked to exploration</p> <p>Collage – based on a sea-scape</p>	<p>Drawing and painting -plants</p> <p>Drawing – texture and line</p> <p>Look at a famous artist</p>
Music	<p>Playing instruments -</p> <p>Charanga - KS1 – Recorder course – Steps 6 - 10</p> <p>Charanga - KS1 – Reggae – Zootime – learn to sing and play glockenspiel and recorder parts.</p> <p>Sing</p> <p>Charanga – KS1 – Christmas – Its Christmas.</p>	<p>Listening and Singing -</p> <p>Charanga – KS1 – Toolkit – Body and Vocal Warm-ups.</p> <p>Charanga – KS1 – Oceans, Seas and Rivers – The river is born.</p> <p>Charanga – KS1 – Journeys – Ship on the Ocean (Singing, using body and unturned percussion instruments).</p> <p>Charanga – KS1 – Recorder Course – supporting resources.</p>	<p>Listening and Experimenting with Sound -</p> <p>Espresso – From</p> <p>Charanga</p> <p>Collaborations</p> <p>Friday Afternoons 2014</p> <p>Baiskeli – Gwyneth Herbert</p>
Music Education Hub: Key Stage 1 Programme Opportunities e.g. 'Little Fingers' - integration on curriculum delivery. (Durham Music Service)			
MFL	<p>Speaking and Listening/Writing</p> <p>Through song, video, interactive games and oral exchanges (using e.g. Espresso, Primary Languages French, BBC Schools Primary French):</p> <p>Say and write phrases relating to the weather, how old you are, numbers up to</p>	<p>Speaking and Listening/Writing</p> <p>Through song, video, interactive games and oral exchanges (using e.g. Espresso, Primary Languages French, BBC Schools Primary French):</p> <p>Learn to say and write the vocabulary for family members, revise the colours and begin to write them (using worksheets), and look at the differences</p>	<p>Speaking and Listening/Writing</p> <p>Through song, video, interactive games and oral exchanges (using e.g. Espresso, Primary Languages French, BBC Schools Primary French, Interactive French, Cloud Cuckoo World):</p> <p>QCA Unit 1</p> <p>All About Me</p>

	20, days of the week (using worksheets), learn vocabulary for pets and how to say 'I have a ...'	between schools in France and England, learn about the capital city Paris.	
P.E.	Games Gymnastics Dance Athletics OAA		
R.E.	<p>Is it possible for everyone to be happy?</p> <p>Why do Christians believe God gave Jesus to the world?</p>	<p>Is it possible to be kind to everyone all of the time?</p> <p>How important is it to Christians that Jesus came back to life after His crucifixion?</p>	<p>Can the Buddha's teachings make the world a better place?</p> <p>What is the best way for a Buddhist to lead a good life?</p>
PSHCE	<p>Year 1 and 2</p> <p><u>Me and my new class</u></p> <p>I know how to make my class a happy and safe place to be. /I know the importance of being honest. I can tell you what I enjoy doing at home and at school. I know what makes a good friend.</p> <p><u>British Values</u></p> <p>I know who helps us in our daily lives. I know what the police do. / I know that men and women can do the same jobs. I know that we are all different and we should celebrate difference.</p>		<p><u>Everyone is Equal Week</u></p> <p>I understand that everyone is equal and there are many protected characteristics that can make us different.</p> <p><u>British Values</u></p> <p>I know that children all around the world should have the same rights.</p> <p><u>Moving On</u></p> <p>I know that different feelings are linked to change.</p>