

LONG TERM PLAN/CURRICULUM MAP

(Average hours per year are based on 36 weeks per year).

Year 2 Cycle A	Average Hours	AUTUMN TERM		SPRING TERM		SUMMER TERM	
ENGLISH	242	<ul style="list-style-type: none"> ▪ Develop spoken language at an age appropriate level, ensuring that children build on the oral language skills taught in preceding years ▪ Establish children's accurate and speedy word reading skills (Read, Write, Inc. synthetic phonics programme used throughout KS1) ▪ Ensure children listen to and discuss a wide range of stories, poems, plays and information books; inc. whole books ▪ Ensure children read frequently to increase their vocabulary, comprehension and their knowledge across the wider curriculum ▪ Learn that there is not always an obvious connection between the way a word is said and the way it is spelt, inc. different ways of spelling the same sound, the use of 'silent' letters and spelling that has become separated from the way that words are now pronounced, such as the 'le' ending in <i>table</i> ▪ Develop motor skills so that children can write down ideas that they may be able to compose orally <p>By the beginning of Y3, children should be able to:</p> <ul style="list-style-type: none"> ▪ read books written at an age-appropriate interest level ▪ read accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words ▪ decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. ▪ write down their ideas with a reasonable degree of accuracy and with good sentence punctuation ▪ understand how writing can be different from speech ▪ spell common words correctly, including exception words and other words that they have learnt (see Appendix 1). ▪ spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology ▪ decode unfamiliar words accurately, and need very few repeated experiences of this before they can read it without overt sound-blending 					
MATHS	156	<ul style="list-style-type: none"> ▪ Number & Place Value ▪ Add & Subtract ▪ Measures ▪ Properties of Shapes 	<ul style="list-style-type: none"> ▪ Multiply & Divide ▪ Fractions ▪ Position & Direction ▪ Measures ▪ Statistics 	<ul style="list-style-type: none"> ▪ Number & Place Value ▪ Add & Subtract ▪ Measures ▪ Properties of Shapes 	<ul style="list-style-type: none"> ▪ Multiply & Divide ▪ Fractions ▪ Position & Direction ▪ Measures ▪ Statistics 	<ul style="list-style-type: none"> ▪ Number & Place Value ▪ Add & Subtract ▪ Measures ▪ Properties of Shapes 	<ul style="list-style-type: none"> ▪ Multiply & Divide ▪ Fractions ▪ Position & Direction ▪ Measures ▪ Statistics
SCIENCE	55	Animals, including Humans <i>(How will 5 a day help me to be healthy?)</i>	All living things & their habitats <i>(Why would a dinosaur not make a good pet?)</i>	Enquiry based Science Forest School		Uses of Everyday Materials <i>(What is our school made of?)</i>	Plants <i>(How can we grow our own salad?)</i>
Working Scientifically							
ICT & COMPUTING	30	We are zoologists ~ recording bug hunt data	We are games testers ~ exploring how computer games work	We are photographers ~ taking, selecting and editing digital images	We are detectives ~ communicating clues	We are astronauts ~ programming on screen	We are researchers ~ researching a topic
<ul style="list-style-type: none"> ▪ understand what algorithms are; how they are implemented as programs on digital devices; and programs execute by following precise and unambiguous instructions ▪ create and debug simple programs ▪ use logical reasoning to predict the behaviour of simple programs ▪ use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 							
RE	39	Living with ourselves, valuing others & the world. Jesus' two great commandments. Other 'rules' for living.	Judaism ~ the Torah, special days & the significance of religious objects	What is the Bible? Stories from the Bible, such as Moses, Abraham, Jonah, Joseph and Esther.	Why is Easter important for Christians?	Worship activities inc. prayer & praise. How do different Christian groups worship? Songs & hymns, the Lord's prayer	Introduction to Islam ~ beliefs, role of imam, Muhammed (pbuh), teachings, Mosque, family life, celebrations etc.

ENQUIRY QUESTION	150	WHAT MAKES ME, ME? ART & DESIGN Group & self portraits	WHY DON'T MEERKATS LIVE IN ICELAND? GEOGRAPHY Weather in hot and cold countries	HOW CAN I BE FAMOUS? HISTORY Significant Events linked to Local People	IS THERE SMOKE WITHOUT FIRE? HISTORY Great Fire of London & Great Fire of Newcastle	WHO LIVES IN A HOUSE LIKE THIS? GEOGRAPHY Homes in different countries	DO YOU LIKE TO BE BESIDE THE SEASIDE? GEOGRAPHY Countries & Continents, Seas & Oceans
<i>HISTORY</i>	30			<ul style="list-style-type: none"> ▪ Significant historical events, people and places in own locality, e.g. Grace Darling, George Stephenson, Lord Armstrong, etc. 	<ul style="list-style-type: none"> ▪ Events beyond living memory that are significant nationally or globally ▪ Link with local history where appropriate 		
<i>GEOGRAPHY</i>	30		<ul style="list-style-type: none"> ▪ Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 			<ul style="list-style-type: none"> ▪ Use basic geographical vocabulary to refer to: - key physical features, e.g.: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, e.g.: city, town, village, house, office, port, farm, harbour, shop, factory 	<ul style="list-style-type: none"> ▪ Name and locate the world's 7 continents and 5 oceans ▪ Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas ▪ Use world maps, atlases and globes to identify countries, continents and oceans
<i>ART & DESIGN</i>	30	<ul style="list-style-type: none"> ▪ The work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 					
<i>DESIGN & TECHNOLOGY</i>	30	<ul style="list-style-type: none"> ▪ use a range of materials creatively to design and make products ▪ use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ▪ develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ▪ design purposeful, functional, appealing products for themselves and other users based on design criteria ▪ generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology ▪ select from and use a range of tools and equipment to perform practical tasks, (e.g. cutting, shaping, joining and finishing) ▪ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics ▪ explore and evaluate a range of existing products ▪ evaluate their ideas and products against design criteria ▪ build structures, exploring how they can be made stronger, stiffer and more stable ▪ explore and use mechanisms (e.g., levers, sliders, wheels and axles), in their products. ▪ use the basic principles of a healthy and varied diet to prepare dishes ▪ understand where food comes from. 					

MUSIC	30	North Tyneside scheme: Hey You!	North Tyneside scheme: Little Angel	North Tyneside scheme: Glock 1	North Tyneside scheme: In the Groove	North Tyneside scheme: I wanna play in a band	North Tyneside scheme: Round and Round
		<ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music. 					
PSHE	18	SEAL New beginnings ***** Learning Habits	SEAL Getting on & Falling out ***** Anti-bullying	Choices	SEAL Good to be me ***** Multiple intelligence (SMART Week)	Rights & Responsibilities ***** Feelings & Relationships	SEAL Changes ***** Multiple intelligence (SMART Week)
		<ul style="list-style-type: none"> take and share responsibility [e.g. for their own behaviour; by helping to make classroom rules and following them; by looking after pets well] feel positive about themselves [e.g. by having their achievements recognised and by being given positive feedback about themselves] take part in discussions [e.g. talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from'] make real choices [e.g. between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly] meet and talk with people [e.g. with outside visitors such as religious leaders, police officers, the school nurse] develop relationships through work and play [e.g. by sharing equipment with other pupils or their friends in a group task] consider social and moral dilemmas that they come across in everyday life [e.g. aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues] ask for help [e.g. from family and friends, midday supervisors, older pupils, the police]. 					
PE	72	Net/ wall Footwork, special awareness, movement, attack, defend	Invasion Passing, communication, special awareness	Ball skills Invasion - throwing, catching, co-ordination, running with a ball	Net/wall Co-ordination, striking, returning a pass	Multi-skills	Multi sports Striking & Fielding
		<ul style="list-style-type: none"> Participate in team games, developing simple tactics for attacking and defending 	<ul style="list-style-type: none"> Participate in team games, developing simple tactics for attacking and defending 	<ul style="list-style-type: none"> Develop balance, agility and coordination and apply them in a range of activities 	<ul style="list-style-type: none"> Develop balance, agility and coordination and apply them in a range of activities 	<ul style="list-style-type: none"> Develop balance, agility and coordination and apply them in a range of activities 	<ul style="list-style-type: none"> Participate in team games, developing simple tactics for attacking and defending
		Dance Play - Flexibility, Control, Balance, Comparing performance, Strength, Poise, Technique, Stamina	Gymnastics Floor work - Flexibility, Control, Balance, Comparing performance, Strength, Poise, Technique, Stamina	Dance Sequencing - Flexibility, Control, Balance, Comparing performance, Strength, Poise, Technique, Stamina	Gymnastics Apparatus - Flexibility, Control, Balance, Comparing performance, Strength, Poise, Technique, Stamina	Athletics Running, jumping, throwing & catching	Circuit training Fitness activities, circuits, skipping challenges etc.
		<ul style="list-style-type: none"> Perform dances using simple movement patterns 	<ul style="list-style-type: none"> Develop balance, agility and co-ordination and apply them in a range of activities 	<ul style="list-style-type: none"> Perform dances using simple movement patterns 	<ul style="list-style-type: none"> Develop balance, agility and co-ordination and apply them in a range of activities 	<ul style="list-style-type: none"> Master basic movement inc. running, jumping, throwing and catching - apply these in a range of activities 	<ul style="list-style-type: none"> Master basic movement inc. running, jumping, throwing and catching - apply these in a range of activities
FRENCH	18	North Tyneside scheme Unit 3 (Ma Famille)		North Tyneside scheme Unit 3 (Ma Famille) & Unit 4		North Tyneside scheme Unit 4	