

**LONG TERM PLAN/CURRICULUM MAP**

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

Year 2 Cycle B	Average Hours	AUTUMN TERM		SPRING TERM		SUMMER TERM	
ENGLISH	255	<ul style="list-style-type: none"> <li>▪ Develop spoken language at an age appropriate level, ensuring that children build on the oral language skills taught in preceding years</li> <li>▪ Establish children's accurate and speedy word reading skills (Read, Write, Inc. synthetic phonics programme used throughout KS1)</li> <li>▪ Ensure children listen to and discuss a wide range of stories, poems, plays and information books; inc. whole books</li> <li>▪ Ensure children read frequently to increase their vocabulary, comprehension and their knowledge across the wider curriculum</li> <li>▪ 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></li> <li>▪ Develop motor skills so that children can write down ideas that they may be able to compose orally</li> </ul> <p>By the beginning of Y3, children should be able to:</p> <ul style="list-style-type: none"> <li>▪ read books written at an age-appropriate interest level</li> <li>▪ read accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words</li> <li>▪ decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation.</li> <li>▪ write down their ideas with a reasonable degree of accuracy and with good sentence punctuation</li> <li>▪ understand how writing can be different from speech</li> <li>▪ spell common words correctly, including exception words and other words that they have learnt (see Appendix 1).</li> <li>▪ spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology</li> <li>▪ decode unfamiliar words accurately, and need very few repeated experiences of this before they can read it without overt sound-blending</li> </ul>					
MATHS	162	<ul style="list-style-type: none"> <li>▪ Number &amp; Place Value</li> <li>▪ Add &amp; Subtract</li> <li>▪ Measures</li> <li>▪ Properties of Shapes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Multiply &amp; Divide</li> <li>▪ Fractions</li> <li>▪ Position &amp; Direction</li> <li>▪ Measures</li> <li>▪ Statistics</li> </ul>	<ul style="list-style-type: none"> <li>▪ Number &amp; Place Value</li> <li>▪ Add &amp; Subtract</li> <li>▪ Measures</li> <li>▪ Properties of Shapes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Multiply &amp; Divide</li> <li>▪ Fractions</li> <li>▪ Position &amp; Direction</li> <li>▪ Measures</li> <li>▪ Statistics</li> </ul>	<ul style="list-style-type: none"> <li>▪ Number &amp; Place Value</li> <li>▪ Add &amp; Subtract</li> <li>▪ Measures</li> <li>▪ Properties of Shapes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Multiply &amp; Divide</li> <li>▪ Fractions</li> <li>▪ Position &amp; Direction</li> <li>▪ Measures</li> <li>▪ Statistics</li> </ul>
SCIENCE	69	Animals, including Humans	Uses of Everyday Materials	All living things & their habitats	Forest School	Plants	Enquiry based Science
Working Scientifically							
COMPUTING	24	NT Unit: Finding & Presenting Information ~ introduction to web browsers to explore and search websites safely, collecting and presenting information in graphs, and different ways of sorting and classifying data with databases	NT Unit: Algorithms: Programming with ScratchJr ~ using a block-based programming language to create animations and games. Write and debug algorithms, learn about repeating, and different triggers to create actions	NT Unit: Programming with Logo ~ introduction to the written programming language of Logo. Program the on-screen robot to move and create drawings using repeat commands and procedures	NT Unit: An Introduction to Animation ~ introduction to both 2D and stop frame animation and different tools for creating both	NT Unit: Making Multimedia Stories ~ writing and creating stories, then bringing them to life with sound and animation	NT Unit: Beginning to Present ~ introduction to making interactive linear and nonlinear presentations and quizzes
RE	36	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 groups of Christians worship? Songs & hymns, the Lord's prayer	Introduction to Islam ~ beliefs, role of imam, Muhammed (pbuh), teachings, Mosque, family life, celebrations etc.

ENQUIRY QUESTION	120	WOULD THE BEATLES HAVE WON X FACTOR?	HOW HAS CHRISTMAS CHANGED?	HOW WOULD BEAR GRYLLS SURVIVE AT GREENFIELDS?	WHO HELPED TO MAKE THE WORLD A BETTER PLACE?	HOW IS ENGLAND LIKE INDIA?	WOULD YOU LIKE TO GO ON HOLIDAY TO THE MOON?
		Features of Popular Music	Christmas now, in our parents' & grandparents' time	The Locality of the School	Significant individuals, e.g. Parks & Mandela	A contrasting non-European country	Christopher Columbus & Neil Armstrong
<i>HISTORY</i>	24		Changes within living memory, revealing aspects of change in national life		The lives of significant individuals in the past who have contributed to national and international achievements		Comparing aspects of lives of significant individuals in the past, who have contributed to national and international achievements in different periods
<i>GEOGRAPHY</i>	24			<ul style="list-style-type: none"> <li>• Use simple compass directions, locational and directional language, to describe the location of features and routes</li> <li>• Recognise landmarks and basic features from aerial photographs and plans; devise a simple map; and use basic symbols in a key</li> <li>• Use simple fieldwork and observational skills to study geography of the school and grounds and the key human and physical features of its surrounding environment.</li> </ul>		Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	
<i>MUSIC</i>	24	<ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs, speaking chants and rhymes</li> <li>• Play tuned / untuned instruments musically</li> <li>• Listen to a range of high-quality live and recorded music with concentration and understanding</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>					
		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

ART & DESIGN	24	<ul style="list-style-type: none"> <li>use a range of materials creatively to design and make products</li> <li>use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>					
DESIGN & TECHNOLOGY	24	<ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>select from and use a range of tools and equipment to perform practical tasks, (e.g. cutting, shaping, joining and finishing)</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>explore and evaluate a range of existing products</li> <li>evaluate their ideas and products against design criteria</li> <li>build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>explore and use mechanisms (e.g., levers, sliders, wheels and axles), in their products.</li> <li>use the basic principles of a healthy and varied diet to prepare dishes</li> <li>understand where food comes from.</li> </ul>					
PSHE	24	<p>New beginnings ***** Keeping Safe</p>	<p>Getting on &amp; Falling out ***** Anti-bullying</p>	<p>Going for Goals ***** Learning Styles (SMARTs)</p>	<p>Good to be me ***** Healthy Eating &amp; Drugs Education</p>	<p>Relationships ***** SRE</p>	<p>Changes ***** Emotional Health &amp; Wellbeing</p>
		<ul style="list-style-type: none"> <li>take and share responsibility [e.g. for their own behaviour; by helping to make classroom rules and following them; by looking after pets well]</li> <li>feel positive about themselves [e.g. by having their achievements recognised and by being given positive feedback about themselves]</li> <li>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']</li> <li>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]</li> <li>meet and talk with people [e.g. with outside visitors such as religious leaders, police officers, the school nurse]</li> <li>develop relationships through work and play [e.g. by sharing equipment with other pupils or their friends in a group task]</li> <li>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]</li> <li>ask for help [e.g. from family and friends, midday supervisors, older pupils, the police].</li> </ul>					
PE	66	<p>Gymnastics Val Sabin Unit H</p>	<p>Dance Val Sabin Unit 1</p>	<p>Gymnastics Val Sabin Unit I</p>	<p>Dance Val Sabin Unit 2</p>	<p>Dance Val Sabin Unit 3</p>	<p>Gymnastics Val Sabin Unit J</p>
		<p>Games Val Sabin Y2 Unit 1</p>	<p>Games Val Sabin Y2 Unit 2</p>	<p>Games Val Sabin Y2 Unit 3</p>	<p>Games Val Sabin Y2 Unit 4</p>	<p>Athletics</p>	<p>Multi-Skills</p>
		<ul style="list-style-type: none"> <li>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these skills</li> <li>participate in team games, developing simple tactics for attacking and defending</li> <li>perform dances using simple movement patterns.</li> </ul>					
FRENCH	18	<p>North Tyneside scheme Unit 3 (Ma Famille)</p>		<p>North Tyneside scheme Unit 3 (Ma Famille) &amp; Unit 4</p>		<p>North Tyneside scheme Unit 4</p>	