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| ByersGreenLogoByersGreenLogoCLASS 2 CURRICULUM MAP CYCLE A |
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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Theme | **Castles and Knights** **Reading area -** *Castle* | **London****Significant people - Samuel Pepys and Queen Elizabeth** **Reading area –** *London* | **Where do I live?****Role Play -** *Post Office / Travel Agents*  |
| Suggestions for educational visits  | Durham Castle – history, geography, English, RE Auckland castle – Pollard and the Boar workshop - history, geography, English, RE | Durham University outreach – Great Fire of London workshop – history, geography, English  | Spennymoor Library – history, geography, English, PSHEBeamish museum – Mining focus– history, geography, EnglishVisit from local postal worker to talk about the Royal Mail |
| English | Class textsCastle leafletsZog – Julia Donaldson See Inside Castles – Katie Daynes The Egg - M. P. RobertsonDare to Care: Pet Dragon - M. RobertsonPollard and the Boar: The Legend of Bishop Auckland - Barbara LaurieThe Castle the King Built – Rebecca Colby Here Be Dragons – Paddy Donnelly Once Upon A Dragon’s Fire – Beatrice Blue Tell Me A Dragon – Jackie Morris  | Class textsVlad and the Great Fire of London – Kate CunninghamToby and the Great Fire of London – Margaret NashSee Inside London - Rob Lloyd Jone and Katie DaynesThe Buildings that Made London – David Long The Tower Bridge Cat – Tee Dobinson Little People Big Dreams: Queen Elizabeth - Maria Isabel Sanchez Vegara | Class textsFlat Stanley – Jeff BrownMy Baba’s Garden – Jordan Scott Traction Man – Mini Grey Polonius the Pit Pony – Richard O’Neil Town is by the Sea - Joanne SchwartzThe Street Beneath my Feet - Joanne SchwartzMargaret’s Unicorn – Briony May Smith  |
| Labelling Character description Retell a story Wanted posterInformation text about dragons Poetry  | Setting description Diary entryInstructions Non-chronological report about Queen Elizabeth IIAdventure story Recount | Setting description Character descriptionPost card writing Leaflet on Byers Green Non-chronological report about trip to Beamish PoetryRecount  |
|  |  Reading, writing, GPS and speaking and listening opportunities to be delivered through text based approach.Daily phonics following Little Wandle Letters and Sounds Revised  |
| Maths  | Number and Place Value  | Addition and SubtractionGeometry: Shape  | Number and Place Value  Multiplication and DivisionMeasurements: Money | Multiplication and DivisionMeasurements: Length and height Mass and capacity  | Measurement: mass and capacityFractions Geometry: Position and direction Multiplication and Division | Measurement: TimePlace Value Addition and SubtractionStatistics  |
| Science | Animals Including Humans (My Body) -Identify, name, draw, label basic body parts.-Say which part of the body is associated with each sense. | Materials(Exploring Everyday Materials)-Identify/name materials.-Compare/ group materials according to their properties.\*Natural/ man-made- Explore how some materials can be changed by squashing, twisting | Materials-Identify/ name material.-Describe simple properties.-Compare/ group materials based on properties.-Identify/ compare suitability of material (waterproof test) | Plants(Growing Plants)-Observe/ describe how seeds/bulbs grow into mature plants.-Inv. How plants need water/ light/ temp to grow & stay healthy.  | Living Things and HabitatsIdentifying common animals -Explore living things and suitable habitats.  |
| Seasonal Change (Seasonal Changes)  -Observe changes across four seasons.  -Observe & describe weather associated with the seasons & how day length varies.  |
| Computing | **Purple Mash Unit 1.1 Online Safety & Exploring Purple Mash**  use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content on the internet or other online technologies     | **Purple Mash Unit 2.5 Effective Searching Programs – Browser**  use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content on the internet or other online technologies **Purple Mash Unit 1.4 Lego Builders**    | **Purple Mash Unit 1.9 Technology outside school** recognise common uses of information technology beyond school   **Purple Mash Unit 1.2 Grouping & Sorting**    | **Purple Mash Unit 2.6 Creating Pictures** use technology purposefully to create, organise, store, manipulate and retrieve digital content  **Purple Mash Unit 1.8 Spreadsheets**   | **Purple Mash Unit 1.7 Coding** use logical reasoning to predict the behaviour of simple programs   | **Purple Mash Unit 2.1 Coding**  understand what algorithms are; how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs  |
| PE | Piggy in the middleGames | Moving alongDance | Themes and DreamsDance | Kick Rounders Games | Mini Tennis Games | ShipwreckedGames Gone Fishing OAA |
| Families of actionsGym | Fundamental Movement skills***Coach***  | 3 Touch BallGames | Dance***Coach from Joanne Banks Dancers***  | Honey pot and colour matchAthletics | Football skills***Football coach***  |
| Art |  | [Spirals](https://www.accessart.org.uk/spirals/)  Using drawing, collage and mark-making to explore spirals.  |  | [Be An Architect](https://www.accessart.org.uk/be-an-architect/)Exploring architecture and creating architectural models.  |  | [Simple Printmaking](https://www.accessart.org.uk/simple-printmaking/)Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry. Inspiration from Mining Gala flags. |
| DT | Mechanisms  Moving pictures Design and make a moving knight and dragon. Explore how picture books can move using levers and pivots, sliders and wheels.  |   | MechanismsDesign, create and evaluate a model of a fire engine using wheels, axle and chassis.  |  | Cooking and Nutrition  Sensational Salads Discover where food comes from, what makes a healthy diet. Use a range of equipment safely to make a fruit salad.  |  |
| Geography | What can I find in the North East?  focus – Durham city and Spennymoor or Bishop Auckland  My GeographyWhere is my school? Durham castle and Auckland castle comparison |  | Me and my UKWhat is my country like? UK countries – name, locate and identify the characteristics of the 4 countries, capital cities and surrounding seas. Look closely at London and the importance of the capital city and famous land marks.e and my corner of the world  |  | Where I live – my home, practise writing own address and send letter. Use simple fieldwork and observational skills to draw and read simple maps of the local area.Think about how we can look after and protect the places we live in. |  |
| History |  | Significant local places Who lived in Auckland Castle?Look closely at Durham – cathedral / castle Bishop Auckland Durham castle and Auckland castle comparisonRead local myths and legends – Pollard and the Boar |  | Great Fire of LondonWhy was the Great Fire of London Great?Samuel Pepys  |  | Changes within living memoryWhat was my great grandparents’ home like?Identify differences between houses and schools over last 100 years. Look at buildings within Beamish and explore old maps and photographs of Byers Green. Explore family tree. Photos on a timeline. Mining – how has Byers Green changed?  |
| RE | Why is the Bible special to Christians?What do Christians believe about God? | Why are gifts given at Christmas? | Why is Jesus special to Christians? | What is the Easter story? | What can we find out about our local faith communities? | What can we learn about Christianity from visiting a church? |
| PSHCE | Me and my relationships | Valuing differences | Keeping myself safe | Rights and responsibilities | Being my best | Growing and changing |
| Music  | Introducing Beat How can we make friends when we sing together? | Adding Rhythm and PitchHow does music tell stories about the past? | Introducing Tempo and Dynamics How does music make the world a better place? | Combining Pulse Rhythm and Pitch How does music help us to understand our neighbours? | Having Fun with Improvisation What songs can we sing to help us through the day? | Explore Sound and Create a StoryHow does music teach us about looking after our planet? |
| Spanish | Greetings**Intercultural understanding**Ongoing comparisons re Spain / UKNational Day of Spain [*Dia Nacional de Espana* - October 12th] | Transport**Intercultural understanding**Spanish Christmas traditions | In the Jungle**Intercultural understanding**World Book Day | Under the Sea**Intercultural understanding**Spanish Easter traditions [*Semana Santa*] | In my Town | Teddy Bear’s Picnic**Intercultural understanding**Summer in Spain |