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| ByersGreenLogoByersGreenLogo  CLASS 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, PSHE  Beamish museum – Mining focus– history, geography, English  Visit from local postal worker to talk about the Royal Mail | |
| English | Class texts  Castle leaflets  Zog – Julia Donaldson  See Inside Castles – Katie Daynes  The Egg - M. P. Robertson  Dare to Care: Pet Dragon - M. Robertson  Pollard and the Boar: The Legend of Bishop Auckland - Barbara Laurie  The 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 texts  Vlad and the Great Fire of London – Kate Cunningham  Toby and the Great Fire of London – Margaret Nash  See Inside London - Rob Lloyd Jone and Katie Daynes  The Buildings that Made London – David Long  The Tower Bridge Cat – Tee Dobinson  Little People Big Dreams: Queen Elizabeth - Maria Isabel Sanchez Vegara | | Class texts  Flat Stanley – Jeff Brown  My Baba’s Garden – Jordan Scott  Traction Man – Mini Grey Polonius the Pit Pony – Richard O’NeilTown is by the Sea - Joanne SchwartzThe Street Beneath my Feet - Joanne Schwartz Margaret’s Unicorn – Briony May Smith | |
| Labelling  Character description  Retell a story  Wanted poster  Information text about dragons  Poetry | | Setting description  Diary entry  Instructions  Non-chronological report about Queen Elizabeth II  Adventure story  Recount | | Setting description  Character description  Post card writing  Leaflet on Byers Green  Non-chronological report about trip to Beamish  Poetry  Recount | |
|  | 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 Subtraction  Geometry: Shape | Number and Place Value    Multiplication and Division  Measurements: Money | Multiplication and Division  Measurements: Length and height  Mass and capacity | Measurement: mass and capacity  Fractions  Geometry: Position and direction  Multiplication and Division | Measurement: Time  Place Value  Addition and Subtraction  Statistics |
| 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 Habitats  Identifying 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 middle  Games | Moving along  Dance | Themes and Dreams  Dance | Kick Rounders  Games | Mini Tennis  Games | Shipwrecked  Games  Gone Fishing OAA |
| Families of actions  Gym | Fundamental Movement skills  ***Coach*** | 3 Touch Ball  Games | Dance  ***Coach from Joanne Banks Dancers*** | Honey pot and colour match  Athletics | 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. |  | Mechanisms  Design, 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 Geography  Where is my school?  Durham castle and Auckland castle comparison |  | Me and my UK  What 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 comparison  Read local myths and legends – Pollard and the Boar |  | Great Fire of London  Why was the Great Fire of London Great?  Samuel Pepys |  | Changes within living memory  What 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 Pitch  How 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 Story  How does music teach us about looking after our planet? |
| Spanish | Greetings  **Intercultural understanding**  Ongoing comparisons re Spain / UK  National 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 |