





**YEAR 2 Bournmoor Primary School Curriculum Grid 2019/20**

		<b>Autumn</b> 	<b>Spring</b> 	<b>Summer</b> 
<b>Subject</b>		<b>FLAMES AND FIREWORKS</b>	<b>QUEEN OF THE CASTLE</b>	<b>SHIP WRECKS AND STORMY SEAS</b>
<b>Writing</b>	<b>Transcription</b>	Spelling: see National Curriculum Appendix 1		
	<b>Composition</b>	Writing: narrative and non-narrative see National Curriculum Programme of Study Page 29-32		
	<b>VGP</b>	Vocabulary, Grammar and Punctuation: see National Curriculum Appendix 2		
<b>Reading</b>	<b>Word reading</b>	See National Curriculum Page 27 and 28		
	<b>Comprehension</b>	Texts include a range of fiction i.e. myths and legends and stories from other cultures, plays, poetry non-fiction texts and information books plus dictionaries		
<b>Phonics</b>		Daily phonics sessions using <b>Letters and Sounds</b>		
<b>Speaking and Listening</b>		12 statutory statements: see National Curriculum page 17		
<b>Maths</b>		Place Value, Addition and Subtraction, Multiplication and Division, Geometry – Shape, Time, Graphs, Money, Fractions, Length and Height, Weight and Volume, Capacity/Volume/Mass and Temperature and 3-D Shape		
<b>Science</b>		<p align="center"><b>All Living Things</b></p> <ul style="list-style-type: none"> <li>Exploring and comparing the differences between things that are living, dead and things that have never been alive</li> </ul> <p align="center"><b>Habitats</b></p> <ul style="list-style-type: none"> <li>Identifying and naming a variety of plants and animals in their habitats</li> <li>Identifying that most living things live in habitats to which they are suited</li> <li>Describing how animals obtain their food from plants and other animals</li> </ul>	<p align="center"><b>Plants</b></p> <ul style="list-style-type: none"> <li>Observing and describing how seeds and bulbs grow into mature plants</li> <li>Finding out and describing how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul> <p align="center"><b>Materials</b></p> <ul style="list-style-type: none"> <li>Identifying and comparing the uses of a variety of everyday materials</li> <li>Find out how the shapes of solid objects made from some materials can be changed</li> </ul>	<p align="center"><b>Animals including Humans</b></p> <ul style="list-style-type: none"> <li>Noticing that animals have offspring which grow into adults</li> <li>Finding out about and describe the basic needs of animals for survival (water, food and air)</li> <li>Noticing that animals, including humans, have offspring which grow into adults</li> <li>Finding out about and describing the basic needs of animals</li> </ul>
<b>Working scientifically should underpin every lesson – PLAN, DO and REVIEW</b>				
<b>History</b>		<b>Historical events beyond living memory</b> that are significant nationally e.g. Gunpowder Plot	<b>Comparing the lives of significant individuals</b> e.g. Queen Elizabeth I and Queen Elizabeth II	<b>Historical events beyond living memory</b> that are significant globally e.g. Titanic
<b>Geography</b>		<b>Continents and Oceans</b> Use atlases to name and identify countries, oceans, continents and hot and cold areas of the world	<b>Compass Directions</b> Use compasses to develop locational language and describe features on a map	<b>Comparing the UK and Japan</b> Comparing geographical locations and features of the UK and Japan through aerial photographs to recognise landmarks and human and physical features

<b>PSHE</b>	<b>A New Adventure and Team</b> Classroom charters, rights & responsibilities, aspirations & targets <b>Turn that Frown Upside Down</b> Relax your mind - dealing with change	<b>Be Friendly, Be Wise</b> Taking care of one another - what makes a good friend? <b>We've Got Rights!</b> Introducing the UNCRC	<b>Live Long, Live Strong</b> Healthy lifestyles and changing needs <b>Drugs Education</b> Keeping Safe	<b>Safety First</b> My body Road Safety <b>Celebrate Diversity</b>	<b>Our World</b> Planet Protectors	<b>Lucinda and Godfrey</b> The Smell Monster <b>CRC Articles 24, 17, 19</b> <b>Money, Money, Money</b> Do you need it? Shopping and budgeting
<b>PSHE includes: 'Value of the Month' and whole school events</b>						
<b>RE</b>	What can we learn about Christianity from visiting a church?	Why are gifts given at Christmas?	Why is Jesus special to Christians?	What is the Easter story?	How do Buddhists express their beliefs?	
<b>R.E. is based upon the Durham Agreed Syllabus</b>						
<b>Music</b>	<b>Charanga Unit</b> Hands, Feet, Heart	<b>Charanga Unit</b> Ho, Ho, Ho!	<b>Charanga Unit</b> I wanna play in a band!	<b>Charanga Unit</b> Zootime	<b>Charanga Unit</b> Friendship song	<b>Charanga Unit</b> Reflect, rewind and replay
<b>DT</b>	<b>Food Technology</b> Developing cooking skills and food preparation	<b>Textiles</b> Developing sewing skills	<b>Mechanisms/Control</b> Design and make a model castle with a winding mechanism	<b>Structures</b> Making an animal home		
<b>PE</b>	SAQ Outdoor and Adventurous	Net and Wall Dance	Gymnastics Attack and Defence	Striking and Fielding	Athletics Striking and Fielding	
<b>Art</b>	<b>Sketching and Painting</b> Mixing cool and warm shades and look at the work of a famous artist		<b>Patterns, Printing and Textiles</b> Focus on Batik techniques to create their own	<b>Sculpture and Shaping</b> Looking at the work of Andy Goldsworthy - create a natural sculptures		
<b>Computing</b>	<b>Digital Literacy</b> E-safety <b>Computer Science</b> Programming bee-bots and coding <b>IT - Word documents</b>		<b>Digital Literacy</b> E-safety <b>Computer Science</b> Programming bee-bots and coding <b>IT - Word documents</b>		<b>Digital Literacy</b> E-safety <b>Computer Science</b> Programming bee-bots and coding <b>IT - Word documents</b>	