

Kirkby Stephen Primary School

Year 2 Curriculum









Enthuse. Explore. Enrich.



Year 2

Curriculum Overview



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Look at me now!</p> <p>We will spend lots of time this term getting to know each other. We will look at where we live and talk about our families.</p> <p>We will look at our bodies and explore how they have changed and will continue to change over time. We will research the work of a range of artists and create our own self-portrait masterpieces!</p> 	<p>Construction Fun and Railways</p> <p>We will kick-start this topic with an exciting trip to Kirkby Stephen East Railway Station. We will spend lots of time researching individuals who have contributed to international and national achievements. We will enjoy watching clips of the 'Rainhill trials' and then create a newspaper report written on the 8th October 1829.</p> 	<p>Read Around the World</p> <p>We will start this topic with a focus upon Geography, learning about and revisiting the names of the 5 continents and 7 oceans. We will then begin research and observe the lives of internationally significant individuals who have contributed to national and international achievements. We will also focus on the Great Fire of London as an event beyond living memory which is significant globally.</p> 	<p>Animals of the World</p> <p>Continuing our research from last half term, 'Read Around the World,' we will enhance our geography knowledge and develop our understanding of how animals have adapted to certain climates and habitats. We will enjoy researching some weird and wonderful animals on planet earth. We will look in particular at elephants and discuss and learn about how they have changed over time.</p> 	<p>How Does My Garden Grow?</p> <p>We will spend lots of time in our outdoor area this half term; sewing, planting and growing. We will conduct many exciting scientific experiments and observe how seeds and bulbs grow into mature plants. We will spend time in our local area sketching and painting.</p> 	<p>It's a Bugs Life!</p> <p>We will conduct research and explore minibeasts locally and globally. We will have fun going back in time looking at how bugs have changed and developed over many years. We will look at how human and physical activity have affected their habitats over time.</p> 

Year 2

Reading Expectations



Writing Composition	"Look at me now!"	Construction Fun and Railways	Read Around the World	Animals of the World	How does our Garden Grow?	It's a Bug's Life!
Phonics and decoding	<ul style="list-style-type: none"> - To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. - To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes - To accurately read most words of two or more syllables. - To read most words containing common suffixes. 					
Common Exception Words	<ul style="list-style-type: none"> - To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word. 					
Fluency	<ul style="list-style-type: none"> - To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. - To reread these books to build up fluency and confidence in word reading. - To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts. 					

Year 2

Reading Comprehension Expectations



	"Look at me now!"	Construction Fun and Railways	Read Around the World	Animals of the World	How does our Garden Grow?	It's a Bug's Life!
Understanding and Correcting Inaccuracies	<ul style="list-style-type: none">- To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.- To check that the text makes sense to them as they read and to correct inaccurate reading.					
Comparing, contrasting and commenting	<ul style="list-style-type: none">- To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.- To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.- To discuss the sequence of events in books and how items of information are related.- To recognise simple recurring literary language in stories and poetry.- To ask and answer questions about a text.- To make links between the text they are reading and other texts they have read (in texts that they can read independently).					
Words in Context and Authorial Choice	<ul style="list-style-type: none">- To discuss and clarify the meanings of words, linking new meanings to known vocabulary.- To discuss their favourite words and phrases.					
Inference and Prediction	<ul style="list-style-type: none">- To make inferences on the basis of what is being said and done.- To predict what might happen on the basis of what has been read so far in a text.					
Poetry and Performance	<ul style="list-style-type: none">- To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.					
Non - Fiction	<ul style="list-style-type: none">- To recognise that non- fiction books are often structured in different ways.					

Year 2

Writing for a Purpose



	"Look at me now!"	Construction Fun and Railways	Read Around the World	Animals of the World	How does our Garden Grow?	It's a Bug's Life!
Purpose	Write to Inform	Write to Inform	Write to Entertain	Write to Inform	Write to Inform	Write to Entertain
Text Types/Text Features	Recount Instructions-Recipe	Letter Newspaper	Descriptions Poetry	Recount	Diary Instructions	An Adventure Story
Key Skills KSPS Non Negotiable	<ul style="list-style-type: none"> - Finger spaces - Appropriate use of tenses. - Conjunctions - Capital letters and full stops. 	<ul style="list-style-type: none"> - Capital letters and full stops. - Comma's - Conjunctions 	<ul style="list-style-type: none"> - Capital letters and full stops. - Adverbials - Conjunctions - Exclamation marks. 	<ul style="list-style-type: none"> - Capital letters and full stops. - Possessive apostrophes - Headings and subheadings - Conjunctions 	<ul style="list-style-type: none"> - Capital letters and full stops. - Headings and subheadings. - Conjunctions 	<ul style="list-style-type: none"> - Capital letters and full stops. - Letters joined or beginning to use diagonal strokes to join letters. - Conjunctions - Exclamation marks.

Year 2

Writing Expectations



Writing: Transcription, Spelling	"Look at me now!"	Construction Fun and Railways	Read Around the World	Animals of the World	How does our Garden Grow?	It's a Bug's Life!
Phonics and Spelling Rules	<p>To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.</p> <p>To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/ blew, night/knight).</p> <p>To apply further Y2 spelling rules and guidance*, which includes:</p> <ul style="list-style-type: none"> the /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust); the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw); the /r/ sound spelt 'wr' (e.g. write, written); the /l/ or /əl/ sound spelt -le (e.g. little, middle) or spelt -el (e.g. camel, tunnel) or spelt -al (e.g. metal, hospital) or spelt -il (e.g. fossil, nostril); the /aɪ/ sound spelt -y (e.g. cry, fly, July); adding -es to nouns and verbs ending in -y where the 'y' is changed to 'i' before the -es (e.g. flies, tries, carries); adding -ed, -ing, -er and -est to a root word ending in -y (e.g. skiing, replied) and exceptions to the rules; adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before (including exceptions); adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions); the /ɔ:/ sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always); the /ʌ/ sound spelt 'o' (e.g. other, mother, brother); the /i:/ sound spelt -ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys); the /ɒ/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash) the /ɜ:/ sound spelt 'or' after 'w' (e.g. word, work, worm); the /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards); the /z/ sound spelt 's' (e.g. television, usual). 					

Year 2

Writing Expectations



	“Look at me now!”	Construction Fun and Railways	Read Around the World	Animals of the World	How does our Garden Grow?	It’s a Bug’s Life!
Common Exception Words	To spell most Y1 and Y2 common exception words correctly.					
Prefixes And Suffixes	To add suffixes to spell most words correctly in their writing, e.g. –ment, –ness, –ful, –less, –ly.					
Further Spelling conventions	<p>To spell more words with contracted forms, e.g. can’t, didn’t, hasn’t, couldn’t, it’s, I’ll.</p> <p>To learn the possessive singular apostrophe (e.g. the girl’s book). To write, from memory, simple sentences dictated by the teacher To spell more words with contracted forms, e.g. can’t, didn’t, hasn’t, couldn’t, it’s, I’ll.</p> <p>To learn the possessive singular apostrophe (e.g. the girl’s book). To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single- syllable and multi-syllabic words.</p> <p>To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).</p>					
Letter Formation Placement and Positioning	<p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>To form lower case letters of the correct size, relative to one another. To use spacing between words that reflects the size of the letters.</p>					
Joining Letters	To begin to use the diagonal and horizontal strokes needed to join letters.					

Year 2

Writing Expectations



Writing Composition	"Look at me now!"	Construction Fun and Railways	Read Around the World	Animals of the World	How does our Garden Grow?	It's a Bug's Life!
Planning, Writing and Editing	<p>To write narratives about personal experiences and those of others (real and fictional). To write about real events. To write simple poetry. To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary To encapsulate what they want to say, sentence by sentence. To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. To reread to check that their writing makes sense and that the correct tense is used throughout. To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p>					
Awareness of Audience Purpose and structure	<p>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences. To read aloud what they have written with appropriate intonation to make the meaning clear</p>					

Year 2

Writing Expectations



Writing, Grammar, Vocabulary and Punctuation	“Look at me now!”	Construction Fun and Railways	Read Around the World	Animals of the World	How does our Garden Grow?	It’s a Bug’s Life!
Sentence Construction and Tense	To use the present tense and the past tense mostly correctly and consistently. To form sentences with different forms: statement, question, exclamation, command. To use some features of written Standard English.					
Use of Phrases and Clauses	To using co-ordination (or/and/but). To use some subordination (when/if/ that/because). To use expanded noun phrases to describe and specify (e.g. the blue butterfly).					
Punctuation	To use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophes to mark singular possession and contractions.					
Use of Terminology	To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.					

*These are detailed in the word lists within the spelling appendix to the national curriculum (English appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.

Year 2

Maths Scheme of Learning, Yearly Overview



	“Look at me now!”		Construction Fun and Railways		Read Around the World		Animals of the World		How does our Garden Grow?		It’s a Bug’s Life!	
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value			Number: Addition and Subtraction					Measurement: Money		Number: <u>Multiplication</u> and Division	
Spring	Number: Multiplication and <u>Division</u>		Statistics		Geometry: Properties of Shape			Number: Fractions			Measurement: Length and Height	Consolidation
Summer	Geometry: Position and Direction			Problem solving and efficient methods		Measurement: Time		Measurement: Mass, Capacity and Temperature			Investigations	

Year 2

Maths Expectations



	"Look at me now!"	Construction Fun and Railways	Read Around the World	Animals of the World	How does our Garden Grow?	It's a Bug's Life!
Place Value: Counting	Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.					
Place Value: Represent	Read and write numbers to at least 100 in numerals and in words. Identify, represent and estimate numbers using different representations, including the number line					
Use Place Value and Compare	Recognise the place value of each digit in a two-digit number (tens, ones). Compare and order numbers from 0 up to 100; use $<$ $>$ and $=$ signs.					
Place Value: Problems and Rounding	Use place value and number facts to solve problems.					
Addition and Subtraction: Recall, Represent, Use	Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.					

Year 2

Maths Expectations



	“Look at me now!”	Construction Fun and Railways	Read Around the World	Animals of the World	How does our Garden Grow?	It’s a Bug’s Life!
Addition and Subtraction: Calculation	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> - a two-digit number and ones - a two-digit number and tens - two two-digit numbers - adding three one-digit numbers 					
Addition and Subtraction: Solve Problems	Solve problems with addition and subtraction: <ul style="list-style-type: none"> - using concrete objects and pictorial representations, including those involving numbers, quantities and measures - applying their increasing knowledge of mental and written method 					
Multiplication and Division: Recall, Represent, Use	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.					
Multiplication and Division: Calculations	Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs.					
Multiplication and Division: Solve Problems	Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.					

Year 2

Maths Expectations



	"Look at me now!"	Construction Fun and Railways	Read Around the World	Animals of the World	How does our Garden Grow?	It's a Bug's Life!
Fractions: Recognise and Write	Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.					
Fractions: Compare	Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.					
Fractions: Calculations	Write simple fractions for example, $\frac{1}{2}$ of $6 = 3$.					
Algebra	<p>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p> <p>Although algebraic notation is not introduced until year 6, algebraic thinking starts much earlier as exemplified by the 'missing number' objectives in Years 1/2/3.</p>					

Year 2

Maths Expectations



	"Look at me now!"	Construction Fun and Railways	Read Around the World	Animals of the World	How does our Garden Grow?	It's a Bug's Life!
Measurement: Using Measures	Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. Compare and order lengths, mass, volume/capacity and record the results using >, < and =.					
Measurement: Money	Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. Find different combinations of coins that equal the same amounts of money. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.					
Measurement: Time	Compare and sequence intervals of time. Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. Know the number of minutes in an hour and the number of hours in a day.					
Geometry: 2D Shapes	Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. Identify 2-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]. Compare and sort common 2-D and 3-D shapes and everyday objects.					
Geometry: 3D Shapes	Recognise and name common 3D shapes (for example cubes, pyramids and spheres). Compare and sort common 3D shapes and everyday objects.					

Year 2

Maths Expectations



	"Look at me now!"	Construction Fun and Railways	Read Around the World	Animals of the World	How does our Garden Grow?	It's a Bug's Life!
Geometry: Position and Direction	<p>Order and arrange combinations of mathematical objects in patterns and sequences.</p> <p>Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).</p>					
Statistics: Present and Interpret	<p>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</p>					
Statistics: Solve Problems	<p>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</p> <p>Ask and answer questions about totalling and comparing categorical data.</p>					

Science in Year 2

As scientists the children will...



Look at me now	Construction Fun and Railways	Read Around the World	Animals around the world	How Does My Garden Grow?	It's a bugs life
<p>Animals, including humans Notice that humans have offspring which grow into adults.</p> <p>Find out about and describe the basic needs of animals, including humans for survival (water, food and air)</p> <p>Notice that animals, including humans have offspring which grow into adults.</p> <p>Describe the importance for humans exercise, eating the right amounts of different types of food, and hygiene</p> <p><i>Investigate how heart rate changes with exercise.</i> <i>Food group matching cards.</i></p> <p>Key vocabulary Baby, child, teenager, adult, elderly, water, food, air, grow, healthy/unhealthy, fats, sugar, carbohydrates, dairy, protein, diet</p>	<p>Uses of everyday materials</p> <p>Identify and compare the suitability of a variety of materials, including wood, plastic, metal, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p><i>Material investigation – linked to bridge design investigation and Great Fire of London Houses.</i></p> <p>Key vocabulary Metal, glass, cotton, brick, wood, strong, fabric, card, bendy, transparent, waterproof, strong, weak, rough, smooth,</p>	<p>Living things and their habitats</p> <p>Describe how animals obtain their food from plants and other animals, using the ideas of a simple food chain, and identify the name of different sources of food.</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p><i>Practical human food chain</i></p> <p>Key vocabulary Animals, fish, birds, mammals, reptiles, amphibians, carnivores, herbivores, omnivores, diet, survival, adaptation, growth, nutrition, habitat</p>	<p>Plants</p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p><i>Create and use knowledge to care for a herb/flower garden.</i> <i>Grow sunflowers and writing observations in sunflower diary.</i></p> <p>Key vocabulary Deciduous, evergreen, plants, trees, flowers, nutrients, life cycle, seed dispersal, temperature, roots, petal, light, sun, water, soil, chestnut, sycamore, health, life, die, oxygen, carbon dioxide</p>	<p>Living things and their habitats</p> <p>Explore and compare the difference between things that are living, dead, and things that have never been alive.</p> <p>Identify and name a variety of plants and animals in their habitats including micro-habitats.</p> <p>Re-visit prior knowledge from Animals around the world topic - Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p><i>Butterfly lifecycle</i> <i>Observing mini-beasts in their natural environment within our School grounds.</i></p> <p>Key vocabulary Insects, mini-beasts, life-cycle, habitats, living, non-living, survive, nutrients, adapt, weather, grow, change, micro-habitats, animals, plants, alive, dead</p>	

Working Scientifically

Asking simple questions and recognising that they can be answered in different ways.
Observing closely, using simple equipment
Performing simple tests
Identifying and classifying
Using their observations and ideas to suggest answers to questions
Gathering and recording data to help in answering questions

Science in Year 2

Working Scientifically



Exploring / Observing <i>KS1 - observing closely Using their observations and ideas to suggest answers to questions</i>	Grouping and Classifying <i>KS1 - Compare and contrast a variety of examples linked to KS1 PoS</i>	Questioning <i>KS1 - asking simple questions</i>	Researching <i>KS1 - finding things out using secondary sources of information</i>	Modelling <i>using dance, drama or a visual aid to represent science in the real world</i>	Collaborating <i>interacting effectively as part of a group</i>
<ul style="list-style-type: none"> Use simple scientific language from the year 2 PoS to talk about / <u>record</u> what they have noticed Use observations to make suggestions and/or ask questions <u>Observe</u> and describe simple processes/cycles/changes with several steps (e.g. growth cycle, simple food chain, saying how living things depend on one another) <u>Observe</u> closely and communicate with increasing accuracy the features or properties of things in the real world 	<ul style="list-style-type: none"> Name / Identify common examples, some common features or different uses <u>Sort and group</u> objects, materials or living things by observable and/or behavioural features Compare and contrast... a variety of things [objects, materials or living things] - focusing on the similarities as well as the differences 	<ul style="list-style-type: none"> <u>Raise their own logical questions based on or linked to things they have observed</u> With help / scaffolds, begin to ask questions such as 'What will happen if...?' 	<ul style="list-style-type: none"> Talk about how useful the information source was and express opinion about findings Make suggestions about who to ask or where to look for information. Ask people questions to help them answer their questions <u>Use simple and appropriate secondary sources (such as books, photographs, videos and other technology) to find things out / find answers</u> 	<ul style="list-style-type: none"> Act out something to represent something else about the world around us (e.g. a life cycle) 	<ul style="list-style-type: none"> Share ideas in a group and listen to the ideas of others Work cooperatively with others on a science task making some choices
Planning and Testing <i>KS1 - performing simple tests</i>	Using Equipment and Measures <i>KS1 - Using simple equipment and gathering data to help in answering their questions</i>	Communicating <i>Reporting findings, recording data, presenting findings Read, spell and pronounce scientific vocabulary correctly linked to the relevant Yr Grp</i>	Considering the results of an investigation / writing a conclusion		
			Describing results / Looking for patterns <i>KS1 - Talk about what happened / what they noticed</i>	Explaining results <i>KS1 - talk about what they found out</i>	Trusting results
<ul style="list-style-type: none"> <u>Carry out simple comparative tests as part of a group, following a method with some independence</u> Make a simple prediction about what might happen and try to give a vague reason (even though it might not be correct) <u>With support, make suggestions on a method for setting up a simple comparative test</u> Talk about a practical way to find answers to their questions 	<ul style="list-style-type: none"> <u>Measure</u> using non-standard and simple standard measures (e.g. cm, time) with increasing accuracy Begin to make decisions about which equipment to use <u>Correctly and safely use equipment provided to make observations and/or take simple measurements</u> 	<ul style="list-style-type: none"> Record and communicate their findings in a range of ways to a variety of audiences <u>Use simple scientific language with increasing accuracy (from year 2 PoS)</u> Record simple data with some accuracy to help in answering questions: <ul style="list-style-type: none"> With support or using frameworks, make decisions about how to complete a variety of tables/charts (e.g. a 2 column table, tally charts, Venn diagram, pictograms, block graphs with 1:1 scale). Present findings in a class displays Sequence / annotate photographs of change over time Produced increasingly detailed drawings which are labelled/annotated 	<ul style="list-style-type: none"> <u>With guidance, begin to notice patterns in their data</u> e.g. order their findings, sequence best to worst, say what happened over time, etc. Recognise if results matched predictions. (say if results were what they expected) <u>Use their recordings to talk about and describe what has happened</u> 	<ul style="list-style-type: none"> <u>Begin to use simple scientific language (from year 2 PoS) to explain what they have found out.</u> <u>Give a simple, logical reason why something happened (e.g. I think ... because ...)</u> 	<ul style="list-style-type: none"> <u>Begin to discuss if the test was unfair</u>

History in Year 2

As Historians the children will...



Look at me now	Construction Fun and Railways	Read Around the World	Animals around the world	How Does My Garden Grow?	It's a bugs life
<p><u>Historical Knowledge</u> Describe memories of key events and changes that have happened within their own lives.</p> <p><u>Chronology</u> Sequence photos from different periods.</p> <p><u>Historical Enquiry and Interpretation</u> Compare pictures or photographs of people or events in the past. Be able to identify different ways to represent the past (for example, self-portraits before cameras were invented).</p> <p><u>Organisation and Communication</u> Create a family tree. Class display. Continuous provision (class museum or past/present)</p> <p><u>Key Vocabulary</u> Old, oldest, new, newest, modern, earliest, latest, past, present, future, family tree, generations.</p>	<p><u>Historical Knowledge</u> Learn about a significant national individual and event George Stephenson and the Rainhill Trials. Learn about a significant international individual (Black History Month) Learn about significant places in our locality – Stainmore Railway.</p> <p><u>Chronology</u> Locomotive design – sequence locomotives from 1800s to present day and locate on a timeline. Order dates from earliest to latest on a simple timeline. Sequence and compare artefacts (e.g. calculators, telephones)</p> <p><u>History enquiry and interpretation</u> Stephenson's Rocket Choose and select evidence (using books and the internet) and say how it can be used to find out about the past. Find answers and respond to simple questions about the past. Look carefully at pictures and objects to find information.</p> <p><u>Organisation and communication</u> Stainmore Railway trip. Train timeline.</p> <p><u>Topic specific Vocabulary</u> Engineer, railway, locomotive, steam, electric, diesel, bridges, tracks, 19th century, 20th century, 21st century, earliest, latest, oldest, newest</p>	<p><u>Historical Knowledge</u> Great Fire of London: Learn about events beyond living memory with national significance.</p> <p><u>Chronology</u> Sequence events on a timeline. Describe similarities and differences of London (then and now).</p> <p><u>Historical Enquiry and Interpretation</u> Look carefully at pictures to find out information. Ask and answer simple questions about the past. Recount historic details from eyewitness accounts (Samuel Pepys' diary).</p> <p><u>Organisation and Communication</u> Write newspaper report of the Great Fire.</p> <p><u>Key Vocabulary</u> Past, present, Samuel Pepys, diary, evidence, Great Fire of London, 17th century, national, guineas, money.</p>	<p><u>Historical Knowledge</u> Christopher Columbus Research the life of internationally significant individuals in the past using different sources of evidence.</p> <p><u>Chronology</u> Order dates from earliest to latest on simple timelines.</p> <p><u>Historical Enquiry and Interpretation</u> Choose evidence and say how it can be used to find out about the past. Find answers to simple questions about the past.</p> <p><u>Organisation and Communication</u> Drama (developing empathy and awareness of different points of view).</p> <p><u>Key Vocabulary</u> Famous, significant individual, explorer, Christopher Columbus, Old World, New World, Santa Maria, Americas.</p>	<p><u>Historical Knowledge</u> Identify similarities and differences between periods: describe changes in our national diet and medicines over time. Significant individual: Alexander Fleming (penicillin).</p> <p><u>Chronology</u> Sequence objects (recipes) from different periods. <u>Historical Enquiry and Interpretation</u> Investigate the use of plants through medicines over time. For example – perfumes, herbs for cooking.</p> <p>Explore old recipes and see how they have developed over time, identifying similarities and differences.</p> <p>Ask questions (who, what, where, when, why, how) about a given source of evidence to find out about the past. <u>Organisation and Communication</u> Cooking – follow recipes from different periods Written work. <u>Key Vocabulary</u> Similar, different, older, newer, compare, investigate, changes, evidence.</p>	<p><i>Continued from Summer 1</i></p>

Geography in Year 2

As geographers the children will...



Look at me now	Construction Fun and Railways	Read Around the World	Animals around the world	How Does My Garden Grow?	It's a bugs life
<p><u>Human and physical and Locational knowledge</u></p> <ul style="list-style-type: none"> -Give opinions about the place I live in. - Explain some advantages and disadvantages of living in a city or village. -Give opinions about a different place. -Refer to key features (farm, house, shop, office, port, factory etc). <p><u>Map skills</u></p> <ul style="list-style-type: none"> - Locate my home on a UK map. <p><u>Geographical skills and Fieldwork</u></p> <ul style="list-style-type: none"> -Use and label aerial photographs to recognise landmarks (local and international). -Know and use the terminologies: left and right; below, next to. <p><u>Subject specific vocabulary</u></p> <p>Below, next to, near, far, left, right, direction, human, physical, local, aerial, landmarks, address, postcode.</p>	<p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> -Explain the facilities that a village, town and city may need and give reasons why. -Identify the following physical features: mountain, lake, island, valley, cliff, river, forest and beach. <p><u>Map skills, using maps, making maps and map knowledge (fieldwork)</u></p> <ul style="list-style-type: none"> -Orienteering - Use words like near, far, left, right to describe locations and routes on a map. <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> -Know the name of and locate the four capital cities of England, Scotland, Wales and Northern Ireland (revisit from Year 1). <p><u>Skills and Fieldwork</u></p> <ul style="list-style-type: none"> -Know and use the terminologies left and right; below, next to (revisit from Autumn 1). <p><u>Subject specific vocabulary</u></p> <p>urban, rural, physical, human, near, far, left, right, direction.</p>	<p><u>Map skills</u></p> <ul style="list-style-type: none"> -Name UK's capital cities and locate on a map. -Use simple compass directions. -Devise a simple map using symbols and key features. <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> -Describe features of an island. <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> -Identify characteristics of the four countries of the UK. -Use atlases and globes to name and locate the seven continents of the world. -Know the names and locate the five oceans of the world. -Describe key features of a place from a picture using basic geographical vocabulary. <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> -Know the main difference between a place in England and that of a small place in a non-European country. <p><u>Subject specific vocabulary</u></p> <p>street, road signs, map symbol, address, postcode, urban, rural.</p>	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> -Identify characteristics of 4 countries of UK. -Use atlases and globes to name and locate oceans and continents of the world. -Use atlases and globes to name and locate seven continents of the world (revisit). -Know the names and locate the five oceans of the world (revisit). <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> -Elephant hunter. <p><u>Locational</u></p> <ul style="list-style-type: none"> -Give opinions about a different place. -Describe a place outside Europe using geographical vocabulary. <p><u>Locational and physical</u></p> <p>Explain how jobs may be different in other locations.</p> <ul style="list-style-type: none"> -Explain how an area may be spoilt or improved and give reasons. <p><u>Subject specific vocabulary</u></p> <p>North pole, South pole, equator, desert.</p>	<p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> -Climate -Identify seasonal and daily weather patterns in the UK. <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> -Use atlases and globes to locate the poles, equator and hot and cold areas of the world. <p><u>Map skills</u></p> <ul style="list-style-type: none"> -Orienteering - Use words like near, far, left, right to describe locations and routes on a map. <p><u>Geographical skills and Field Work</u></p> <ul style="list-style-type: none"> -Study the geography of the school and grounds and make a tally chart about plants/trees. -Use a camera in the outdoors to help record what is seen. <p><u>Subject specific vocabulary</u></p> <p>data, urban, rural, map symbol, equator, climate, drought, desert.</p>	<p><u>Human and Physical Geography</u></p> <p>Habitat of bugs:</p> <p>Recap identifying the following physical features: mountain, lake, island, valley, cliff, river, forest and beach.</p> <p><u>Geographical skills and Field Work</u></p> <ul style="list-style-type: none"> -Study the geography of the school and grounds and make a tally chart about mini-beasts. – Map of the school ground. <p><u>Map skills</u></p> <ul style="list-style-type: none"> -Orienteering - Use words like near, far, left, right to describe locations and routes on a map. -Use simple compass directions. <p><u>Subject specific vocabulary</u></p> <p>habitats, local, urban, destroyed, regenerate, mountain, lake, island, valley, cliff, river, forest and beach.</p>

Ongoing Geography study

Identify seasonal and daily weather patterns in the UK and location of hot and cold areas in the world in relation to the equator, North and South pole.

Art in Year 2

As artists the children will...



Look at me now	Construction Fun and Railways	Read Around the World	Animals around the world	How Does My Garden Grow?	It's a bugs life
<p><u>Creating Self-portraits</u></p> <p>Focus Artist: Pablo Picasso</p> <p>Drawing To draw objects from observation and use their imagination. Use different materials to draw with such as: pencils, felt tips, crayons and pastels.</p> <p>Painting Experiment with Picasso's approach. Make paintings and draw on top to add detail (mixed media). Mix tints, shades (adding black and white) and secondary colours. Experiment with different brushes (including brushstrokes) and other painting tools.</p> <p>Subject specific vocabulary Picasso, self-portrait, drawing, pencils, crayons, felt tips, lines, primary colours, secondary colours, tints, shades, brushstrokes</p>	<p>Focus artist: Steven Wiltshire</p> <p>Opportunities through out the half term to draw and paint using different paints and drawing materials.</p>	<p><u>Creating tie dye and then a drawing in response to The Great Fire of London</u></p> <p>Focus artist : Turner</p> <p>Textiles Use a dyeing technique to alter textiles, colours and patterns. Colour fabric using natural dyes such as beetroot, berries etc. Begin to add like and shape to their work. Join fabric using glue.</p> <p>Drawing Draw with wax crayon using different pressures. Draw with charcoal and pastel, blending and smudging.</p> <p>Subject specific vocabulary Tints, shades, shapes, dye, textiles, fabric, decorative, blending, smudging, pastel.</p>	<p>Design and sculpt an animal</p> <p>Focus Artists: Jill Townsley and Michelle Reader</p> <p>3D Art -Talk about sculpture, what it is made of, what it is for etc. -Use a variety of natural materials to create an animal</p> <p>-Use a variety of techniques, e.g. weaving, gluing, tying.</p> <p>Key Vocabulary sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, installation, shapes, materials, pyramid, abstract, geometric.</p>	<p><u>Create artwork in the natural environment</u> <u>Closely observe a plant to draw and then print</u></p> <p>Focus Artist: Andy Goldsworthy</p> <p>Drawing Draw objects from observation, memory and imagination. Make drawings that focus on pattern or texture. Make drawings that show how something changes over time.</p> <p>Printing Begin to create screen prints. Continue to develop mono printing my mixing colours. Create prints my pressing , rolling, rubbing and stamping.</p> <p>Subject specific vocabulary Colour, shape, printing, printmaking, woodcut, relief printing, objects, detail, line drawing, sculpture, model, sculptor.</p>	<p><u>Closely observe a mini-beast and create abstract art</u></p> <p>Focus Artist: Jackson Pollock</p> <p>Drawing Use dots and lines to demonstrate pattern and texture. Draw with wax crayon using different pressures. Draw with charcoal and pastel, blending and smudging. Use a ball point pen to make fine marks.</p> <p>Painting Experiment with different brushes (including brushstrokes) and other painting tools. Make paintings and draw on top to add detail (mixed media). Mix tints, shades (adding black and white) and secondary colours.</p> <p>Subject specific vocabulary tints, shades, warm, cold, sweep, dab, bold, acrylic paint, detail, size, shape.</p>
<p>Artist study</p> <p>Describe the work of famous, notable artists and designers. Express an opinion on the work of famous, notable artists. Use inspiration from famous, notable artists to create their own work and compare. Say how other artists have used shape, colour and pattern. Create a piece of work in response to another artists work. Describe how their work is similar and different to the work of a well-known artist and designer.</p>			<p>Exploring and developing ideas</p> <p>Respond positively to ideas and starting points. Explore ideas and collect information. Describe differences and similarities and make links to their own work. Try different materials and methods to improve.</p>		

Design and Technology in Year 2

As designers the children will...



Look at me now	Construction Fun and Railways	Read Around the World Animals around the world	How Does My Garden Grow? It's a bugs life
<p><u>Make a healthy sandwich!</u></p> <p><u>Food preparation, cooking and nutrition</u> How to use techniques such as cutting, peeling and grating. Eat 5 portions of fruit and vegetables per day. Know how to prepare simple dishes safely and hygienically without a heat source. Know how to name and sort foods into 5 groups on an Eatwell plate.</p> <p><u>Technical knowledge</u> Use and understand the correct technical vocabulary for the projects they are undertaking.</p> <p><u>Subject specific vocabulary</u> sandwich, cut, grate, chop, knife, heat, nutrition, hygiene, groups, prepare, vegetables and fruit.</p>	<p><u>Building bridges</u></p> <p><u>Designing</u> Use information and communication technology, where appropriate, to develop and communicate their ideas. Work confidently within a range of contexts such as local community, industry and the wider environment. State what products they are designing and making.</p> <p><u>Making</u> Plan by suggesting what to do next. Measure, mark out, cut and shape materials and components. Assemble, join and combine materials. Use a range of materials and components, including construction materials and kits.</p> <p><u>Evaluating</u> Talk about their design ideas and what they are making. Make simple judgements about their products and ideas against design criteria. Suggest how their products could be improved.</p> <p><u>Technical knowledge</u> Use and understand the correct technical vocabulary for the projects they are undertaking.</p> <p><u>Subject specific vocabulary</u> construction, design, make, evaluate, product, industry, assemble.</p>	<p><u>Moving Ocean Habitats</u></p> <p><u>Designing</u> State what products they are designing and making. Say whether their products are for themselves or other users. Describe what their products are for. Say how their products will work. Use simple design criteria to help develop their ideas. Develop and communicate ideas by talking and drawing.</p> <p><u>Making</u> Plan by suggesting what to do next. Select from a range of tools, equipment, materials and components explaining their choices.</p> <p><u>Evaluating</u> Understand; what products are, who products are for, what products are for, how products work, how products are used, where products might be used, what materials products are made from and what they like and dislike about products.</p> <p><u>Technical knowledge</u> Understand; the simple working characteristics of materials and components, about the movement of simple mechanisms such as levers and sliders. Use and understand the correct technical vocabulary for the projects they are undertaking.</p> <p><u>Subject specific vocabulary</u> sliders, levers, materials, movement, design, make, evaluate, product, like, dislike.</p>	<p><u>Moving Minibeasts</u></p> <p><u>Designing</u> Work confidently within a range of contexts, such as gardens. State what products they are designing and making. Say how their products will work. Use simple design criteria to help develop their ideas. Model ideas by exploring materials, components and construction kits and by making templates and mock- ups. Say how they will make their products suitable for their intended users.</p> <p><u>Making</u> Select from a range of tools and equipment, explaining their choices. Use a range of materials and components, including construction materials and kits. Measure, mark out, cut and shape materials and components. Assemble, join and combine materials. Use finishing techniques, including those from art and design.</p> <p><u>Evaluating</u> Understand; what products are, who products are for, what products are for, how products work, how products are used, where products might be used, what materials products are made from and what they like and dislike about products.</p> <p><u>Technical knowledge</u> Understand; the simple working characteristics of materials and components, about the movement of simple mechanisms such as wheels and axles, how freestanding structures can be made stronger, stiffer and more stable. Use and understand the correct technical vocabulary for the projects they are undertaking.</p> <p><u>Subject specific vocabulary</u> axels, sliders, wheels, movement, components, levers, materials, design, make, evaluate, criteria.</p>

Music in Year 2

As musicians the children will...



Look at me now		Construction Fun and Railways	Read Around the World	Animals around the world	How Does My Garden Grow?	It's a bugs life
	Knowledge	Skills				
Listen and Appraise	<ul style="list-style-type: none"> ● To know five songs off by heart. ● To know some songs have a chorus or a response/answer part. ● To know that songs have a musical style. 	<ul style="list-style-type: none"> ● To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. ● To learn how songs can tell a story or describe an idea. 				
Games	<ul style="list-style-type: none"> ● To know that music has a steady pulse, like a heartbeat. ● To know that we can create rhythms from words, our names, favourite food, colours and animals. ● Rhythms are different from the steady pulse. ● We add high and low sounds, pitch, when we sing and play our instruments. 	<p>There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song:</p> <ul style="list-style-type: none"> ● Game 1 – Have Fun Finding The Pulse! Find the pulse. Choose an animal and find the pulse ● Game 2 – Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat. ● Game 3 – Rhythm Copy Back, Your Turn Create rhythms for others to copy ● Game 4 – Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back using 'la', whilst marching to the steady beat ● Game 4a – Pitch Copy Back and Vocal Warm-up 2 Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'. 				
Singing	<ul style="list-style-type: none"> ● To confidently know and sing five songs from memory. ● To know that unison is everyone singing at the same time. ● Songs include other ways of using the voice e.g. rapping (spoken word). ● To know why we need to warm up our voices. 	<ul style="list-style-type: none"> ● Learn about voices, singing notes of different pitches (high and low). ● Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. ● Learn to find a comfortable singing position. ● Learn to start and stop singing when following a leader. 				
Playing	<ul style="list-style-type: none"> ● Learn the names of the notes in their instrumental part from memory or when written down. ● Know the names of untuned percussion instruments played in class. 	<ul style="list-style-type: none"> ● Treat instruments carefully and with respect. ● Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). ● Play the part in time with the steady pulse. ● Listen to and follow musical instructions from a leader. 				

Music in Year 2

As musicians the children will...



Look at me now	Construction Fun and Railways	Read Around the World	Animals around the world	How Does My Garden Grow?	It's a bugs life
Improvisation	<ul style="list-style-type: none">● Improvisation is about making up your own tunes on the spot.● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.● Everyone can improvise, and you can use one or two notes.	Use the improvisation tracks provided. Improvise using the three challenges: <ol style="list-style-type: none">1. Clap and Improvise - Listen and clap back, then listen and clap your own answer (rhythms of words).2. Sing, Play and Improvise - Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.3. Improvise! - Take it in turns to improvise using one or two notes.			
Composition	<ul style="list-style-type: none">● Composing is like writing a story with music.● Everyone can compose.	<ul style="list-style-type: none">● Help to create a simple melody using one, three or five different notes.● Learn how the notes of the composition can be written down and changed if necessary.			
Performance	<ul style="list-style-type: none">● A performance is sharing music with an audience.● A performance can be a special occasion and involve a class, a year group or a whole school.● An audience can include your parents and friends.	<ul style="list-style-type: none">● Choose a song they have learnt from the Scheme and perform it.● They can add their ideas to the performance.● Record the performance and say how they were feeling about it.			
Musical Vocabulary	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.				

PE Expectations in Year 2

As sports stars the children will...



	Look at me now	Construction Fun and Railways	Read Around the World	Animals around the world	How Does My Garden Grow?	It's a bugs life
<u>Being a Sports Star</u>	<ul style="list-style-type: none"> • Recognise and describe how the body feels during and after different physical activities. • Explain what they need to stay healthy. • Perform sequences of their own composition with coordination. • Perform learnt skills with increasing control. • Compete against self and others. • Watch and describe performances, and use what they see to improve their own performance. • Talk about the differences between their work and that of others. 					
<u>Dance</u>	<ul style="list-style-type: none"> • perform body actions with control and coordination • choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling • link actions • remember and repeat dance phrases • perform short dances, showing an understanding of expressive qualities • describe the mood, feelings and expressive qualities of dance • describe how dancing affects their body • know why it is important to be active • suggest ways they could improve their work 					
<u>Gymnastics</u>	<ul style="list-style-type: none"> • plan and repeat simple sequences of actions • show contrasts in shape • perform the basic gymnastic actions with coordination, control and variety • recognise and describe how they feel after exercise • describe what their bodies feel like during gymnastic activity • describe what they and others have done • say why they think gymnastic actions are being performed well 					

PE Expectations in Year 2

As sports stars the children will...



	Look at me now	Construction Fun and Railways	Read Around the World	Animals around the world	How Does My Garden Grow?	It's a bugs life
<u>Ball Skills</u>	<ul style="list-style-type: none">• Strike or hit a ball with increasing control.• Learn skills for playing striking and fielding games.• Position the body to strike a ball.• Throw different types of equipment in different ways, for accuracy and distance.• Throw, catch and bounce a ball with a partner.• Use throwing and catching skills in a game.• Throw a ball for distance. Use hand-eye coordination to control a ball.• Vary types of throw used					
<u>Games</u>	<ul style="list-style-type: none">• Bounce and kick a ball whilst moving.• Use kicking and dribbling skills in a game.• Know how to pass the ball in different ways.• Use different ways of travelling at different speeds and following different pathways, directions or courses.• Change speed and direction whilst running.• Begin to choose and use the best space in a game.• Begin to use and understand the terms attacking and defending.• Use at least one technique to attack or defend to play a game successfully.• Understand the importance of rules in games.• Use at least one technique to attack or defend to play a game successfully.					
<u>Athletics</u>	<ul style="list-style-type: none">• Can change the speed and direction whilst running.• Can jump from a standing position with accuracy.• Perform a variety of throws with control and coordination.• Can use equipment safely.					

Computing in Year 2

As Computer Users the children will...



Look at me now	Construction Fun and Railways	Read Around the World	Animals around the world	How Does My Garden Grow?	It's a bugs life
<p><u>Computer Science</u> To know the purpose of a range of digital devices: laptops/cameras/computers</p> <p><u>Information Technology</u> To develop basic editing skills e.g. shift key for upper case, question marks, spaces after punctuation. To understand that folders are used to organise files on a computer To organise files and folders by creating, renaming, moving, copying and deleting</p> <p><u>Digital Literacy</u> To compare the different ways that messages can be sent e.g. email/text /telephone/letter and start to consider their advantages and disadvantages</p> <p><u>Online Safety:</u> Discussion: What do you enjoy doing on a computer/ tablet/ phone/Xbox? How do we use different devices at home and at school? How much screen time is good for me?</p>	<p><u>Computer Science</u> Understand that programs use precise instructions to work Create simple programs and find bugs in them.</p> <p><u>Information Technology</u> To upload an image To create QR codes (goo.gl) To access websites and documents using QR codes</p> <p><u>Digital Literacy</u> To contribute and respond to an e-mail (with support from teacher) To look and talk about other people's contributions online (eg on Scratch) To conduct a keyword search online and learn how to select keywords to produce the best search results</p> <p><u>Online Safety:</u> Cyberbullying – what it is and what to do about it</p>	<p><u>Computer Science</u> Predict outcomes of their algorithms and programs To know how to control a range of digital devices To know that devices and actions on screen may be controlled by sequences of actions and instructions To create a sequence of instructions to complete a simple task (move a BBot/create a simple shape) To control a floor robot using appropriate buttons (BeeBots) To make predictions about what will happen when a command is entered To discuss how to improve/change their sequence of commands.</p> <p><u>Online Safety:</u> Acceptable Use Policy: remind children of our safety rules (online safety overview)</p>	<p><u>Information Technology</u> To know that stories can be shared in different ways (photos/video/animation) To enter/save and retrieve pictures and text</p> <p><u>Online Safety:</u> Internet safety and reporting (what do we do if we see something that makes us feel uncomfortable?)</p>	<p><u>Information Technology</u> To know how to improve the presentation of a piece of work by changing the font size, colour and style To use different layouts and templates for different purposes (e.g. story/newspaper /poster) To create/use graphs (Excel/Sheets)</p> <p><u>Online Safety:</u> Reliability - Should I trust everyone I meet on the web/ through gaming? (Think U Know, My Online Neighbourhood)</p>	<p><u>Computer Science</u> To begin to answer 'What if' questions using a simulation (ScratchJr/Scratch to know the difference between input/output devices <u>Information Technology</u> To combine graphics, text and sound to enhance their text (PPT/Word) To use a sound recording tool to record voice for a specific purpose (Scratch/PPT) To create a simple animation to illustrate a story or idea (Scratch/ScratchJr)</p> <p><u>Online Safety:</u> Understanding that not all information on the web is true or genuine: What makes a website reliable/trustworthy?</p>

Key Skills

- To develop awareness of keyboard layout and use of a mouse e.g. use the mouse or arrow keys to insert words and sentences
 - To know backspace/undo/
 - shift for capital letters/enter/upload
 - Changing font/ size/colour and style of text.
 - typing skills (use two hands when typing)
 - Logging on/off digital devices
- use navigation skills to access appropriate parts of a website/ simple program/ app

Vocabulary

Chromebook, algorithms, coding, QR code, website, email, Scratch, PowerPoint, copy and paste, internet safety, Word, iPad, highlight, copy and paste, text, pictures.

RE in Year 2

As the children will...



Look at me now	Construction Fun and Railways	Read Around the World	Animals around the world	How Does My Garden Grow?	It's a bugs life
<p>What did Jesus teach? Key Question: Is it possible to be kind to everyone all of the time? Religion: Christianity</p> <p><u>Suggested Teaching</u> Whole class – demonstrate the ripple effect of kindness by dropping a selection of objects in a bowl of water, showing the ripples that are caused (either big or small). Explain to the children that no matter how small an act of kindness, a ripple effect is caused and spreads kindness outwards, causing good moods and further acts of kindness are inspired. What ripples of kindness do they think they could cause? Are there any actions a Christian might take which might be different? Children to contribute to a kindness paper chain, by writing an idea for themselves on one side of a piece of paper, and an action Jesus took that a Christian might imitate on the other and adding it to the class paper chain.</p>	<p>Christmas – Jesus as a gift from God. Concept: Incarnation. Key Questions: Why do Christians believe God gave Jesus to the world? Religion: Christianity</p> <p><u>Suggested Teaching</u> Wanted poster on half of a page, depicting a problem in the world today and asking for help to solve it, and on the other half draw/write how Jesus's actions or example could help the problem. Design and label a seasonal mobile, hanging things that you think represent the Christmas story and say why, and explain why Christians believe God gave Jesus to the World. Children to imagine writing a letter from 'God' that was put in Jesus' manger to explain why he was there. What would it say?</p>	<p>Passover. Key Questions: How important is it for Jewish people to do what God asks them to do? Religion: Judaism</p> <p><u>Suggested Teaching</u> Children to have a selection of photos/words of people they will recognise, e.g. a family member, the Queen, a well-known sports personality, a singer, friend, teacher, police officer etc. Can the children rank them in accordance to those they would listen to/do as asked, respect the most/least, giving their reasons? A simple diamond 9 activity, using pictures that represent Jewish culture, with children ranking them according to things they feel are the most/least important to Jewish people. Children to explain their reasoning.</p>	<p>Easter – Resurrection. Concept: Salvation. Key Question: How important is it to Christians that Jesus came back to life after his crucifixion. Religion: Christianity</p> <p><u>Suggested Teaching</u> Draw an image of what you think happens when someone's life on Earth comes to an end. Explain to each other what your image represents. Children to have some pictures of symbols from the Easter story. Can they order them according to the importance they place on them for Christians, e.g. the cross, bread and wine, palm leave, boulder etc. What are the reasons for their choices?</p>	<p>The Covenant. Key Question: How special is the relationship Jews have with God? Religion: Judaism</p> <p><u>Suggested Teaching</u> Children to make their own learning 'contracts/promises', thinking about what they promise to do, then sealing with 'wax', e.g. I promise to try my best. Teacher to explain the commandments so that the children can readily understand. Group the children and give one each. Ask the children to consider a time when it would be difficult to keep them. How important would it be to you to keep that promise? Rank them in importance.</p>	<p>Rites of Passage and good works. Key Question: What is the best way for a Jew to show commitment to God? Religion: Judaism</p> <p><u>Suggested Teaching</u> Children to draw round their hand on each finger write something they have a sense of commitment to. Give an order and ranking to them e.g. middle finger is longest so has the most commitment, two fingers next to it are equal second and the thumb and little finger are the least commitment needed. How did you choose? Children to make a list of their daily commitments and keep a log for a week, seeing which activity they practise the most, show the greater level of commitment to. How does this compare to the activities a Jewish child may undertake in a week? Debating, with each table having a different custom and try and persuade the other groups theirs is the best way for a Jew to show commitment to God. As a class rank the different ways.</p>

RE in Year 2

As the children will...



Look at me now	Construction Fun and Railways	Read Around the World	Animals around the world	How Does My Garden Grow?	It's a bugs life
<p><u>Questions to support Greater Depth.</u></p> <p>Can you think of a time when it was difficult to be kind and why? What do you think Jesus was trying to teach through his actions in these stories? What can Christians learn from Jesus' teachings about how to treat others? Is it important to show kindness even when no one is watching? What can you see is similar or different between the Christian action and your own?</p> <p><u>Christianity Key Content</u></p> <p>Good Samaritan, love your neighbor, healing the paralysed man, savior, advent, Jesus' teachings.</p>	<p><u>Questions to support Greater Depth.</u></p> <p>Can you think of a problem in the world today that showing love/being caring would fix? What could you do to help solve a problem in the world by showing love? What do you believe was the special reason God gave Jesus to the world? Why do Christians believe that God gave Jesus to the world? In what way do Christians believe Jesus is a good role model?</p> <p><u>Christianity Key Content</u></p> <p>Saviour, advent, Jesus' teachings.</p>	<p><u>Questions to support Greater Depth.</u></p> <p>What are your school values? Which is the value that means the most to you? Why? What does the word 'respect' mean to you? What words/actions show respect? Can you describe some of the things that Jews chose to do to show respect for God? What do you think is the most/least important way for Jews to show respect to God? Why do you think this? How important do you think it is for a Jew to show respect to God?</p> <p><u>Prayer at home.</u></p> <p>Key Question: Does praying at regular intervals help a Muslim in his/her everyday life? Religion: Islam</p>	<p><u>Questions to support Greater Depth.</u></p> <p>When someone's life comes to an end on Earth, what do you believe happens? How important is it to Christians that Jesus came back to life after his crucifixion? How does Jesus' resurrection affect Christians' belief about what happens when someone dies?</p> <p><u>Christianity Key Content</u></p> <p>Easter symbols – resurrection – new life – egg.</p>	<p><u>Community and Belonging.</u></p> <p>Key Question: Does going to a Mosque give Muslims a sense of belonging? Religion: Islam</p> <p><u>Suggested Teaching</u></p> <p>Class debate – voting for and against the key question. Does it matter where a Muslim prays, do they have the same sense of belonging? Children use a mosque outline that opens like a book, inside children list the importance of praying at the mosque for a Muslim. Share with a partner. Have you both got the same? What is different? Value the differences as people see different things as important. Continuum line – place two opposing statements either side of the classroom with an imaginary line between them. Children to choose where they stand on the line, showing which of the two statements they most agree with. E.g. "A Muslim must pray in a Mosque to feel like they belong" and "It is not necessary for a Muslim to pray in a Mosque to feel like they belong".</p>	<p><u>Haji.</u></p> <p>Key Question: Does completing Hajj make a person a better Muslim? Religion: Islam</p> <p><u>Suggested Teaching</u></p> <p>Children to draw items to pack in a suitcase for a journey they have been/are going on. As part of the case children to draw a heart to show the feelings they had and write their thoughts and emotions. How do you think this compares with the feelings of a Muslim going to Hajj?</p> <p><u>Questions to support Greater Depth.</u></p> <p>Can you think of a journey you have been on and what made it 'special' and out of the ordinary? Was the journey long or short? Did you stop on the way? Why might some Muslims choose to complete Hajj when it takes such an effort? Why might a Muslim feel differently after completing Hajj? What about Muslims who are unable to/or can't afford to go?</p> <p><u>Islam Key Content</u></p> <p>Pilgrimage – Hajj – Makkah – significance – 5 pillars.</p>

RE in Year 2

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		<p><u>Suggested Teaching</u> Thought tracking, using a picture of a Muslim child taking part in the prayer ritual. Children to contribute ideas as if they are speaking the thoughts of the character. How would the commitment of praying several times a day feel to you? Can have outline of picture on the wall to write around the outside.</p> <p><u>Questions to support Greater Depth.</u> What is commitment? What do you have/show commitment for/to? How easy is it to show commitment to something? What can sometimes challenge a sense of commitment? What helps you to show commitment? Why do we commit to something? Can you think of a reason that Muslims pray 5 times a day? What helps a Muslim commit to praying 5 times a day? Does prayer show a Muslim's commitment to God and if so how/why? Can you think of a time that being still/mindful helped you?</p> <p><u>Islam Key Content</u> Prayer, commitment to Allah.</p>		<p><u>Questions to support Greater Depth.</u> What does it mean to belong? What feelings do people have when they have a sense of belonging? What does it feel like to be left out and not belong? Can you think of a place or group where you feel like you belong? Do you think that a Muslim praying in a mosque would have a sense of belonging? If so why? Why might a Muslim prefer to pray in a mosque? Do you think it matters to a Muslim where they pray, as long as they pray? What benefits might a Muslim feel when praying in the mosque that they might not feel when they pray on their own? Can you think of a time when you have preferred to be in a group setting than on your own?</p> <p><u>Islam Key Content</u> Mosque, washing, prayer in a mosque.</p>	

PSHE in Year 2

As the children will...



Look at me now	Construction Fun and Railways	Read Around the World	Animals around the world	How Does My Garden Grow?	It's a bugs life
What helps us grow and stay healthy?	What makes a good friend?	What jobs do people do?	What helps us to stay safe?	What is bullying?	How do we recognise our feelings?
Health and wellbeing Being healthy: eating, drinking, playing and sleeping.	Relationships Friendship; feeling lonely; managing Arguments.	Living in the wider world People and jobs; money; role of the internet.	Health and wellbeing Keeping safe; recognising risk; rules.	Relationships Behaviour; bullying; words and actions; respect for others.	Health and wellbeing Feelings; mood; times of change; loss and bereavement; growing up.
-that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest -that eating and drinking too much sugar can affect their health, including dental health -how to be physically active and how much rest and sleep they should have everyday -that there are different ways to learn and play; how to know when to take a break from screen-time	-how to make friends with others -how to recognise when they feel lonely and what they could do about it -how people behave when they are being friendly and what makes a good friend -how to resolve arguments that can occur in friendships	-how jobs help people earn money to pay for things they need and want -about a range of different jobs, including those done by people they know or people who work in their community -how people have different strengths and interests that enable them to do different jobs	-how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) -how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them -how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets -how not everything they see online is true or trustworthy and that people can pretend to be someone they are not	-how words and actions can affect how people feel -how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe -why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable -how to respond if this happens in different situations	-how to recognise, name and describe a range of feelings -what helps them to feel good, or better if not feeling good -how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) -how feelings can affect people in their bodies and their behaviour -ways to manage big feelings and the importance of sharing their feelings with someone they trust

Memories Board



"Look at me now!"	Construction Fun and Railways	Read Around the World	Animals of the World	How does our Garden Grow?	It's a Bug's Life!
					

Year 2

Our Nine Standard Challenge



At the end of Year Two the children will...

Tie
shoelaces.

Observe and
record
(photo,
sketch) wild
animal in its
natural
habitat.

Write home
address and
postcode -
complete and
correct.

Make a
neighbour or
vulnerable
person smile
(with a
picture, plant
etc).

Make a
sandwich.

Set a table for
a meal.

Explain how
to contact
emergency
services:
Mock Phone
Call with
Emergency
Services
stating
address.

Paddle in
open water.

Try food from
a different
culture.

Congratulations _____ for completing the Year Two
Nine Standards Challenge.
Well Done.



Tie shoelaces.	Observe and record (photo, sketch) wild animal in its natural habitat.	Write home address and postcode - complete and correct.	Make a neighbour or vulnerable person smile (with a picture, plant etc).	Make a sandwich.	Set a table for a meal.	Explain how to contact emergency services: Mock Phone Call with Emergency Services stating address.	Paddle in open water.	Try food from a different culture.