

# Year 2 Curriculum Overview 2019/20

From the first aeroplane flight to the life and times of Florence Nightingale. The children in Year 2 have an exciting and jam packed learning journey ahead of them! This guide highlights the skills and knowledge to be covered.

## 1. Chosen People

We will learn that we are chosen and gifted by God and that we thank God for choosing us by helping others. Why did God choose Abraham? Why did God choose Moses? What happened to Daniel?

## 2. Mysteries

We will learn about and reflect on mysteries. There are 3 persons in one God and that we can think about Him in different ways. Reflect upon God's choice of Mary and Joseph. Jesus is God's gift to the world.

## 6. The Church is Born

We will learn that when the apostles received the Holy Spirit they spread the Good News. We can spread the Good News. Learn about the early Christian community and the community today. The apostles realised that God could work through them. Peter's escape.

## Religion

“Let the Church always be a place of mercy and hope, where everyone is welcomed, loved and forgiven”

*Pope Francis*

## 3. The Good News

We will learn that Jesus can turn sadness into joy. We will learn how Jesus used His power to help others and reflect upon the importance of these events. The Good News of God's love and reflect on what this means for us.

## 5. Eastertide

We will learn how Jesus rose from the dead and still lives to be with us. How Jesus told the disciples that He would go back to Heaven and promised that the Holy Spirit would come. Jesus returned to Heaven and promised to return again. The coming of the Holy Spirit.

## 4. The Mass

We will learn the importance of celebrating the Mass. We will discuss the different readings in Mass and why we should listen. The Offertory and the gifts that we offer to God. The Consecration and how the bread and wine are changed into the Body and Blood of Jesus.

# Year 2 HRSE Curriculum Overview 2019/20

## HRSE

(Human Relationships and Self Education)

### Growing in love for myself and God

#### Children will grow to understand:

- They are special people made in the image and likeness of God and their responsibilities towards themselves, other people and creation.
- They are individuals and that they have gifts and abilities. They will reflect upon the ways in which they are the same as or different from other people.
- How to communicate their feelings to others and how they can learn from their experiences and understand when to say 'thank you' when appropriate.
- How we can care for the feelings of others and know how Jesus cared for people.
- They can think about their behaviour, recognise the choices they make and how these affect other people.
- They have talents and they can grow in these talents.

#### Linked to Science lessons, children will:

- Describe the importance for humans to exercise, eating the right amounts of different types of food, and hygiene.
- Be introduced to the processes of reproduction and growth in animals and to notice that animals, including humans, have offspring which grow into adults.
- Understand that growing into adults can include reference to baby, toddler, child, teenager and adult.

### Growing in love for family, friends, faith and community

#### Children will grow in understanding about:

- Their part in their family and their invitation to be a part of a wider family of God. They will reflect upon how to develop their relationship with God through prayer, acts of worship and the choices they make about their behaviour.
- Their belonging in various groups as communities, such as home, school and parish. They will think about people who care for them, such as, their family networks and who to go to when they are feeling worried.
- Things they do can hurt themselves and others and sometimes they need to say sorry to people because of their behaviour.
- The difference between sharing a serious incident and telling tales.
- Recognise unkind behaviour, either by them, towards them or others, how to respond, who to tell and what to say.
- Their responsibility for their immediate environment.
- How their behaviour can hurt other people physically and emotionally and how other people can hurt them.

### Growing in love for my character and well-being

#### Children will grow to learn about:

- The belief that they have as a creation of God.
- That their life has a purpose and to fulfil this purpose, they must keep themselves safe, physically and through growing self confidence.
- Recognising what they like and dislike, how to make real informed choices that improve their emotional and physical health.
- Understanding that choices can have good and not so good consequences.
- Responsibilities for their own health which include physical health, such as, why hand washing is important, why diet and exercise matter and the importance of dental care.
- Reflecting on good and not so good feelings and developing a vocabulary to describe their feelings to others and simple strategies for managing feelings.
- The rights and wrongs of keeping safe and rules for and ways of keeping physically and emotionally safe, including safety online, responsible use of ICT and safety in the environment.

### New Beginnings

Together we will learn to appreciate and celebrate differences and similarities within the class. We will understand how to help others to get on and learn and show an understanding of our rights and responsibilities. We will explore our feelings and will develop empathy for others and think of ways to support them. Finally, we will develop our problem-solving skills and explore ways to manage own feelings.

### Relationships

We will look at the feelings associated with close relationships, particularly in the family and with friends, and explore how we feel when someone is more successful or luckier than us, including feeling jealous or proud on their behalf. We will then explore feelings of hurt, in themselves and others, and how to manage these. We will conclude by exploring uncomfortable feelings.

### Changes

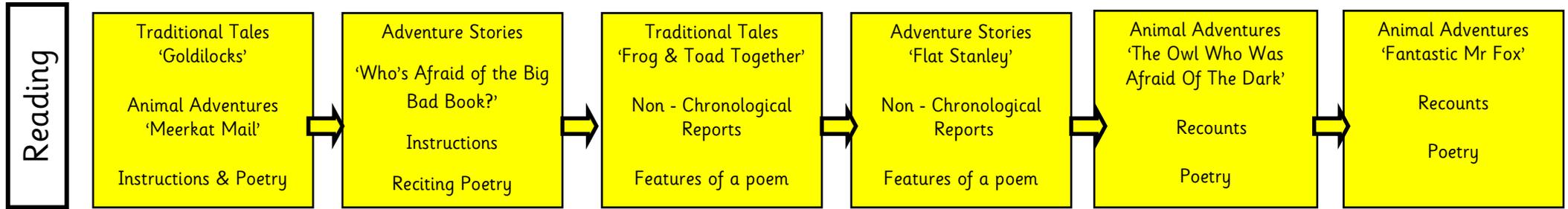
The children will distinguish between natural developmental change, changes we choose and changes we make happen. Revisit and develop strategies for making changes happen, such as making a plan and identifying obstacles, building on the skills and concepts the children have already developed. Issues of responsibility will be raised and children will have the opportunity to make change happen in the classroom.

### Keeping Myself Safe

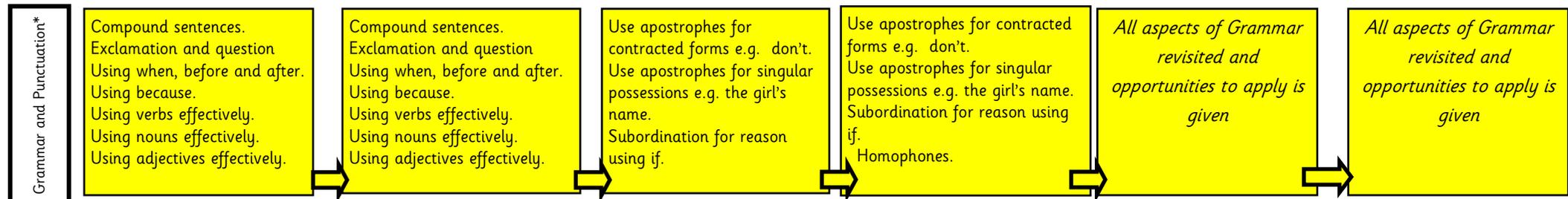
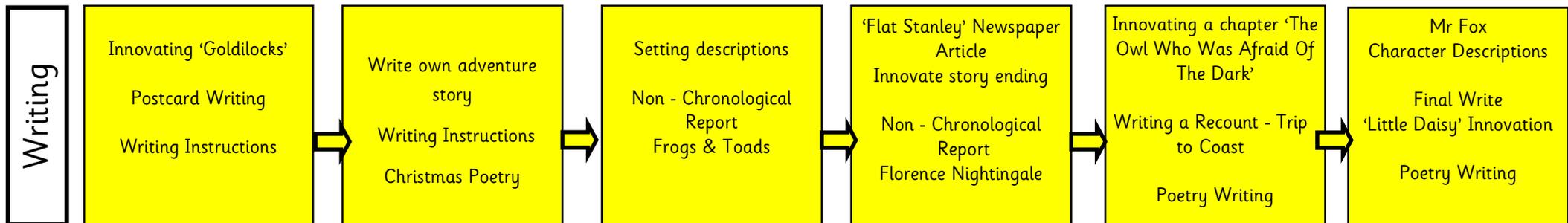
Children will participate in weeks solely dedicated to 'Health and Happiness' where they will explore how to care for their bodies and how to keep themselves healthy through diet and exercise. They will also consider how humans change emotionally and physically. We will think about when saying 'no' is okay, and what to do when these situations arise. Throughout the year, children will explore stranger awareness, what is meant by a 'stranger' and how to handle these situations. Children will also think about firework safety, how to stay safe in the sun and the importance of staying safe online.

# Year 2 English Curriculum Overview 2019/20

**Speaking and listening:** Speaking and listening skills are at the heart of every lesson due to the crucial link between spoken language and cognitive development. Through using language and hearing how others use it the children will be able to describe their world. They learn to use language as a tool for thinking collectively and alone. Language is modelled by the teacher but effective use and understanding of talking/learning partners in every lesson gives the children the opportunity to self express and share learning.



**Reading/Accelerated Reader** Reading is an essential part of the English curriculum and will take place daily, alongside the reading that will take place through the above stories and novels. There will be many opportunities for reading to take place in the classroom, from independent reading, reading to an adult, and shared reading with peers. Children will be provided with reading books, which will be taken home to encourage reading out of school, and will be changed regularly as part of school routine. When the children have finished a book, they will quiz on it using Accelerated Reader, where they will be asked comprehension questions on what they have read. Books will be chosen depending on the children's reading age (ZPD) which will allow them to grow in confidence and challenge them to become fluent and passionate readers.



\*All aspects of grammar are constantly revisited throughout the year allowing for consolidation and application

**Handwriting and presentation:** Lower-case letters formed correctly in the cursive style (see how to form letters sheet). Join letters using the correct letter joins. Form capital letters and digits correctly.

**Spelling:** Reception and Year 1 spellings will be revisited as new words are introduced. New spelling rules will be taught - 'ge', 'dge' and 'g'. 'S' sounds spelt 'c' before e, i and y. 'Kn', 'gn' and 'wr' at the beginning of words. 'Le', 'el', 'al', 'il' and 'y' at the end of words. Adding 'ed', 'ing', 'er', 'est' and 'y'. Suffixes 'ment', 'ness', 'ful', 'less' and 'ly'. Contractions. Words ending in 'tion'. Homophones. Common exception words. (See weekly spellings and Reception, Year 1 and Year 2

## TALK FOR WRITING PLANNING CYCLE - PIE CORBETT

Writing - Cold Task  
Can you write a story?

Example timetable for shared story writing:

Monday - Whole class plan - Teacher demonstrates 'opening'.

Tuesday - Shared composition of 'build-up'.

Wednesday - Class improving 'Betty's' 'dilemma'.

Thursday - Shared composition of 'resolution'.

### Imitation - re-telling the story

- Constantly rereading and telling the story - Using common story actions throughout, letting the children join in, leaving spaces in the tale for them to fill in.
- Drawing/painting key scenes and using on display to show sequence of story.
- Sequencing the story.
- Provide 1 picture from the story and children to draw what happened before and after.
- Acting out.
- Using felt or toy animals to act out the story.
- Create a play area based on the tale.
- Re-telling the story without the book.
- Story tapes.
- Puppets
- Create story map and mountain for the story to help with re-telling.
- Draw characters and describe their feelings throughout.
- Draw setting and note down words for description.
- Re-writing the story as a class and in small guided writing groups (using story map).

### Innovation - altering the story

- Take bits out.
- Add bits in.
- Change things.
- Extract the underlying plot.

Model to the children how to change the story to create their own version. Ask children for ideas. Remind children not to change too much as it might get a little confusing and we might forget the story. Make changes on the class story plan/mountain. Children to draw a new story map for their new, adapted story. Model and provide children with different ways of planning (see examples in Story Writing - Pie Corbett). Provide opportunities for children to re-tell their new stories - Using props, role play etc.

### Continuous shared writing - story telling, story writing modelling, editing, polishing and publishing

*Use a written example as a model, teach children how to plan, write a version using shared writing, edit a completed example. Always share learning objective for each demonstration/shared write.*

- Demonstration - Create a simple plan using a version on story planning, demonstrate writing - thinking in sentences, making mistakes, refer back to model writing.
- Shared composition - teacher works with children to write a story. Concentrate on flow of composition, attention back to previous models, using story plan etc.
- Use examples from Story Writing - Pie Corbett, pg. 75 for word play, sentence play, spellings and editing.
- Poem of the week - chant, sing, re-tell, act, etc.
- Link in non-fiction/class topics

### Invention - making up their own story

2. When confident, children to plan and write their own story. Follow teaching pattern:

- Demonstrate story making orally - teacher talks through story making on many occasions making stories up.
- Shared story making orally - teacher helps the class to invent a story.
- Scaffolded story making - children work independently to make a story using some form of support, e.g. working in pairs, using a story board, props, etc.
- Independent story making - class work on their own to invent a story.
- Playing with story ingredients - story soup.

### Invention - making up their own story

1. Children to use their adapted story maps/plans/mountains to write their story independently. Provide some children with - writing frames, bullet points, sentence starters, connectives etc. if needed. *Polishing* - Children to read feedback after stories have been marked and edit using polishing pens - common spelling misconceptions, repetition, missing words, doesn't make sense etc. *Publishing* - Publish children's stories in class book/school website etc.

# Year 2 Mathematics 2019/20

Number – number and place value	Number – addition and subtraction	Number – multiplication and division
<p>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</p> <p>Read and write numbers to at least 100 in numerals and in words</p> <p>Recognise the place value of each digit in a two-digit number (tens, ones)</p> <p>Identify, represent and estimate numbers using different representations, including the number line</p> <p>Partition numbers in different ways (e.g. <math>23 = 20 + 3</math> and <math>23 = 10 + 13</math>)</p> <p>Compare and order numbers from 0 up to 100; use <math>&lt;</math>, <math>&gt;</math> and <math>=</math> signs</p> <p>Find 1 or 10 more or less than a given number</p> <p>Round numbers to at least 100 to the nearest 10</p> <p>Understand the connection between the 10 multiplication table and place value</p> <p>Describe and extend simple sequences involving counting on or back in different steps</p> <p>Use place value and number facts to solve problems</p>	<p>Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting)</p> <p>Select a mental strategy appropriate for the numbers involved in the calculation</p> <p>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</p> <p>Understand subtraction as take away and difference (how many more, how many less/fewer)</p> <p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p> <p>Recall and use number bonds for multiples of 5 totalling 60 (to support telling time to nearest 5 minutes)</p> <p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</p> <ul style="list-style-type: none"> <li>- a two-digit number and ones</li> <li>- a two-digit number and tens</li> <li>- two two-digit numbers</li> <li>- adding three one-digit numbers</li> </ul> <p>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</p> <p>Solve problems with addition and subtraction including with missing numbers:</p> <ul style="list-style-type: none"> <li>- using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>- applying their increasing knowledge of mental and written methods</li> </ul>	<p>Understand multiplication as repeated addition</p> <p>Understand division as sharing and grouping and that a division calculation can have a remainder</p> <p>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</p> <p>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</p> <p>Derive and use doubles of simple two-digit numbers (numbers in which the ones total less than 10)</p> <p>Derive and use halves of simple two-digit even numbers (numbers in which the tens are even)</p> <p>Calculate mathematical statements for multiplication using repeated addition) and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (<math>=</math>) signs</p> <p>Solve problems involving multiplication and division (including those with remainders), using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p>
<p><b>Number – fractions</b></p>		
<p>Understand and use the terms numerator and denominator</p> <p>Understand that a fraction can describe part of a set</p> <p>Understand that the larger the denominator is, the more pieces it is split into and therefore the smaller each part will be</p> <p>Recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</p> <p>Write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math></p> <p>Count on and back in steps of <math>\frac{1}{2}</math> and <math>\frac{1}{4}</math></p>	<p><b>Geometry – properties of shapes</b></p>	<p><b>Measurement</b></p>
	<p>Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</p> <p>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</p> <p>Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]</p>	<p>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (<math>^{\circ}</math> C); capacity and volume (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</p> <p>Compare and order lengths, mass, volume/capacity and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math></p> <p>Recognise and use symbols for pounds (£) and pence (p)</p> <p>Combine amounts to make a particular value</p> <p>Find different combinations of coins that equal the same amounts of money</p> <p>Compare and sequence intervals of time</p> <p>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</p> <p>Know the number of minutes in an hour and the number of hours in a day</p> <p>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change and measures (including time)</p>
	<p><b>Geometry – position and direction</b></p>	
	<p>Order/arrange combinations of mathematical objects in patterns/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 anti-clockwise)</p> <p><b>Statistics</b></p> <p>Compare and sort objects, numbers and common 2-D and 3-D shapes and everyday objects</p> <p>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables</p> <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>	

# Year 2 **Science** and **Computing** Curriculum Overview 2019/20

## Science

“I never teach my pupils, I only provide the conditions in which they can learn”  
*Albert Einstein*

### Materials and their properties

We will be learning all about different materials and how they can change when heated or cooled. The children will experiment, investigate and explore what happens to the materials during these processes. We will distinguish whether these are reversible or irreversible changes. We will look closely at the three states of matter.

### Life and Living Processes

We will be learning all about living things and what they need to be able to survive. We will focus on animals, insects and mini-beasts and their habitats. We will also look at their different characteristics.

### Life and Living Processes

We will continue our learning and investigation about animals, insects and mini-beasts, looking at habitats and life cycles. We will then look at different seeds and plants and how they grow. We will be planting and observing plants as they grow. We will be learning all about our bodies and how to stay healthy. We will look closely at what makes up the food pyramid and think about the benefits and value the different food groups have on our bodies and our overall well being. We will be investigating the different kinds of exercise and how they make us feel. We will also be looking at personal health, hygiene routines and staying safe when taking medicines and using household products.

## Computing

“Whether you want to uncover the secrets of the universe or you want to pursue a career in the 21st century, basic computer programming is an essential skill to learn.”

Working scientifically: In Year 2 the children are taught the following practical scientific methods, processes and skills while investigating the above topics:

- Ask simple questions and recognising that they can be answered in different ways.
- Observe closely, using simple equipment.
- Perform simple tests.
- Identify and classify.
- Use their observation and ideas to suggest answers to questions.
- Gather and record data to help in answering questions.
- Use simple features to compare objects, materials and living things and decide how to sort and group them, observe changes over time and

### Aims:

To understand the fundamental principles of computing: abstraction, logic, algorithms and data representation.  
To analyse computational problems (repeated practise).  
Use technology to solve problems .  
To be responsible competent and creative users of information technology.

### **Using technology purposefully**

Children will use technology purposefully and competently across the curriculum. They will use a range of software, such as Book Creator and PowerPoint to create, organise, store, manipulate and retrieve digital content.  
The internet will be used to enhance learning across the curriculum.

### **Programming**

Use coding software on Purple Mash to create a range of algorithms in order to meet different outcomes.  
Use Scratch to make a simple storyboard.

### **Online safety**

All children take part in a termly online safety day.  
Children learn to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns and content and contact.

# Year 2 Art/DT, Music and PE Curriculum Overview 2019/20

**1. Drawing** Responding to words (descriptive vocabulary). Making marks in response to music. Drawing on different surfaces with pencils, pen and crayon. Drawing on black paper with chalk. Responding to stories. Animal drawing. Observation drawing.

**2. D.T. Mechanisms** Exploring through play with model cars. Designing a simple car, looking at the wheels and axel. What could make good wheels? Prototypes. Sawing, measuring, health and safety. Reinforced paper, card and box. Decorate and evaluate.

**6. Painting**  
Artist Kandinsky and Anthony Frost. Colour and emotions. Showing emotion through painting. Writing in paint. Investigating paper for painting on. Responding to a story in paint. Shape and colour. Lightening a colour with white.

**Art and DT**  
"There are two things in the painter, the eye and the mind; each of them should aid the other... in the eye by looking at nature, in the mind by the logic of organized sensations which provides the means of expression."  
*Paul Cezanne*

**3. 3D**  
Aboriginal art. Painting with corks, cotton buds and fingers in this style. Making and decorating a Digeridoo musical instrument. Clay work. Manipulating the clay with fingers and tools. Responding to stories with clay.

**5. D.T. Food Technology**  
Health and safety. Hygiene. Healthy eating and living. Food groups. Life skills. Peeling, cutting, chopping and blending. Making fruit smoothies, vegetable smoothies and no added sugar milk shakes. Washing and drying up. Cleaning up after themselves.

**4. Textiles** Dip dyeing fabric squares. Rubbings with wax. Drawing on fabric. Printing on fabric with fabric dye using handmade relief block. Simple sewing.

**Physical Education** "To see young people growing in physical skills, self-confidence and self-worth is a truly enriching experience. Nowhere in school is it more visible than in P.E." *Duncan Goodhew*

**Games**  
The children will work both independently and as part of a team in order to develop the fundamental movement skills.  
**Travelling** - running, hopping, skipping, galloping, jump for distance.  
**Sending** - roll a ball, throw overarm, throw underarm, kick a ball, bounce a ball.  
**Receiving** - catch a ball.  
Children will also develop a range of attacking and defending strategies, including:  
\* Recognising and using space  
\* Understanding aim and accuracy.  
\* Using tactics.

**Dance**  
The children will copy and explore basic body actions from a range of stimuli (words, poetry, sounds). They will explore and use a range of travels, turns and gestures and evaluate their effectiveness. They will also explore the effectiveness of stillness. Children will develop different dances over a range of lessons where they will remember and repeat movements in order to demonstrate control, coordination and spatial awareness. Finally the children will perform their creations.  
'You've got a friend in me'  
'Circle of Life'

**Gymnastics**  
The children will develop different sequences independently, with a partner and as part of a group. They will learn how to use apparatus safely and effectively. The sequences created will include:  
**Travelling (feet)** - jog, skip, gallop, hop, walk forwards, backwards.  
**Travelling (hands and feet)** - frog, bunny, crab, bear, caterpillar, crocodile, monkey.  
**Shape** - Wide, thin, tuck, dish, arch.  
**Rolling** - on back, pencil, egg rolls, forward roll.  
**Balance**  
**Jumping**

**Music**  
"Music can change the world because it can change people."  
*Bono*

Playing the glockenspiel.  
Playing the note E - learning where the note is placed on the stave.  
Playing the note D.  
C and D blues - play and copy back.  
Songs from around the world.  
Songs from musicals - adding in percussion, claves, maracas and bells.

Singing and rapping.  
Using percussion instruments in groups to accompany the rap.  
Performing their compositions.  
Using their bodies to create different sounds.

Perform a rap with instruments.  
Playing the glockenspiels confidently without an accompaniment, remembering rhythm and speed.  
Performing a range of songs in different styles.  
Developing composition skills.

# Year 2 **History** and **Geography** Curriculum Overview 2019/20

## Geography

“Geography ... you’d be lost without it”

*Unknown*

***The 4 elements of Geography: Location Knowledge, Place Knowledge, Human & Physical Geography and Geographical Skills and Fieldwork***

### Around The World

The children will be able to locate:

- \* Europe on a world map and identify some of its countries and features.
- \* Asia on a world map and explore the features and characteristics of China.
- \* Australia on a world map and identify some of its features and characteristics
- \* Africa on a world map and explore the features and characteristics of Kenya.
- \* North America on a world map and explore the characteristics and features of the USA.
- \* South America on a world map and explore the features and characteristics of Brazil.
- \* Antarctica on a world map and identify some of its features and characteristics.

### My World & Me

The children will:

- \* Find out where UK, the equator and the poles are on a world map.
- \* Compare the land features and climate of the UK and Ecuador.
- \* Compare the capital cities of the UK and Ecuador.
- \* Find out where different animals live in the world.
- \* Identify physical and human features in aerial photographs.
- \* Create a map with a key.

### Seas & Coasts

The children will:

- \* Locate and identify oceans and continents.
- \* Find out about British beaches.
- \* Find out about British seas.
- \* Use their fieldwork skills to find out about a place.
- \* Compare a British beach with one from another country.
- \* Use compass points to move around a map.

### The Wright Brothers and Amy Johnson - Flight

We will begin by looking at clues and investigating why the Wright Brothers were famous. We will then look at out the Wright brothers managed to be the first to launch a man powered flight, how they succeeded where others failed and how we know about their successful flight even though it happened over 100 years ago. Finally we will discuss how flight changed as a result of the Wright brothers’ work.

Following research into the Wright brothers we will have a brief look at why we believe people still remember Amy Johnson. We will look at her solo flight to Australia and why it was so difficult. We will then investigate people’s reaction to Amy and how her life changed after her famous flight.

### History

“History cannot give us a programme for the future, but it can give us a fuller understanding of ourselves and our common humanity, so that we can better face the future.”

*Robert Penn Warren*

### Florence Nightingale

We will begin by looking at why Florence Nightingale is remembered today and what she did in her life. We will then discuss why Florence took the brave steps to go to the Crimea and who influenced her.

Next we will research what Florence did to help the soldiers and whether everybody had the same opinion of her. The most important achievements of Florence’s life will then be covered.

### Grace Darling and Lifeboats

We will begin by asking ‘who was Grace Darling?’ and discuss the differences between Grace’s life and our own, building an understanding of what everyday life was like in the past.

We will the use role play to explore Grace’s life and write a letter about their day in the lighthouse based on one of Grace’s own letters. We will then look at what Grace Darling did to make her famous and how she became famous. Finally we will look at why we remember Grace Darling today, what we can learn from Grace’s example and lifeboat crews today.