

Year 2 curriculum

	Term 1	Term 2	Term 3--	Term 4	Term 5	Term 6
Core Texts	 <p>Orion and the dark Beegu Man on the moon</p>	 <p>Claude in the City Katie in London Paddington at the tower</p>	 <p>Leaf Emperors Egg</p>	 <p>The Bee who spoke</p>	 <p>Rapunzel Necklace of tear drops</p>	 <p>Lila and the secret of rain Mama Panya's pan-cakes</p>
English – writing opportunities	<p>setting description Character description Free verse poem Letter</p>	<p>setting description Character Description Questions third person retelling City poems</p>	<p>setting description Non-fiction leaflet Description Narrative Free verse poem</p>	<p>setting description Diary entry Poetry Narrative Letter</p>	<p>Setting description Writing in role poetry Explanatory writing - instructions Letter Narrative</p>	<p>Setting description Poetry Narrative Non-fiction leaflets Character description</p>
English - SPAG	<p>Nouns - Know that most nouns do not begin with a capital letter, but that the names of people and places do Make successful choices about when to use a CL Coordinate some sentences using and, or, but Be familiar with the idea of present tense and past tense verb forms; locate and identify in shared texts; find verbs ending with ed when reading texts</p>	<p>Identify question/exclamation mark when reading texts together; know why they are used; write questions, exclamations and commands using relevant mark Establish routines to check and apply sentence demarcation e.g. re-read sentence aloud and discuss where the FS should go; proof read to identify errors; model CL and</p>	<p>Continue to use and apply the terms noun and adjective; Identify verbs in texts, both 'doing' and 'being' words Join sentences together to write narrative sequences Respond to incorrect subject/verb agreement, with a focus on oral correction e.g. 'We was' - 'Were you?' or 'I done' – 'You did, did you?'; Continue to practise adding the suffix ed e.g. hummed Identify statements which give facts or information</p>	<p>Identify adverbs ending in 'ly' to describe how verbs are done Find noun phrases and verbs in stories and rhymes; evaluate which you like and why Include doing and being words, orally and in writing Independently use conjunctions to join ideas together within a sentence Expand range of common irregular past tense verbs which can be spoken, read and written e.g. gave, shook, broke, sang, drove, swam</p>	<p>Cloze procedure sentences – select a suitable adjective / verb / noun Identify the noun / adjective / verb / adverb Find the best conjunction to join two ideas Change selected words from present tense to past tense within a given sentence, and vice versa; Locate all verbs in a sentence and change to the new tense Expand vocabulary by offering a wide range of rich texts which children hear read</p>	<p>Expand range of adverbs to include those with different endings e.g. fast Revise and consolidate previous learning Identify the conjunction in a sentence Select an appropriate conjunction in a cloze procedure activity Reinforce use of subordinate conjunctions Continue to identify present and past tense verb forms during shared reading and writing</p>

	<p>together; spell words ending with ed Identify question/exclamation mark when reading texts together; know why they are used; write questions, exclamations and commands using relevant mark Establish routines to check and apply sentence demarcation e.g. re-read sentence aloud and discuss where the FS should go; proof read to identify errors; model CL and FS / ? / ! during shared writing and when reading texts together Model apostrophe for omission Revise key vocabulary including numbers, days of week, months of year; expand vocabulary of colours e.g. silver, mauve, navy; read rhymes and poems to hear rhyming words, descriptive words and varied verbs;</p>	<p>FS / ? / ! during shared writing and when reading texts together Model apostrophe for omission Revise key vocabulary including numbers, days of week, months of year; expand vocabulary of colours e.g. silver, mauve, navy; read rhymes and poems to hear rhyming words, descriptive words and varied verbs;</p>	<p>Use a comma to separate items in a list continue to respond to and reinforce use of start /end of sentence demarcation; apply contractions in writing e.g. can't, didn't; use KS1 punc' fans to practise making selections; identify some commands which do not need Expand vocabulary to also describe mathematical activities; words associated with measure of length and weight; shapes; fractions; prepositions</p>	<p>Identify statements which give facts or information Use a comma to separate items in a list; continue to respond to and reinforce use of start /end of sentence demarcation; apply contractions in writing e.g. can't, didn't; use KS1 punc' fans to practise making selections; identify some commands which do not need Expand vocabulary by offering a wide range of rich texts which children hear read aloud; apply some of these words in oral and written compositions; Read further rhymes and poems to enjoy, discuss and define new words; use a picture dictionary Clarify child's misconceptions of word meanings</p>	<p>aloud; apply some of these words in oral and written compositions; Read further rhymes and poems to enjoy, discuss and define new words; use a picture dictionary; Clarify child's misconceptions of word meanings Write about real events / narratives, and apply known punctuation marks to a range of sentence types, including some use of ? and !; demarcate most sentences with CL and FS; identify and use apostrophe to mark singular possession; revise commas in a list</p>	<p>Build bank of past tense words Write about real events / narratives, and apply known punctuation marks to a range of sentence types, including some use of ? and !; demarcate most sentences with CL and FS; identify and use apostrophe to mark singular possession Revise commas in a list Build vocabulary about the wider world Refine vocabulary related to cross-curricular topic</p>
<p>Maths – white Rose</p>	<p>Place Value Addition and Subtraction</p>	<p>Addition and Subtraction shape</p>	<p>Money Multiplication and Division</p>	<p>Multiplication and Division Length and height mass, capacity, temperature</p>	<p>fractions time</p>	<p>statistics Position and direction</p>

<p>Science – knowledge and skills</p>	<p>Animal’s needs for survival Knowledge To know and describe the basic needs of animals including humans for survival</p> <p>Skills To ask simple questions and recognising that they can be answered in different ways.</p> <p>Humans Knowledge To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p>Skills To identify and classify</p>	<p>Materials Knowledge To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>Skills To identify and classify</p> <p>Sustainability: Plastic Knowledge To know how plastic is helpful and harmful.</p> <p>Skills To explore the world around them and raise their own questions (non-statutory).</p>	<p>Plants (light and dark) Knowledge To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy through investigatory tasks</p> <p>Skills To observe closely, using simple equipment.</p> <p>Living things and their habitats Knowledge To identify that most living things live in habitats to which they are suited</p> <p>To describe how different habitats, provide the basic needs of different kinds of animals and plants</p> <p>Skills To gather and record data to help in answering questions.</p>	<p>Living things and their habitats Knowledge To explore and compare the difference between things that are living, dead and things that have never been alive</p> <p>To understand interdependence between animals and plants/ food chains-web</p> <p>Skills To gather findings from previous experiments to find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p>Plants (light and dark) Knowledge To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p>Skills To gather and recording data to help in answering questions</p>	<p>Plants (bulbs and seeds) Knowledge I can describe how seeds and bulbs grow into mature plants</p> <p>Skills To observe closely, using simple equipment.</p> <p>Growing Up Knowledge I can notice that animals, including humans, have offspring which grow into adults.</p> <p>Skills To ask simple questions and recognise that they can be answered in different ways. To identify and classify</p>	<p>Growing Up Knowledge To notice that animals including humans have offspring that grow into adults</p> <p>Skills To identify and classify</p> <p>Sustainability: Wildlife Knowledge To know how we impact the environment around us.</p> <p>Skills To research how we can be sustainable and support wildlife</p>
<p>RE</p>	<p>Creation Who made the world? Knowledge I can retell the story of creation from Genesis 1:1–2:3 simply. I can say what the story tells Christians about God, creation and the world. I can give at least two examples of what Christians do to look after the world for God.</p> <p>Skills Think, talk and ask</p>	<p>Universal How should we care for others and the world and why does it matter? Knowledge I can re-tell Bible stories and stories from another faith about caring for others and the world Identify ways that some people make a response to God by caring for others and the world</p> <p>Skills</p>	<p>Humanism What is humanism? Knowledge I know what humanism is and how humanists live their lives. I know what humanists believe and how they celebrate significant events in their lives.</p> <p>Skills To think, talk and ask questions about how others live</p>	<p>Salvation Why does Easter matter to Christians? Knowledge I can retell the story of Holy Week and Easter and make a link with the idea of Salvation.</p> <p>I can give examples of how Christians show their beliefs about Jesus as saviour in church worship.</p> <p>Skills</p>	<p>Islam Who is a Muslim and what do they believe? Knowledge I can talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah I can re-tell a story about the life of the Prophet Muhammad</p>	<p>Islam Who is a Muslim and what do they believe? Knowledge Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel</p> <p>Find out about and respond with ideas to examples of cooperation between people who are different</p>

	questions about living in an amazing world.	Talk about issues of good and bad, right and wrong arising from the stories	their lives and explore different ideas.	Think, talk and ask questions about whether the text has something to say to them exploring different ideas.	I can recognise some objects used by Muslims and suggest why they are important Skills To think, talk and ask questions about different religions and how others live their lives and explore different ideas.	Skills To think, talk and ask questions about different religions and how others live their lives and explore different ideas.
Geography Plan B knowledge and skills			Around the world Knowledge I can name the UK, arctic regions and Antarctica and the poles on a world map I know that the lines within a map denote country borders. Skills I can locate the seven continents on a world map.	My world and me Knowledge I can name the equator and the seven continents. I know that countries closer to the equator are warmer than those further away. I can describe human and physical features of my local area and a city near the equator. Skills I can locate the five oceans on a map. I can identify the equator on a world map I can use aerial photos to describe and compare a variety of landscapes and locations around the world.		Let's go on safari Knowledge I can name the 5 oceans of the world. I know what the climate in Africa is like. Skills I can describe which oceans surround the continent of Africa. I can navigate around a map using a grid and compass directions.
History Plan B knowledge and skills	Intrepid Explorers Knowledge I know who Christopher Columbus and Neil Armstrong are. I can explain why they are famous. Skills I can use simple texts to find out about people who lived a long time ago. I can pose simple questions to find out about the past.	Guy Fawkes Knowledge I know the story of the Gun Powder plot. I know the impact that Guy Fawkes had the government. Skills I can use simple texts and images to find out about the past. I can use my knowledge of the past to guess how people at the time might have felt.			Significant Women Knowledge I know who Florence Nightingale and Mary Seccole are. I can name 5 ways hospital conditions improved because of them. I know about significant women in history. Skills I can use a photograph to infer facts about a person and time period.	

	I can compare the lives and achievements of two famous historical figures. I can distinguish between different periods in time using simple markers, such as inventions	I can order simple Events chronologically.			I can use quotes from historical figures to learn about people and events in the past	
Art and DT Kapow knowledge and skills	Art - Formal elements of art Knowledge I can explore the formal elements of art: pattern, texture and tone; I can create printed patterns using everyday objects; I can take rubbings using different media Skills To identify different patterns To learn the skill of 'frottage'. To create tone using a graphite pencil.	DT – Structures, baby bears chair Knowledge I can identify man made and natural structure, stable and unstable structural shapes. I know the features that make a chair stable. Skills To create stable structural shapes. To produce a model that can withstand weight.	Art – sculpture and mixed media Knowledge I can identify sculpture, pop art and collage. I know how to portray different emotions linked to LEAF (English) Skills To create sculpture and pop art. To design a collage To draw facial features.	DT – mechanisms – fair-ground wheel Knowledge I can consider the materials, shape, construction and mechanisms of their wheels. I know how axles work and can name different objects that use an axle. Skills To build a stable structure with a rotating wheel. To test and adapt their designs.	Art – art and design skills Knowledge I can replicate the recognisable crockery of Clarice Cliff. I can identify geometric shapes. Skills To develop their skills in: design, drawing, craft, painting and art appreciation; To explore tone through shading, developing their skills in weaving and the manipulation of clay, experimenting with brush strokes.	DT – mechanisms – making a moving monster Knowledge I can design monsters suitable for children, which satisfy most of the design criteria. I can name different linkages and different toys that use these. Skills To evaluate their two designs against the design criteria, using this information and the feedback of their peers to choose their best design. To select and assemble materials to create their planned monster features.
Music Charanga Knowledge and skills	Hands Feet Heart Knowledge To listen to different styles of African music. skills To identify pulse, rhythm and pitch. Harvest Festival Song	HoHoHo Knowledge I can sing a new song. I know some songs have a chorus. I can copy and clap back rhythms. Skills To make and copy pulse and rhythm. Christmas production songs	Wanna play in a band Knowledge I can identify rock music. I can find the pulse in a piece of music. I can make my own rhythm. Skills To sing using different pitches. To compose a simple melody.	Zootime Knowledge I know what reggae music is. I can sing different reggae songs. I can find the pulse in a piece of music through clapping and marching. Skills To perform a song to an audience. Easter song	Friendship song Knowledge I can incorporate dance moves in our song. Skills To use an instrument with a song.	Reflect Rewind Replay Knowledge I can identify western classical music. I can reflect and recall my years learning in music. I can sing classical songs. Skills To share and perform different songs. African Drumming Workshop

<p>PHSE Jigsaw Knowledge and skills</p>	<p>Being in my world Knowledge I can understand the rights and responsibilities of class members I know about rewards and consequences and that these stem from choices I know that it is important to listen to other people Understand that their own views are valuable I know that positive choices impact positively on self-learning and the learning of others I can identify hopes and fears for the year ahead Skills To know how to make their class a safe and fair place To show good listening skills To be able to work co-operatively To recognise own feelings and know when and where to get help To recognise the feeling of being worried</p>	<p>Celebrating differences Knowledge I know the difference between a one-off incident and bullying I know that sometimes people get bullied because of difference I know that friends can be different and still be friends I know there are stereotypes about boys and girls I know where to get help if being bullied I know that it is OK not to conform to gender stereotypes I know it is good to be yourself I know the difference between right and wrong and the role that choice has to play in this Skills I can explain how being bullied can make someone feel I know how to stand up for themselves when they need to I understand that everyone's differences make them special and unique I understand that boys and girls can be similar in lots of ways and that is OK I understand that boys and girls can be different in lots of ways and that is OK I can choose to be kind to someone who is being bullied I recognise that they shouldn't judge people because they are different</p>	<p>Dreams and goals Knowledge I know how to choose a realistic goal and think about how to achieve it I know that it is important to persevere I know how to recognise what working together well looks like I know what good group-working looks like I know how to share success with other people Skills I recognise how working with others can be helpful To be able to work effectively with a partner To be able to choose a partner with whom they work well To be able to work as part of a group To be able to describe their own achievements and the feelings linked to this To recognise their own strengths as a learner To recognise how it feels to be part of a group that succeeds and store this feeling</p>	<p>Healthy me Knowledge I know what their body needs to stay healthy I know what relaxed means I know why healthy snacks are good for their bodies I know which foods given their bodies energy I know that it is important to use medicines safely I know what makes them feel relaxed/stressed I know how medicines work in their bodies I know how to make some healthy snacks Skills Feel positive about caring for their bodies and keeping it healthy Have a healthy relationship with food Desire to make healthy lifestyle choices Identify when a feeling is weak and when a feeling is strong Express how it feels to share healthy food with their friends</p>	<p>Relationships Knowledge I know that there are lots of forms of physical contact within a family I know how to stay stop if someone is hurting them I know there are good secrets and worry secrets and why it is important to share worry secrets I know what trust is I know that everyone's family is different I know that families function well when there is trust, respect, care, love and co-operation I know some reasons why friends have conflicts I know that friendships have ups and downs and sometimes change with time I know how to use the Mend-ing Friendships or Solve it together problem-solving methods Skills Can identify the different roles and responsibilities in their family Can recognise the value that families can bring Can recognise and talk about the types of physical contact that is acceptable or unacceptable Can identify the negative feelings associated with keeping a worry secret Can identify who they trust in their own relationships</p>	<p>Changing me Knowledge I know the physical differences between male and female bodies I know that private body parts are special and that no one has the right to hurt these I know who to ask for help if they are worried or frightened I know there are different types of touch and that some are acceptable and some are unacceptable I know the correct names for private body parts I know that life cycles exist in nature I know that aging is a natural process including old age I know that some changes are out of an individual's control I know how their bodies have changed from when they were a baby and that they will continue to change as they age Skills Can say who they would go to for help if worried or scared Can say what types of touch they find comfortable/uncomfortable Be able to confidently ask someone to stop if they are being hurt or frightened Can appreciate that changes will happen and that some</p>
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					<p>Can use positive problem-solving techniques (Mending Friendships or Solve it together) to resolve a friendship conflict</p> <p>Can identify the feelings associated with trust</p> <p>Can give and receive compliments</p> <p>Can say who they would go to for help if they were worried or scared</p>	<p>can be controlled and others not</p> <p>Be able to express how they feel about changes</p> <p>Show appreciation for people who are older</p> <p>Can recognise the independence and responsibilities they have now compared to being a baby or toddler</p> <p>Can say what greater responsibilities and freedoms they may have in the future</p> <p>Can say what they are looking forward to in the next year</p>
<p>Computing Purple mash Knowledge and skills</p>	<p>Coding Knowledge I know what an algorithm is. I understand a collision detection event. I know that algorithms follow a sequence. I understand that different objects have different properties. I know what different events do in code. I understand the function of buttons in a program. I can debug simple programs. Skills To create a computer program using an algorithm To create a program using a given design. To design an algorithm that follows a timed sequence.</p>	<p>Online safety Knowledge I know how to refine searches using the Search tool. I understand about sharing more globally on the Internet. I know that email is a communication tool I know how we should talk to others in an online situation. I know that information put online leaves a digital footprint or trail. I can identify the steps that can be taken to keep personal data and hardware secure Skills To use digital technology to share work on Purple Mash to communicate and connect with others locally.</p>	<p>Questioning Knowledge I know what data handling tools are and that they can give more information than pictograms. Skills To use yes/no questions to separate information. To construct a binary tree to identify items. To use 2Question (a binary tree database) to answer questions. To use a database to answer more complex search questions. To use the Search tool to find information</p>	<p>Effective search Knowledge I know the terminology associated with searching. I have a better understanding of searching on the Internet. Skills To create a leaflet to help someone search for information on the Internet. Creating pictures Knowledge I know about the Impressionist style of art (Monet, Degas, Renoir). I know about the work of Piet Mondrian and recreate the style using the lines template. I know about the work of William Morris and recreate the style using the patterns template. Skills</p>	<p>Making music Knowledge I know how music can be used to express feelings and create tunes which depict feelings. I know how to use sounds to create tunes. Skills To make music digitally using 2Sequence. To explore, edit and combine sounds using 2Sequence. To edit and refine composed music. To upload a sound from a bank of sounds into the Sounds section. To record and upload environmental sounds into Purple Mash.</p>	<p>Presenting Knowledge I know how a story can be presented in different ways. I know how to ask questions Skills To make a quiz about a story or class topic. To make a fact file on a non-fiction topic. To make a presentation to the class.</p>

		<p>To open and send simple online communications in the form of email</p> <p>Spreadsheets Knowledge I know what a spreadsheet is and what it can be used for.</p> <p>Skills To use 2Calculate image, lock, move cell, speak and count tools to make a counting machine. To learn how to copy and paste in 2Calculate. • To use the totaling tools. To use a spreadsheet for money calculations. To use the 2Calculate equals tool to check calculations. To use 2Calculate to collect data and produce a graph.</p>		<p>To learn the functions of the 2Paint a Picture tool. To explore surrealism and eCollage To recreate Pointillist art and look at the work of pointillist artists such as Seurat</p>		
MFL						
PE – getset4PE Knowledge and skills	<p>Invasion games Knowledge Sending & receiving Developing S&R with Increased control Dribbling Explore dribbling with hands and feet with increasing control on the move. Attacking Developing moving into space away from defenders.</p>	<p>Dance Knowledge Actions Accurately remember, repeat and link actions to express an idea. Dynamics Develop an understanding of dynamics. Space Develop the use of pathways and travelling actions to include levels. Relationships</p>	<p>Gymnastics Knowledge Shapes - Explore using shapes in different gymnastic balances. Balances - Remember, repeat and link combinations of gymnastic balances. Rolls - Explore barrel, straight and forward roll and put into sequence work. Jumps - Explore shape jumps and take off combinations.</p>	<p>Net and wall Knowledge Hitting -Develop hitting a dropped ball over a net. Feeding - Accurately underarm throw over a net to a partner. Rallying - Explore underarm rallying with a partner catching after one bounce. Footwork - Consistently use the ready position to move towards a ball.</p>	<p>Striking and fielding Knowledge Striking - Develop striking a ball with their hand and equipment with some consistency. Fielding - Understand that there are different roles within a fielding team. Throwing - Develop coordination and technique when throwing over and underarm. Catching - Catch with two hands with some coordination and technique.</p>	<p>Athletics Knowledge Running - Develop the sprinting action. Explore rhythm when running over obstacles. Jumping - Develop jumping, hopping and skipping actions. Jumping - Explore safely jumping for distance and height. Throwing - Develop overarm throwing for distance.</p>

	<p>Defending Explore staying close to other players to try and top them getting the ball. Space Explore moving with a ball towards goal.</p> <p>Skills To co-operate and work as a team. To dribble, throw, catch, pick, receive, run, jump and change direction. To preserve with skills, I find tricky.</p>	<p>Explore working with a partner using unison, matching and mirroring. Performance Develop the use of facial expressions in their performance.</p> <p>Skills To be independent and confident when performing. To reflect on a performance. To be aware of space, actions and dynamics in dance.</p>	<p>Skills To create different shapes, To use different balances, rolls (barrel, straight, forward). To develop different travelling actions.</p>	<p>Skills To throw, catch, hit and track a ball. To co-operate with a partner. To develop decision making skills.</p>	<p>Skills To develop underarm and overarm throw. To catch, track and bowl a ball. To bat a ball. To collaborate with others effectively.</p>	<p>Skills To run, jump and throw for distance. To jump for height. To throw for accuracy. To explore ideas. To select and apply skills.</p>
Cultural capital	Topic day - explorers	<p>Guy Fawkes Drama workshop</p> <p>In school pantomime</p>		<p>Wakehurst Place trip</p> <p>Herstmonceux Science Park</p>	Farmer John	<p>African drumming workshop</p> <p>Data collection walk in local area</p>