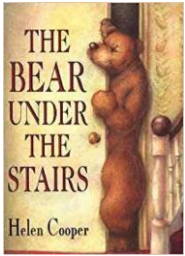
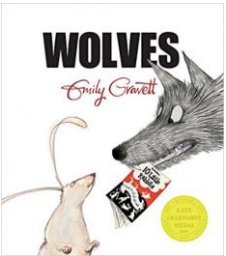


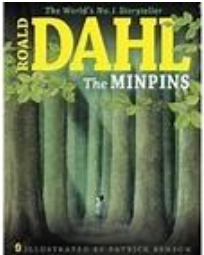
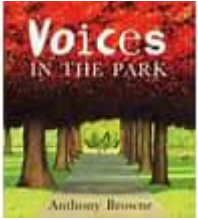

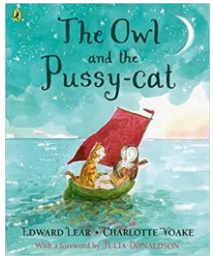



Year 2 curriculum

Core



| Key Objectives | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------------------|--|--|---|---|---|--|
| English | | | | | | |
| Teaching from a book | <p>The Bear Under the Stairs</p>  <p>Helen Cooper</p> | <p>Wolves – Emily Gravett</p>  <p>Twas the night before Christmas – Clement C. Moore</p>  | <p>Inside the Villains – Clotilde Perrin</p>  <p>The Minpins – Roald Dahl</p>  | <p>Voices in the Park</p>  <p>Anthony Browne</p> | <p>The Bear and the Piano</p>  <p>David Litchfield</p> | <p>The Owl and the Pussy Cat -Edward Lear</p>  <p>We are water Protectors - Carole Lindstrom</p>  |
| | Literacy Tree | Literacy Tree | Literacy Tree | | Literacy Tree | Literacy Tree |
| Writer's Revolution focus | <p>Simple Sentence – four basic sentence types</p> <p>Red, White and Blue Sentence</p> <p>Power Sentence</p> <p>Use capital letters and full stops</p> | | | | | |

| | | | | | | |
|----------------------|--|---------------|--------------------------------|------------------------|------------------------|--------------------|
| | Commas for lists adjectives/ verbs for description Conjunctions and, but, because | | | | | |
| Mathematics | | | | | | |
| White Rose | Place Value | | Money | | Fractions | |
| | Addition and subtraction | | Multiplication and division | | Time | |
| | | | | | Statistics | |
| | Geometry (shape) | | Mass, capacity and temperature | | Position and direction | |
| | | | | | Consolidation | |
| | | | | | | |
| Continuous provision | Times of day and using the clock for key points – telling time o'clock, half past, quarter past and quarter to, sequencing events, daily timetable, weekly timetable, calendar month, daily temperature Counting in 2s, 5s and 10s (using 10s frames and 5s frames to group and count quickly). | | | | | |
| Science | Habitats | Microhabitats | Uses of everyday materials | Life cycles and health | Plant growth | Making connections |

| | | | | | | |
|-------------------------------|--|--|--|--|--|--|
| Kapow | Living things and their habitats | Living things and their habitats | Materials | Animals including humans | Plants | Making connections |
| Continuous provision | Follow the life cycle of two trees during the year: Pear Tree and Leylandii, seasons and recording of noticeable changes | | | | | |
| Computer Science Kapow | What is a computer? Exploring what a computer is <i>Online safety Y2</i> <i>Learning how to stay safe online and how to manage feelings and emotions.</i> | Programming 1 Algorithms and debugging Developing an understanding of; what algorithms are. | Word processing Developing touch typing skills, learning keyboard shortcuts and simple editing tools | Scratch Jr Exploring what 'blocks' do' by carrying out an informative cycle of predict > test > review. <i>Safer internet day</i> | Data handling Stop Motion Learning how to create simple animations from storyboarding creative ideas. | International Space Station Learning how data is collected, used and displayed and the scientific learning |

Non-core

| Subject: | Autumn | Spring | Summer |
|---------------------|--|--|---|
| History | How was school different in the past? | How did we learn to fly? | What is a monarch? |
| | Kapow | Kapow | Kapow |
| Geography | Would you prefer to live in a hot or cold place? | Why is our world wonderful? | What is it like to live by the coast? |
| | Kapow | Kapow | Kapow |
| Art | Sculpture and 3D: clay houses | Painting and mixed media: Life in colour | Craft and design: map it out |
| | Kapow | Kapow | Kapow |
| Artist focus | Visiting an Art Gallery And Rachel Whiteread | Romare Bearden | What can we find out about local crafts people? |

| Subject: | Autumn | Spring | Summer |
|---------------------------|---|---|--|
| <p>Stand alone</p> |  |  | |
| <p>DT</p> | <p>Structures: Baby bear chair (can change the focus)</p> | <p>Mechanisms: Fairground wheel</p> | <p>Mechanisms: making a moving monster</p> |
| <p>Stand alone</p> | <p>Kapow</p> <p>Food: A balanced diet lesson 1</p> | <p>Kapow</p> | <p>Kapow</p> |
| <p>PE</p> | <p>Dance: Cultures around the world Gymnastics: floor work</p> | <p>Dance: At the Circus Gymnastics: floor work, benches, tabletops and box</p> | <p>Dance: open stimulus Gymnastics: floor work, benches, tabletops, climbing wall and box</p> |
| | <p>Fundamentals: Agility, balance and coordination – using body and objects</p> | <p>Games – applying the fundamentals to game situations (throwing and catching). Orienteering</p> | <p>Games – using more technical skills in game situations (dribbling, kicking and hitting) Athletics</p> |
| | <p>To understand that we need to exercise to have a healthy heart. To show an understanding of core strength by being able to sit, or stand, up straight. To take part in physical activity alone, in a pair or in a three. To apply effort into physical activity. To clap or praise others when they win.</p> | | |
| <p>PSHE</p> | <p>Relationships</p> | <p>Living in the Wider world</p> | <p>Health and well-being</p> |
| | <p>Making friends, feeling lonely and getting help.</p> | <p>Belonging to a group; roles and responsibilities; being the same and different in the community</p> | <p>Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p> |

| Subject: | Autumn | Spring | Summer |
|--|--|--|--|
| | Managing secrets; resisting pressure and getting help; recognising hurtful behaviour. Recognising in common and differences; playing and working co-operatively; sharing opinions | The internet in everyday life; online content and information What money is; needs and wants; looking after money | Growing older; naming body parts; moving class or year Safety in different environments; risk and safety at home; emergencies |
| PSHE Association | | | |
| RE | Who is a muslim and how do they live? Why does Christmas matter to Christians? | Who is muslim and how do they live (part 2)? Why does Easter matter to Christians? | What is the “good news” Christians believes Jesus brings? What makes some places sacred to believers? |
| Worcestershire Agreed Syllabus (Sacre) | | | |
| Music | West African call and response song: animals Orchestral Instruments: Musical story telling Kapow | Singing: On the Land Contrasting Dynamics: Space Kapow | Structure: Myths and Legends Pitch: Musical Me Kapow |
| Modern Foreign Languages | Greetings around the world, cultural differences French: greetings, phrases, saying please and thank you, simple songs | | |