



## Year 2 Curriculum Plan 2018-2019

	Autumn		Spring		Summer																			
<b>Enrichment Curriculum</b>	<b>Castles</b> <ul style="list-style-type: none"> <li>- Norman Invasion 1066 and William the Conqueror</li> <li>- Bayeux Tapestry</li> <li>- -Types of Medieval Castles</li> <li>- Choosing where to build a castle</li> <li>- Life in a Castle</li> <li>- Knights</li> </ul>		<b>Arctic Adventures</b> <ul style="list-style-type: none"> <li>- Arctic explorers and the expeditions</li> <li>- The Inuit way of life and the changes over time</li> <li>- The Arctic climate and environment</li> <li>- Arctic animals</li> <li>- Comparison of an Arctic city with a UK city</li> </ul>		<b>London Calling</b> <ul style="list-style-type: none"> <li>- Identify famous landmarks and important buildings</li> <li>- Research other capital Cities</li> <li>- Gain an understanding of the importance of transport and tourism in a major city</li> </ul>																			
<b>English</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 16.6%;">Imaginary Stories</td> <td style="width: 16.6%;">Stories in familiar settings</td> <td style="width: 16.6%;">Traditional Tales</td> <td style="width: 16.6%;">Stories by the same author</td> <td style="width: 16.6%;">Quest and Adventure Stories</td> <td style="width: 16.6%;">Fantasy Stories</td> </tr> <tr> <td>Instructions</td> <td>Humorous Poetry</td> <td>Stories from other Cultures</td> <td>Recount</td> <td>Explanation Texts</td> <td>Explanation Texts</td> </tr> <tr> <td>Information Texts</td> <td>Letter writing</td> <td>Information Texts</td> <td>Shape Poetry</td> <td></td> <td>Songs and Repetitive Poems</td> </tr> </table> <p>The following areas will be covered daily, using <i>Read Write Inc.</i> Phonics and Literacy programmes, as well as units of work planned by teachers. Pupils will be exposed to a wide variety of fiction and non-fiction texts.</p> <ul style="list-style-type: none"> <li>- <b>Reading:</b> Phonics, reading and comprehension.</li> <li>- <b>Writing:</b> Spelling, grammar, punctuation, handwriting and composition.</li> <li>- <b>Speaking and Listening:</b> Development of skills in group and whole class settings.</li> </ul>						Imaginary Stories	Stories in familiar settings	Traditional Tales	Stories by the same author	Quest and Adventure Stories	Fantasy Stories	Instructions	Humorous Poetry	Stories from other Cultures	Recount	Explanation Texts	Explanation Texts	Information Texts	Letter writing	Information Texts	Shape Poetry		Songs and Repetitive Poems
Imaginary Stories	Stories in familiar settings	Traditional Tales	Stories by the same author	Quest and Adventure Stories	Fantasy Stories																			
Instructions	Humorous Poetry	Stories from other Cultures	Recount	Explanation Texts	Explanation Texts																			
Information Texts	Letter writing	Information Texts	Shape Poetry		Songs and Repetitive Poems																			
<b>Mathematics</b>	<b>Number</b> <ul style="list-style-type: none"> <li>- Number and Place Value</li> <li>- Addition and Subtraction</li> </ul> <b>Measurement</b> <ul style="list-style-type: none"> <li>- Money</li> </ul>	<b>Number</b> <ul style="list-style-type: none"> <li>- Number and Place Value</li> <li>- Addition and Subtraction</li> </ul> <b>Measurement</b> <ul style="list-style-type: none"> <li>- Length / height</li> <li>- Temperature</li> </ul>	<b>Number</b> <ul style="list-style-type: none"> <li>- Number and Place Value</li> <li>- Multiplication and division</li> <li>- Fractions</li> </ul> <b>Measurement</b> <ul style="list-style-type: none"> <li>- Mass</li> </ul>	<b>Number</b> <ul style="list-style-type: none"> <li>- Number and Place Value</li> <li>- Multiplication and division</li> <li>- Fractions</li> </ul> <b>Measurement</b> <ul style="list-style-type: none"> <li>- Time</li> </ul> <b>Geometry</b> <ul style="list-style-type: none"> <li>- Properties of 2D and 3D shape</li> </ul>	<b>Number</b> <ul style="list-style-type: none"> <li>- Number and Place Value</li> <li>- Addition and Subtraction</li> <li>- Multiplication and division</li> <li>- Fractions</li> </ul> <b>Measurement</b> <ul style="list-style-type: none"> <li>- Volume / Capacity</li> </ul>	<b>Number</b> <ul style="list-style-type: none"> <li>- Number and Place Value</li> </ul> <b>Geometry</b> <ul style="list-style-type: none"> <li>- Position and Direction</li> </ul> <b>Statistics</b> <ul style="list-style-type: none"> <li>- Data handling</li> </ul>																		
	<b>Ongoing: Reasoning &amp; problem solving</b>																							
<b>Science</b>	<b>Everyday Materials</b> Property and purpose.	<i>Topic based working scientifically.</i>	<b>Animals including humans.</b>	<b>Plants</b> Seeds and bulbs, what plants need to grow.	<b>Living things and their habitat.</b> Living things & their habitats, simple food chains in habitats.																			



**Year 2 Curriculum Plan 2018-2019**

			Offspring, basic needs, exercise and diet.		<i>Animals and plants in our surroundings Nature reserve.</i>	
	<b>Ongoing: Investigation Skills</b> – planning investigations, taking measurements, recording data, using test results to predict and make further investigations.					
<b>Computing</b>	<b>‘We are programmers’</b> - Understand algorithms as sequences of instructions. - Convert simple algorithms to programs. - Predict what a simple program will do. - Spot and fix (debug) errors in their programs.	<b>‘We are game testers’</b> - Describe carefully what happens in computer games. - Use logical reasoning to make predictions of what a program will do. - Test these predictions. - Think critically about computer games and their use. - Be aware of how to use games safely and in balance with other activities.	<b>‘We are photographers’</b> - Consider the technical and artistic merits of photographs. - Use a digital camera or camera app - Take digital photographs. - Review and reject or pick taken images - Edit and enhance photographs. - Select the best images to include in a shared portfolio.	<b>‘We are researchers’</b> - Develop collaboration skills through working as part of a group. - Develop research skills by searching for information on the internet. - Improve note-taking skills through the use of mind mapping. - Develop presentation skills by creating and delivering a short multimedia presentation.	<b>‘We are detectives’</b> - Understand that e-mail can be used to communicate. - Develop skills in opening, composing and sending e-mails. - Gain skills in opening and listening to audio files on the computer. - Use appropriate language in e-mails - Develop skills in editing and formatting text in e-mails. - Be aware of e-safety issues when using e-mail.	<b>‘We are zoologists’</b> - Sort and classify a group of items by answering Questions. - Collect data using tick charts or tally charts. - Use simple charting software to produce pictograms and other basic charts. - Take, edit and enhance photographs. - Record information on a digital map.
	<b>Ongoing: E-Safety</b> – password protection; consequences of sharing information online; protecting ourselves online and reporting concerns to an adult; consequences of spending too much time on a game or online; respectful communication; protecting our computers from harm					
<b>Religious Education</b>	<b>What is Christian worship?</b> Christianity.	<b>Celebrations: why is Christmas important to Christians?</b> Christianity	<b>Self and community: how does the Khalsa influence the lives of Sikh families?</b> Sikhism	<b>People in Christianity: who was Jesus? A great leader and teacher?</b> Christianity.	<b>The family in Christianity: what difference does belonging to a faith make to a family?</b> Christianity	<b>Why do Christians say the Holy Spirit is so important?</b> Christianity



## Year 2 Curriculum Plan 2018-2019

<b>Art and Design</b>	<ul style="list-style-type: none"> <li>- Drawing and painting pictures in the style of the Bayeux tapestry.</li> <li>- Sketching and painting medieval castles.</li> </ul>		<ul style="list-style-type: none"> <li>- Inuit printing.</li> <li>- Drawing &amp; Painting skills of the Aurora Borealis.</li> <li>- Artist Study.</li> </ul>		<ul style="list-style-type: none"> <li>- Look at examples of past and contemporary art and architecture, e.g. National Gallery, The Tate etc.</li> </ul>	
<b>Design and Technology</b>	<ul style="list-style-type: none"> <li>- Sewing in the style of the Bayeux Tapestry.</li> <li>- Making a medieval castle.</li> <li>- Making medieval tools.</li> <li>- Preparing food for a medieval banquet.</li> </ul>		<ul style="list-style-type: none"> <li>- Design and build an Inuit model boat</li> <li>- Food – Bannoch bread</li> </ul>		<ul style="list-style-type: none"> <li>- Junk modelling, re-creating the sights of London in model form using a range of media</li> </ul>	
<b>Music</b>	<ul style="list-style-type: none"> <li>- Exploring medieval instruments and medieval music</li> <li>- Composing in the style of medieval music</li> </ul>		<ul style="list-style-type: none"> <li>- Explore sounds to accompany arctic landscape</li> <li>- Investigate Inuit throat singing</li> <li>- Create sound effects for arctic environment</li> <li>- Listen to Ludovico Einaudi’s ‘Elegy for the Arctic’</li> </ul>		<ul style="list-style-type: none"> <li>- Explore pop and classical music associated with London</li> <li>- Learn about famous London musicians</li> </ul>	
<b>Physical Education</b>	<p><b>Rugby</b></p> <ul style="list-style-type: none"> <li>- Tagging system</li> <li>- Creating and closing down space</li> <li>- Creating a defensive wall</li> </ul> <p><b>Football</b></p> <ul style="list-style-type: none"> <li>- Controlling the ball on the ground</li> <li>- Passing accurately</li> <li>- Combining skills</li> </ul>	<p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>- Provide progressive opportunities to enable longer periods of sustained exercise.</li> </ul> <p><b>Multi-skills</b></p> <ul style="list-style-type: none"> <li>- Combining fundamental skills while maintaining good technique in component parts.</li> </ul>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>- Extending movement sequences with focus on quality of movement.</li> </ul> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>- Applying combined skills appropriately in modified games situations.</li> </ul>	<p><b>Tag Rugby</b></p> <ul style="list-style-type: none"> <li>- Understanding the basic principles of attacking and defending.</li> </ul> <p><b>Striking and fielding</b></p> <ul style="list-style-type: none"> <li>- Combining fielding techniques and applying appropriately to modified games which are both cooperative and competitive.</li> </ul>	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>- Understand and apply the principles of streamlining. Develop efficiency of arm and leg actions to aid propulsion.</li> </ul> <p><b>Athletics</b></p>	<p><b>Swimming Athletics</b></p> <ul style="list-style-type: none"> <li>- Develop an understanding of how techniques aid performance.</li> </ul>
<b>PSHE</b>	<p><b>Living in the Wider World</b></p> <ul style="list-style-type: none"> <li>- To learn how to contribute to the life of the classroom</li> <li>- To understand the importance of rules</li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>- To communicate and manage our own and other’s feelings</li> <li>- To recognise how our behaviour affects other people</li> </ul>	<p><b>Health &amp; Well-being</b></p> <ul style="list-style-type: none"> <li>- To understand what constitutes a healthy lifestyle</li> <li>- To understand how our choices impact ourselves and others</li> </ul>	<p><b>Health &amp; Well-being</b></p> <ul style="list-style-type: none"> <li>- To manage change and loss</li> <li>- To recognise the opportunities and responsibilities of growing up</li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>- To offer and receive support and feedback to and from others</li> <li>- To judge appropriate and inappropriate touch</li> </ul>	<p><b>Health &amp; Well-being</b></p> <ul style="list-style-type: none"> <li>- To learn ways to keep emotionally and physically safe</li> <li>- To identify how people care for us</li> </ul>



**Year 2 Curriculum Plan 2018-2019**

	<ul style="list-style-type: none"> <li>- To recognise our responsibilities for others</li> <li>- To understand the importance of working together in a group</li> <li>- To recognise our shared responsibility to take care of our environments for others</li> </ul>	<ul style="list-style-type: none"> <li>- To identify special people who make a difference to our lives</li> <li>- To learn that people's bodies and feelings can be hurt</li> <li>- To learn the difference between secrets and surprises</li> <li>- To listen to others to find ways to resolve conflict</li> </ul>	<ul style="list-style-type: none"> <li>- To understand why and how personal hygiene should be maintained</li> <li>- To learn why and how to look after our own health</li> <li>- To understand the appropriate use of medicines</li> </ul>	<ul style="list-style-type: none"> <li>- To understand and respect the similarities and differences between males and females</li> <li>- To recognise and celebrate our strengths and set challenging goals</li> </ul>	<ul style="list-style-type: none"> <li>- To develop strategies for identifying and dealing with teasing and bullying</li> <li>- To recognise the difference between fairness and unfairness</li> <li>- To share opinions and respect the opinions of others</li> <li>- To respect the differences and similarities between people</li> </ul>	<p>and how we can care for others</p> <ul style="list-style-type: none"> <li>- To recognise the shared responsibility for keeping ourselves and others safe</li> </ul> <p><b>Living in the Wider World</b></p> <ul style="list-style-type: none"> <li>- To learn about what money can be used for</li> <li>- To understand the role of money in our lives</li> </ul>
<b>French</b>	Greetings, asking people how they are	What's your name? Colours, numbers 1-12	How old are you? Months of the year	Numbers 13 – 31 What's your birthday?	Days of the week What's today's date?	Do you have a pet? Brothers and sisters