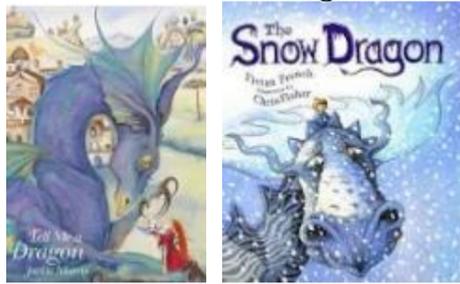
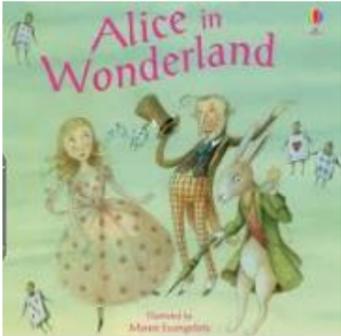
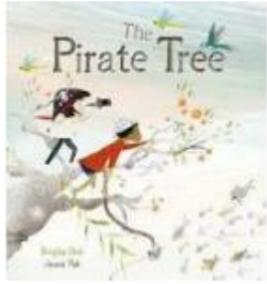




Year Group Curriculum Plan
Year 2

2020/2021 Core Value	Autumn 1 Community	Autumn 2 Hope	Spring 1 Justice	Spring 2 Generosity and Thankfulness	Summer 1 Courage and Perseverance	Summer 2 Love and Respect
RE Focus	<p>Who am I? What does it mean to belong?</p> <p>What does it mean to belong? What does it mean to belong to a faith? We will look at the parables of the Lost sheep and the Lost coin to help us understand the importance of belonging as told by Jesus.</p>	<p>Incarnation: Why does Christmas matter to Christians?</p> <p>We will recognise that Incarnation is part of the 'Big Story' of the Bible. We will tell the story of the birth of Jesus and recognise the link with Incarnation — Jesus is 'God on Earth'. We will be able to give examples of ways in which Christians use the nativity story in churches and at home; for example, using nativity scenes and carols to celebrate Jesus' birth. We will think, talk and ask questions about the Christmas story and the lessons they might learn from it: for example, about being kind and generous.</p>	<p>Who is a Muslim and what do they believe?</p> <p>We will Recognise the words of the Shahadah and that it is very important for Muslims We will be able to give examples of how stories about the Prophet show what Muslims believe about Muhammad. We will also talk about how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) We will look at how Muslims put their beliefs about prayer into action and think, talk about and ask questions about Muslim beliefs and ways of living.</p>	<p>Salvation: Why does Easter matter to Christians?</p> <p>We will recognise that God, Incarnation, Gospel and Salvation are part of the 'big story' of the Bible and retell stories of Holy Week and Easter to make a link with the idea of Salvation (Jesus rescuing people). We will be able to give examples of how Christians show their beliefs about Jesus as saviour in church worship. We will think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important), exploring different ideas.</p>	<p>Creation: Who made the world?</p> <p>We will retell the story of creation from Genesis 1:1–2:3 simply and say what the story tells Christians about God, creation and the world. We will talk about what Christians do to look after the world for God and think, talk and ask questions about living in an amazing world. During their time for reflection, children will be able to show that looking after the world is showing thankfulness to God</p>	<p>Gospel: What is the 'good news' Christians believe Jesus brings?</p> <p>We will retell stories from the Bible and recognise a link with a concept: for example, the idea of 'good news' links to the practice of being thankful. We will think about what the texts mean to Christians: for example, that people can trust God, and that they should say thank you to God for his good gifts and describe how Christians show their beliefs: for example, thanking God in prayer. We will talk about how Christians use Bible stories and texts to guide their beliefs about prayer, in their church communities and their own lives. Then we will think, talk and ask questions about whether Jesus' 'good news' matters to anyone other than Christians, exploring different ideas.</p>
Key P4C Texts						

PHSCE Focus	Keeping safe and measuring risk Indoors and outdoors - We will learn how to keep safe indoors, including online safety and learn what to do in an emergency. We will recognise that we have a role to play in our own safety. - We will know some rules for keeping safe outside and begin to assess whether a situation is safe or unsafe. We will also learn about the importance of always telling someone where we are going or playing. - We will identify hazards in relation to road safety and be able to explain how to cross the road safely. We will recognise that there are rules in relation to road safety for all road users.	Mental health and Emotional Wellbeing: Friendship - We will identify people who are special to us and explain why. We will understand what makes a good friend and demonstrate how we show someone we care. - We will understand how people might feel if they are left out or excluded from friendships and recognise when someone needs a friend as well as knowing some ways to approach making friends. We will know who we can talk to if we are worried about friendships. - We will identify some ways that friendships can go wrong and describe some ways to sort out friendship problems. We will also recognise that difficulties within friendships can usually be resolved.	Physical health and wellbeing: What keeps me healthy? - We will learn what a healthy diet looks like, identify who helps us make choices about the food we eat and learn about the benefits of a healthy diet (including oral health). - We will describe some ways of being physically active throughout the day and understand that an hour a day of physical activity is important for good health. We will explain why it is important to rest and get enough sleep, as well as be active. - We will learn about the roles of people who help us to stay healthy (including giving vaccinations). - We will describe everyday routines to help take care of our bodies, including oral health and understand how basic hygiene routines can stop the spread of disease.	Drug, alcohol and tobacco education: Medicines and me - We will understand that the purpose of medicines is to help people stay healthy, get well or feel better if they are ill and know that medicines come in different forms, recognising that each medicine has a specific use. - We will know that medicines can be prescribed by a doctor or bought from a shop or pharmacy and know when medicines might be used and who decides which medicine is used. We will understand there are alternatives to taking medicines, and when these might be helpful. - We will understand that medicines come with instructions to ensure they are used safely and know some safety rules for using and storing medicines. We will recognise that medicines can be harmful if not taken correctly.	Relationships and families: Boys, Girls and Families - We will be able to define difference and similarity and understand that boys and girls can do the same tasks and enjoy the same things, but that stories, TV and people sometimes say boys do this and girls do that. - We will describe the biological differences between male and female and identify and name biological terms for male and female sex parts. - We will identify key stages in the human life cycle and understand some ways we have changed since we were babies. We will understand that all living things including humans start life as babies. - We will understand that we all have different needs and require different types of care and be able to identify ways we show care towards each other. We will understand the links between needs and caring and know how these change throughout the life cycle. - We will be able to describe different types of family and identify what is special and different about our own families. We will know that families care for each other in a variety of ways.	
British Values Focus	Democracy To express and justify my opinions. To know mine and others' views count. To understand the importance of team work. To make choices and begin to understand and respect the democratic process.		Individual Liberty To develop an awareness of my own needs, views and feelings. To talk about how I feel. To be sensitive to and respect the feelings of others. To make decisions.	Rule of Law To know what is right/ wrong and apply this in my life. To understand the importance of team work. To understand the need for rules	Mutual Respect and Tolerance To know that there are similarities and differences between people: likes, gender, appearance, abilities, families, cultural backgrounds, etc. To know that people have things in common but everyone is unique. To identify and respect the similarities and differences between people.	
Class Reader(s)	The Twits, George's Marvellous Medicine, The Magic Faraway Tree	The Witches, Boy, The Boy Who Grew Dragons	*Voted by children from age appropriate novels			
English Focus Text(s)	Tell Me a Dragon The Snow Dragon 	Build The Dragon + Non-fiction texts 	Snow Queen 	Alice in Wonderland 	The Pirate Tree 	Meerkat Mail 
English Focus	Grammar and Sentence Work: Tell Me a Dragon.	Non-Chronological reports: Dragons	Traditional Tales: The Snow Queen – Setting Description	Quest stories: Alice In Wonderland – Retelling stories & diaries	Text about another culture: The Pirate Tree -	Meerkat Mail – Postcards & character descriptions

	<p>Descriptive writing including correct punctuation, conjunctions, adjectives, expanded noun phrases, similes, super sentence starters.</p> <p>Dragon Poetry: Performance, Acrostics and Rhyming</p>	<p>Identify features of a non-fiction text leading to correct use of headings, sub-headings, paragraphs and factual information.</p> <p>Poetry: Remembrance Day</p>	<p>Writing to set the scene – including the use of adverbs, expanded noun phrases, commas in list and a variety of conjunctions.</p> <p>Poetry: Calligrams/shape poem</p>	<p>Consider chronological order, including the use of adverbs, expanded noun phrases, commas in list and a variety of conjunctions. To be able to write in the past and present tense considering synonyms for said.</p>	<p>Recount of Pirate Day Letter Writing</p> <p>Writing in the past tense including the use of adverbs, expanded noun phrases, commas in list and a variety of conjunctions.</p>	<p>Descriptive writing including correct punctuation, conjunctions, adjectives, expanded noun phrases, similes, super sentence starters.</p>
Maths Focus	<p>Place Value Counting objects up to 100 and reading & writing numbers in numerals and words. Representing 2-digit numbers in tens and ones, using a range of models and images. Comparing numbers using the <, > and = symbols. Counting in steps of 2, 3 & 5 from 0 Counting in steps of 10 from any number.</p> <p>Addition and Subtraction Fact Families – Addition and Subtraction bonds for numbers up to 20 Checking calculations by drawing pictorial representations and using the inverse. Introducing bar models for inverse facts. Adding and subtracting multiples of 10 using related facts (3+4 = 7 so 30 + 40 = 70) Bonds to 100 – Multiples of 10</p>	<p>Addition and Subtraction 1 more/less and 10 more/less than any 2-digit number. Adding & subtracting multiples of 10 Add by making 10 Add/Subtract 2-digit and 1-digit crossing 10 (bridging through 10) Add/subtract two 2-digits numbers not crossing 10 Add/Subtract two 2-digit numbers crossing 10 Bonds to 100 (tens and ones) Adding 3 single digit numbers</p> <p>Multiplication and Division Make Equal Groups Add Equal Groups Arrays Multiply by 10, 2 and 5.</p>	<p>Multiplication and Division Making equal groups – sharing and grouping Divide by 2 Odd and even numbers Divide by 10 Divide by 5</p> <p>Fractions Make equal parts Recognise and find a half (of shapes and numbers) Recognise and find a quarter (of shapes and numbers) Recognise and find a third (of shapes and numbers) Unit and non-unit fractions Equivalence of $\frac{1}{2}$ and $\frac{2}{4}$ Find 3 quarters Count in fractions</p>	<p>Consolidation of + - x ÷</p> <p>Money Recognising coins and notes Counting money – pence and pounds & pence Select money needed to pay an amount Make the same amount using different coins Compare money Find the total and difference between amounts of money Work out change</p> <p>Statistics Make tally charts Draw and interpret Pictograms (1-1) Draw and interpret Pictograms (2, 5, 10) Block diagrams</p> <p>Geometry: Properties of Shape Recognise 2d and 3d shapes Count sides and vertices on 2d shapes Draw 2d shapes Symmetry Sort 2d shapes Make patterns with 2d shapes Count faces, edges and vertices on 3d shapes Sort 3d shapes Make patterns with 3d shapes</p>	<p>Consolidation of + - x ÷</p> <p>Measurement: Time Tell the time o'clock and half hour Tell the time quarter past and quarter to Tell the time 5 minutes Hours and days Find durations of time Compare durations of time</p> <p>Measurement: Length and Height Measure length in cm Measure length in m Compare lengths Order lengths Four operations with lengths</p> <p>Measurement: Mass, Capacity and Temperature Compare mass Measure mass in grams Measure mass in kg Compare volume Measuring in Millilitres Measuring in Litres Temperature in degrees Celsius Reading scales</p>	<p>Consolidation of + - x ÷</p> <p>Geometry: Position and direction Describing movement (forwards, backwards, left, right, up, down) Describing turns (full turn, half turn, quarter turn, three quarter turn, clockwise, anti-clockwise) Making patterns with shapes</p>
Science Focus	<p>Materials</p> <ul style="list-style-type: none"> Identifying and comparing the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Finding out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <p>Cross-Curricular Links: Looking at the materials fire engines now and in 1666 are made from and their suitability for the job they need to do. Using clay to create dragon eyes.</p>	<p>Animals including humans</p> <ul style="list-style-type: none"> Knowing that animals, including humans, have offspring which grow into adults. Name the male, female and offspring of an animal (e.g. bull, cow, calf) Finding out about and describe the basic needs of animals, including humans, for survival (water, food and air) 	<p>Plants</p> <ul style="list-style-type: none"> Identifying and naming a variety of common wild and garden plants, including deciduous and evergreen trees. Identifying and describing the basic structure of a variety of common flowering plants, including trees. 	<p>Living Things and their habitats</p> <ul style="list-style-type: none"> Exploring and comparing the differences between things that are living, dead, and things that have never been alive. Identifying that most living things live in habitats to which they are suited and describing how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identifying and naming a variety of plants and animals in their habitats, including micro-habitats. 		

	Seasonal Change: Winter		<ul style="list-style-type: none"> Describing the importance for humans of exercise, eating the right amounts of different types of food, and hygiene 	<ul style="list-style-type: none"> Observing and describing how seeds and bulbs grow into mature plants. Finding out and describing how plants need water, light and a suitable temperature to grow and stay healthy. <p>Seasonal Change: What animals and plants can be observed during the different seasons</p>	<ul style="list-style-type: none"> Describing how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identifying and naming different sources of food. <p>Cross-Curricular Links: Animals living in moorland, pond, seaside and savannah habitats.</p>	
CC Focus	<p>History – The Great Fire of London</p> <p>DT - Building Fire Engines with winding mechanisms</p> <p>Art - Art Skill / Technique – Printing. Engraving on polystyrene and printing images of the great fire.</p> <p>Sewing Christmas Stockings Printing Christmas Wrapping paper</p>		<p>History. – Victorian Era Comparing Queen Victoria and Queen Elizabeth The Royal Family Tree</p> <p>Art - Pencil Sketching Skills: Shading techniques such as cross hatching etc Portraits of Queen Victoria Andy Warhol style pop art of Queen Elizabeth II</p> <p>DT - Design & decorate a commemorative plate for the jubilee</p>		<p>Geography - Exploring seaside locations including mapping their physical and human feature. Exploring the human and physical geography of South Africa Comparing and contrasting Baildon, Filey and South Africa Naming the 5 oceans and 7 continents. Locating these on a map of the world.</p> <p>Art - Famous Artist – Esther Mahlangu (Ndebele Art) Colour mixing – Tints and Tones + Secondary colours</p>	
Music Focus	<p>Hands, feet and Heart (Charanga scheme adapted for Covid) Exploring music with African beats, signing songs, performing tuned percussion patterns</p>	<p>Rainforest Music Exploring sounds, creating soundscapes</p>	Musical Toys The Nutcracker	Creating magical toy music	Tuned percussion Performing, composing and improvising on glockenspiels and xylophones	
PE Focus	Gymnastics - Master the basics Dance - Dragons	Tennis and rackets	Gymnastics Multi Skills	Dance Athletics or Tennis	Orienteering Golf	Athletics Rounders
Computing Focus	Internet Safety What is a Computer?	Animation – Linked to Great Fire of London Coding PurpleMash	Computing Questioning Pictograms(data)	Spreadsheets	Multimedia	Presenting, text and graphics. Exploring a variety of publishing and presenting tools
Curriculum Enhancement	Firepit – fire safety Fire Brigade visit Dragon Day	Seasonal Change: Look for seeds fallen from trees. Identify & Classify. Sir William Petty (GFoL)	Victorian Christmas Gifts Victorian School day	Afternoon Mad Hatter's Tea Party (Parents invited)	Pirate Day	Seaside Visit
Home Learning Opportunities	Collect recycling items and build two fire engines – one that represents a fire engine from 1666 and one from 2020. Write a list to compare the two. Design a dragon – what will it look like? How will it act? Write a character description about your dragon.		- Create your own afternoon tea with your parent/carer. Find the recipe you would like to use eg scones. Write a shopping list of ingredients. Work out how much money you have spent altogether and then ask your grown up to help you bake or cook.		Design your own postcard then send it to 5 family members. Tell them about your favourite day at school this year. Everyone likes to receive unexpected post – maybe someone will write you a note back?	

