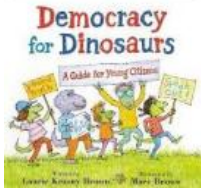





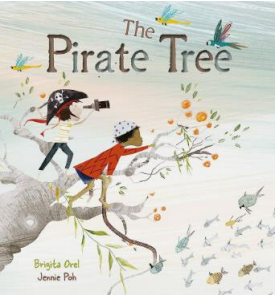




**Year Group Curriculum Plan
Year 2**

2023/2024 Core Value	Autumn 1 Thankfulness	Autumn 2 Hope	Spring 1 Endurance	Spring 2 Service	Summer 1 Humility	Summer 2 Wisdom
RE Focus	Who am I? What does it mean to belong? -To understand what does it mean to belong? -To understand what does it mean to belong to a faith? -To help us understand the importance of belonging as told by Jesus, we will look at the parables of the Lost sheep and the Lost coin	Incarnation: Why does Christmas matter to Christians? -To be able to recognise that Incarnation is part of the 'Big Story' of the Bible. -To be able to tell the story of the birth of Jesus and recognise the link with Incarnation — Jesus is 'God on Earth'. -To 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. -To think, talk and ask questions about the Christmas story and the lessons they might learn from it: for example, about being kind and generous.	Who is a Muslim and what do they believe? -To recognise the words of the Shahadah and that it is very important for Muslims -To be able to give examples of how stories about the Prophet show what Muslims believe about Muhammad. -to be able to talk about how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) -To be able to recognise how Muslims put their beliefs about prayer into action and think, talk about and ask questions about Muslim beliefs and ways of living.	Salvation: Why does Easter matter to Christians? -To be able to 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). -To be able to give examples of how Christians show their beliefs about Jesus as saviour in church worship. -To be able to 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.	Creation: Who made the world? -To be able to 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. -To be able to 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	Gospel: What is the 'good news' Christians believe Jesus brings? -To be able to 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. -To be able to 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. -To be able to 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.
Key P4C Texts		 <p style="text-align: center;">Black History</p>	 	 		 <p style="text-align: center;">Pride</p>

PSHE Focus						
	Relationships What makes a good friend? -To know how to make friends with others -To recognise when they feel lonely and what they could do about it -To know how people behave when they are being friendly and what makes a good friend -To know how to resolve arguments that can occur in friendships -To know how to ask for help if a friendship is making them unhappy.	Relationships What is bullying? -To know that words and actions can affect how people feel -To know how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe. -To know why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable -To know how to respond if this happens in different situations. -To know how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so	Health and Wellbeing What can help us grow and stay healthy? -To know that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest -To know that eating and drinking too much sugar can affect their health, including dental health -To know how to be physically active and how much rest and sleep they should have everyday -To know that there are different ways to learn and play; how to know when to take a break from screen time -To know how sunshine helps bodies to grow and how to keep safe and well in the sun.	Health and Wellbeing What helps to stay safe? -To know that rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) -To know how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them -To know how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets -To know how not everything they see online is true or trustworthy and that people can pretend to be someone they are not -To know how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them	Living in the Wider World What jobs do people do? -To know how jobs help people earn money to pay for things they need and want -To learn about a range of different jobs, including those done by people they know or people who work in their community -To know how people have different strengths and interests that enable them to do different jobs -To know how people use the internet and digital devices in their jobs and everyday life	Health and Wellbeing How do we recognise our feelings? -To know how to recognise, name and describe a range of feelings -To know what helps them to feel good, or better if not feeling good -To know how different things/times/experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) -To know how feelings can affect people in their bodies and their behaviour -To know ways to manage big feelings and the importance of sharing their feelings with someone they trust -To know how to recognise when they might need help with feelings and how to ask for help when they need it
British Values Focus	Diversity and relationships To recognise diversity within the school, community and world. To understand how positive relationships, build a more	Diversity and relationships To recognise diversity within the school, community and world. To understand how positive relationships, build a more	Individual Liberty -To develop an awareness of my own needs, views and feelings. -To talk about how I feel.	Rule of Law -To know what is right/ wrong and apply this in my life. -To understand the importance of team work.	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.	

	<p>creative and interesting British society.</p> <p>Democracy</p> <ul style="list-style-type: none"> -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. 	<p>creative and interesting British society.</p> <p>Mutual Respect</p> <ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -To be sensitive to and respect the feelings of others. -To make decisions. 	<ul style="list-style-type: none"> -To understand the need for rules 	<ul style="list-style-type: none"> -To identify and respect the similarities and differences between people. 	
Class Reader(s)	A selection of dragon stories	The Boy Who Grew Dragons	A selection of traditional tales and fairy tales		*Voted by children from age appropriate novels	
English Focus Text(s)						
English Focus	<p>Tell Me a Dragon</p> <ul style="list-style-type: none"> -To be able to produce a descriptive piece of writing including correct punctuation, conjunctions, adjectives, expanded noun phrases, similes, super sentence starters. -To be able to Dragon Poetry which will include: Performance, Acrostics and Rhyming 	<p>Dragons</p> <ul style="list-style-type: none"> -To be able to write a non-chronological report -To be able to identify features of a non-fiction text leading to correct use of headings, sub-headings, paragraphs and factual information. -To be able to create poetry about Remembrance Day 	<p>The Snow Queen (Traditional Tales)</p> <ul style="list-style-type: none"> -To be able to write a setting description -To be able to produce a piece of writing to set the scene – including the use of adverbs, expanded noun phrases, commas in list and a variety of conjunctions. -To be able to create Calligrams/shape poem 	<p>Alice In Wonderland (Quest Story)</p> <ul style="list-style-type: none"> -To be able to retell a story as a diary -To be able to 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>CS Lewis and Alice in Wonderland poetry – Twinkle Twinkle Little Bat</p>	<p>Meerkat Mail</p> <ul style="list-style-type: none"> -To be able to write a postcards and character descriptions -To be able to write a letter/ postcard including correct punctuation, conjunctions adjectives, expanded noun phrases, super sentence starters. 	<p>The Pirate Tree</p> <ul style="list-style-type: none"> -To be able to write in the past tense including the use of adverbs, expanded noun phrases, commas in list and a variety of conjunctions.
Maths Focus	Geometry: Properties of Shape	Addition and Subtraction	Multiplication and Division	Consolidation of + - x ÷	Consolidation of + - x ÷	Consolidation of + - x ÷

	<p>-To be able to recognise 2d and 3d shapes</p> <p>-To be able to count sides and vertices on 2d shapes</p> <p>-To draw 2d shapes</p> <p>-To be able to recognise lines of symmetry</p> <p>-To be able to sort 2d shapes</p> <p>-To be able to make patterns with 2d shapes</p> <p>-to be able to count faces, edges and vertices on 3d shapes</p> <p>-To be able to sort 3d shapes</p> <p>-To make patterns with 3d shapes</p> <p>Place Value</p> <p>-To be able to Count objects up to 100 and read & write numbers in numerals and words.</p> <p>-To representing 2-digit numbers in tens and ones, using a range of models and images.</p> <p>-To compare numbers using the <, > and = symbols.</p> <p>-To count in steps of 2, 3 & 5 from 0</p> <p>-To count in steps of 10 from any number.</p>	<p>-To know the fact families – Addition and Subtraction bonds for numbers up to 20</p> <p>-To be able to check calculations by drawing pictorial representations and using the inverse. Introducing bar models for inverse facts.</p> <p>-To be able to add and subtract multiples of 10 using related facts (3+4 = 7 so 30 + 40 = 70)</p> <p>-To know number bonds to 100 in multiples of 10</p> <p>Addition and Subtraction</p> <p>-To know 1 more/less and 10 more/less than any 2-digit number.</p> <p>-To be able to add & subtract multiples of 10</p> <p>-To add by making 10</p> <p>-To add/subtract 2-digit and 1-digit crossing 10 (bridging through 10)</p> <p>-To add/subtract two 2-digits numbers not crossing 10</p> <p>-To add/subtract two 2-digit numbers crossing 10</p> <p>Bonds to 100 (tens and ones)</p> <p>-To add 3 single digit numbers</p>	<p>To be able to make equal groups</p> <p>-To be able to add equal groups</p> <p>-To be able to understand and use arrays</p> <p>-To be able to multiply by 10, 2 and 5.</p> <p>-To be able to make equal groups – sharing and grouping</p> <p>-To be able to divide by 2</p> <p>-To know odd and even numbers</p> <p>-To be able to divide by 10</p> <p>-To be able to divide by 5</p>	<p>Fractions</p> <p>-To be able to make equal parts</p> <p>-To be able to recognise and find a half (of shapes and numbers)</p> <p>-To be able to recognise and find a quarter (of shapes and numbers)</p> <p>-To be able to recognise and find a third (of shapes and numbers)</p> <p>-To be able to unit and non-unit fractions</p> <p>-To understand the equivalence of $\frac{1}{2}$ and $\frac{2}{4}$</p> <p>-To be able to find 3 quarters</p> <p>-to be able to count in fractions</p> <p>Money</p> <p>-To recognising coins and notes</p> <p>-To be able to count money – pence and pounds & pence</p> <p>-To be able to select money needed to pay an amount</p> <p>-To be able to make the same amount using different coins</p> <p>-To be able to compare money</p> <p>-To find the total and difference between amounts of money</p> <p>-To work out change</p>	<p>Measurement: Time</p> <p>-To tell the time o'clock and half hour</p> <p>-To tell the time quarter past and quarter to</p> <p>-To tell the time 5 minutes</p> <p>-To know how many hours in a day</p> <p>-To know how many days in periods of time</p> <p>-To be able to find durations of time</p> <p>-To compare durations of time</p> <p>Measurement: Length and Height</p> <p>-To be able to measure length in cm</p> <p>-To be able to measure length in m</p> <p>-To compare lengths</p> <p>-To order lengths</p> <p>-To be able to undertake four operations with lengths</p>	<p>Measurement: Mass, Capacity and Temperature</p> <p>-To be able to compare mass</p> <p>-To be able to measure mass in grams</p> <p>-To be able to measure mass in kg</p> <p>-To compare volume</p> <p>-To be able to measure in Millilitres</p> <p>-To be able to measuring in litres</p> <p>-To understand temperature is measured in degrees Celsius</p> <p>-To be able to measure temperature in degrees Celsius</p> <p>-To be able to read scales</p> <p>Geometry: Position and direction</p> <p>-To describing movement (forwards, backwards, left, right, up, down)</p> <p>-To describing turns (full turn, half turn, quarter turn, three quarter turn, clockwise, anti-clockwise)</p> <p>-To be able to make patterns with shapes</p> <p>Statistics</p> <p>-To be able to make tally charts</p> <p>-To be able to draw and interpret Pictograms (1-1)</p> <p>-To be able to draw and interpret Pictograms (2, 5, 10)</p> <p>-To understand block diagrams</p>
Science Focus	<u>Materials</u>		<u>Animals including humans</u>	<u>Plants</u>	<u>Living Things and their habitats</u>	

	<p>-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>-To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>-To look at seasonal change - Autumn and Winter</p> <p>Cross-Curricular Links</p> <p>-To look at the materials fire engines now and in 1666 are made from and their suitability for the job they need to do.</p> <p>-To use clay to create dragon eyes.</p>	<p>-To know that animals, including humans, have offspring which grow into adults.</p> <p>-To name the male, female and offspring of an animal (e.g. bull, cow, calf)</p> <p>-To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>-To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>	<p>-To Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>-To Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>-To observe and describe how seeds and bulbs grow into mature plants.</p> <p>-To find out and describing how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>-To look at seasonal change - What animals and plants can be observed during the different seasons</p>	<p>-To explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>-To identify 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.</p> <p>-To identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>-To describe 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> <p>Cross-Curricular Links</p> <p>-To know different animals living in moorland, pond, seaside and savannah habitats.</p>
CC Focus	<p>History – The Great Fire of London</p> <p>DT</p> <p>To be able to build Fire Engines with winding mechanisms</p>	<p>History. – Victorian Era</p> <p>-To be able to compare Queen Victoria and Queen Elizabeth</p> <p>-To understand The Royal Family Tree</p> <p>Art –</p> <p>-Sketching</p> <p>Portrait drawing using enhanced sketching skill techniques.</p> <p>-Printing</p> <p>Create an Easter card using a collagraph print/ whole class printed tapestry.</p> <p>Food Technology</p> <p>-To be able to research, design, make and review healthy pizzas</p>	<p>Geography –</p> <p>-To explore seaside locations</p> <p>-To be able to map physical and human features</p> <p>-To explore the human and physical geography of South Africa</p> <p>-To compare and contrast Baildon, Filey and South Africa</p> <p>-To be able to name the 5 oceans and 7 continents.</p> <p>-To be able to locate these on a map of the world.</p> <p>-field work to explore a coastal location</p> <p>-create a post card for Sunny to send from South Africa and Filey</p> <p>Sum 1</p> <p>Art - Famous Artist – Artist study</p> <p>-To research Esther Mahlangu (Ndebele Art)</p> <p>-Ndebele art inspired art work using geometric patterns.</p> <p>DT:</p> <p>-To design, make and evaluate African water vessels using clay</p>	
Music Focus	<p>Taking off (exploring pitch)</p> <p>-To explore pitch and different instruments</p> <p>-To create dinosaur music.</p> <p>KS1 nativity</p> <p>-To learn and rehearse songs for a performance.</p>	<p>Musical Toys</p> <p>-To be exposed and understand the Nutcracker</p> <p>-To create magical toy music</p> <p>Musical conversations</p> <p>- Improvising and composing music based on call and response structures</p>	<p>Tuned percussion – part 1</p> <p>-To perform, compose and improvise on glockenspiels and xylophones.</p> <p>-To explore simple staff notation.</p>	

PE Focus	Gymnastics -To be able to perform basic gymnastic actions, including travelling, rolling, jumping and climbing, and stay still when required -To be able to manage the space safely, showing good awareness of each other, mats and apparatus Master the Basics: - Aiming and striking	Football - Mastering the basic -running throwing and catching	Dodge ball Basket ball	Dance Tag Rugby -To be able to run in different directions with a ball in two hands -To be able to move into space -To understand the rules of tag rugby -To be able to pass in a specific direction -To be able to grab a moving target with two hands (tackling)	Tennis -To be able to control a racket - To be able to balance a ball on a racket -To be able to strike a stationary ball with a racket -To be able to strike a moving ball with a racket -To be able to send and receive a ball with a racket Athletics	Athletics -To be able to work on running faster in a straight line -To be able to coordinate arms and legs whilst running -To be able to throw for distance -To be able to develop their awareness of speed and distance -To be able to think about trying to pace themselves depending on the distance of the run Rounders
Computing Focus	Information Technology around us 2.1 Identifying IT and how its responsible use improves our world in school and beyond.	Digital Photography 2.2 Capturing and changing digital photographs for different purposes.	Robot Algorithms 2.3 Creating and debugging programs, and using logical reasoning to make predictions.	Pictograms 2.4 Collecting data in tally charts and using attributes to organise and present data on a computer.	Digital music 2.5 Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.	Programming quizzes 2.6 Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.
Curriculum Enhancement	Fire pit – fire safety Fire Brigade visit	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)	Outdoor learning – habitats and building shelters for wildlife	Yorkshire Wildlife Park
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 e.g 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?	