



Bevendean Primary School Curriculum

Year 2 Autumn framework

Topic focus: Where in the World

English

National Curriculum Aims for Year 2

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Learning this term is linked to Africa.

The children read an African folk story, 'The Papaya that Spoke'. They explore the story and its themes in detail through drama activities, which include hot seating, role play, making and using finger puppets and tasting exotic fruits. They learn about the Maasai people who live in Kenya and write a story based on a Maasai warrior who finds an object that speaks.

Parents are invited to join the children on a 'Welcome in Day,' where they experience a simulated journey requiring suitcases, passports and visas as they travel by aeroplane to Africa. The day includes food tasting, dressing in traditional costume, an African drumming workshop and an African storyteller. The poem 'The Door' is read and the children learn to perform poetry and write their own, linking their ideas to their knowledge of Africa.

The children visit Drusilla's zoo where they take part in workshops about the Maasai people and learn about habitats around the world. When they return to school, they write a recount of their trip.

In design technology, children design, make and evaluate a moving vehicle to transport an injured fennec fox cub. They follow instructions for making the vehicle and so become familiar with this text type. In art, the children use watercolours to paint an African sunset, which also incorporates silhouettes. Once made, they write instructions explaining how to create a painting.

Mathematics

National Curriculum Aims for Year 2

The national curriculum for mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Learning this term

The children explore using mathematical vocabulary to talk about their learning whilst solving puzzles. They play mathematical games to use, apply and develop their understanding of the value of each digit in a number.

Children will link data handling tasks to the animals they see and handle during their visit to Drusilla's Park.

Work on number, addition, subtraction and equivalence is linked to African contexts such as animals on safari and Kenyan children's home and school life.

The role play areas are themed as shops, where the children are able to learn about and use money practically.

As Christmas approaches, salt dough decorations are made to decorate the shared area. This involves learning about weighing and measuring and solving word problems. Repeating patterns are created, sequenced and extended to make paper chains and an understanding of symmetry is developed whilst making snowflakes. Christmas pictures are created whilst learning about co-ordinates.

Science

National Curriculum Aims for Year 2

The national curriculum for science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

Living things and their habitats

- explore and compare the differences between things that are living, dead, and things that have never been alive
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- identify and name a variety of plants and animals in their habitats, including micro-habitats
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Plants

- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Animals, including humans

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Everyday Materials

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties.

Learning this term

The children learn about the suitability of different materials, including wood, for particular uses. They also experiment with materials in order to find out how the shapes of solid objects can be changed by squashing, bending, twisting and stretching them. We look at a range of African homes to introduce the idea of materials and how things are made. We notice Masai huts are made from mud, straw e.t.c and homes in the city are made from brick. During the term, the children study different materials, learn about their basic properties and test their suitability for building a safari jeep. They learn how to cut, measure and join wood to be included in the chassis of a jeep.

History

National Curriculum Aims for Year 2

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Key stage 1

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

Learning this term

History is taught in the spring term.

Geography

National Curriculum Aims for Year 2

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Key stage 1

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Learning this term

The children begin by learning where they are in world. They also learn the names and locations of the seven continents and use jigsaw puzzles to develop their understanding of where in the world the continents are. The African continent is located and then created artistically. Each group is given a section of the African continent to learn about and describe physical and human features. The children study aerial photographs and learn geographical language for describing physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. They also learn language for describing human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. They organise pictures of African transport, food, people, landscapes and animals and use the pictures to create a collage of their section of the African continent. There is a focus on Kenya as the children study and compare the lives of children in a town, city and a Maasai tribe.

Design and Technology

National Curriculum Aims for Year 2

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Learning this term

The children learn the names of a variety of food grown in Africa and taste and express their likes or dislikes for food such as: yams, mangoes, maize and grain.

During the term, the children study different materials, learn about their basic properties and test their suitability for building a safari jeep to transport an injured fennec fox. They learn how to cut, measure and join wood to be included in the chassis of a jeep.

Art and Design

National Curriculum Aims for Year 2

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Key stage 1

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Learning this term

The children mix paper and other materials with different textures and appearances to create a collage of the African continent. The African landscape is created using watercolours for the sunset and by shaping silhouettes of animals and plants from black paper. During Black History Month children make portraits of Harriet Tubman after learning her story they also produce portraits of themselves.

Computing

National Curriculum Aims for Year 2

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
 - can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
 - can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
 - are responsible, competent, confident and creative users of information and communication technology.
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- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
 - create and debug simple programs
 - use logical reasoning to predict the behaviour of simple programs
 - use technology purposefully to create, organise, store, manipulate and retrieve digital content
 - recognise common uses of information technology beyond school
 - use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Learning this term

The children learn how to communicate online, safely and respectfully, following e- safety guidelines. This includes the internet, electronic communications via mobile phones, games consoles and wireless technology. It highlights the need to educate children and young people about the benefits, risks and responsibilities of using information technology.

Mouse control using Word Shark and Number Shark programs is taught, as well as how to organise, store, retrieve and manipulate information and work.

PSHE

National Curriculum Aims for Year 2

The national curriculum for personal, social, health, economic and citizenship education aims to ensure that all pupils:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore clarify and if necessary challenge their own and others values, attitudes, beliefs, rights and responsibilities
- opportunities to learn and practice the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

Learning this term

The topic this term is 'New Beginnings', during which the children spend time getting to know their teacher. They read an extract from 'The Magician's Nephew' by C.S. Lewis and create their ideal classroom and playground, referring to the school's golden rules. In October, children learn about difference and diversity through stories to celebrate Black History Month and Global Awareness Week. They read well-loved books such as *Elmer*, *Tusk Tusk* and *Giraffes can't Dance*. The themes in these texts are used to discuss the variety of ways we are similar, different and that difference is not a negative. They take part in role-play and drama activities as well as creating posters and artwork celebrating our individuality and the richness of diversity in our community.

In November all school members actively take part in National Anti-Bullying week. This year, Anti-Bullying Week is calling on children and young people, schools, parents and carers to come together and take action to stop the bullying of ALL children and young people - including disabled children and young people and those with special educational needs. A series of whole school activities are planned culminating in the school gathering together and sharing their continued commitment and support for each other.

Physical Education

National Curriculum Aims for Year 2

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
 - are physically active for sustained periods of time
 - engage in competitive sports and activities
 - lead healthy, active lives
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- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
 - participate in team games, developing simple tactics for attacking and defending
 - perform dances using simple movement patterns.

Learning this term

The children explore the many cultural differences in musical and movement styles in Africa. They learn that African dances are used to teach social patterns and values and help people work, mature and celebrate festivals.

Through team building games they learn to co-operate and master basic movements such as running and throwing, as well as developing agility and co-ordination.

Gymnastic skills such as balancing, rolling, leaping and turning are explored and sequenced during floor work.

Religious Education

National Curriculum Aims for Year 2

The local authority curriculum for religious education aims to ensure that all pupils:

- develop their knowledge and understanding of the nature of religious beliefs and practices and the importance of these in the lives of believers
- explore those aspects of human experiences which give rise to spiritual awareness and fundamental issues about beliefs and values.

Learning this term

Judaism is studied throughout the year and by deepening their understanding of other faiths, the children learn mutual respect and tolerance. This term the focus is on learning about the different artefacts and symbol. They learn about the Shabbat Festival and the importance of family life. Through role play they re-create a Shabbat ceremony.

When learning about the Jewish festival of Hanukkah, the children make a replica Menorah candle and learn about its significance.

Music

National Curriculum Aims for Year 2

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and un-tuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Learning this term

The children participate in an African drumming workshop, where they learn the names of different types of drums and compose music using different rhythms.

Children are introduced to Charanga, which is a contemporary digital resource for music. Charanga is an exciting online learning platform for children and young people, focusing on improving rhythm, movement and the ability to play musical instruments.