



# **Curriculum Framework**

## **for**

## **Year 2**

# The National Curriculum and the Early Years Foundation Stage

In Nursery and Reception we follow the Early Years Foundation Stage Curriculum. A link to this can be found on our website.

In Years One to Six we follow the national curriculum for England and Wales. A link to the National Curriculum can be found on our website. This gives a detailed breakdown of programmes of study for each curriculum area as follows:

<b>English</b>	Programmes of Study for: <ul style="list-style-type: none"><li>• Year One</li><li>• Year Two,</li><li>• “Lower Key Stage Two” (by the end of Year Four)</li><li>• “Upper Key Stage Two” (by the end of Year Six)</li><li>• Programmes of Study for each Year Group for Vocabulary, Grammar and Punctuation</li></ul>
<b>Maths</b>	Programmes of Study for each group from Years One to Six
<b>Science</b>	Programmes of Study for each group from Years One to Six
<b>All other National Curriculum Subjects</b>	Attainment Targets and Subject Content for Key Stage One (Years One and Two) and Key Stage Two (Years Three to Six)

We also follow the Cambridgeshire Agreed Syllabus for Religious Education.

## How the Curriculum Is Organised

On the following pages you can see what is being taught in each curriculum area each half term.

Whatever we are teaching, there are certain key features that are consistent about how the curriculum is organised and delivered...

### 1. A “Context for Learning”

We teach most subjects through a “Context for Learning”. This is the over-arching topic we use to provide a meaningful context to the children’s work. Usually each half term will have a different “Context for Learning”. We use these contexts to teach all the national curriculum subjects, and look to make links between the subject areas.

Literacy and mathematics are taught each day and linked to the theme where possible. Some lessons may be taught discretely if they do not fit in with the context for learning.

We may when appropriate focus on a particular curriculum area for a few days. For example, rather than having one art lesson at a particular time every week, children may have a week focusing on art, enabling them to really get their teeth into a particular project.

Some curriculum areas may not be taught every half term (for example, History may be taught one half term then Geography the following half term).

### 2. An Exciting “Entry Point”

Each context for learning begins with a “wow” entry point for the children. The purpose of these is to stimulate children’s excitement, interest and motivation to learn. These events usually happen in

the first couple of weeks of teaching using that context. They may involve children going on a class trip or it may be an event organised in school.

### **3. Our Question Boards**

Each class begins each half term's context for learning by brainstorming what they already know about the area and generating questions that they would like to find out the answers to. Each classroom has a "questions board" with the children's questions displayed. These help inform the teacher's planning for each half term and are used to help the children to become active, independent learners.

We strongly believe that this skills-based approach to teaching and learning has a positive impact on your child's enjoyment and achievement at school.

## **A Personalised Curriculum for Your Child**

Precise learning objectives are differentiated according to each child's next steps in their learning. You can find out more detail about your child's next steps in learning by coming to the Parents' Evening Meetings in the Autumn and Spring terms, from your child's Annual Written Report in the Summer Term and by making an appointment with your child's class teacher if you feel you need more information or have any concerns.

Homework is another good way of keeping up with what your child is learning. Reading with your child, helping them learn spellings, number bonds, multiplication tables and other activities that are sent home give a good indication of the areas your child is working on.

# Our Curriculum for Year 2 for the First Half of Autumn Term

## Context for Learning: The Great Fire of London

Curriculum Area	Title of Unit of Work (where appropriate)	Brief Description of what is being taught
Literacy	Non fiction	<p><b>Report Writing</b> We will read a variety of non-chronological reports about the Great Fire of London and discuss their features. Children will identify some of the technical terms needed to discuss report texts including: diagram, heading, key phrase, key word, layout, non-chronological, sub-heading.</p> <p><b>Recount</b> We will be writing recounts based on visits from the local Fire Station/ History Off the Page. We will be looking at the use of time connectives, past tense and using view point to add extra detail. We will be writing diary entries as if we were at the Great Fire of London.</p>
	Fiction	<p><b>Different stories by the same author – Eliot Midnight Superhero!</b> Children select a character created by one of the authors they have read. Discuss/role-play what that character would do in a particular situation and note ideas for a story plan. Children write a sustained story about this character. Demonstrate how to include dialogue and detail to expand the story and sustain the reader's interest.</p>
Mathematics		<p><b>Number – Place Value</b> Read and write numbers to at least 100 in numerals and in words. Recognise the place value of each digit in a two digit number (tens, ones) Identify, represent and estimate numbers using different representations including the number line. Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs. Use place value and number facts to solve problems. Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.</p> <p><b>Number – Addition and Subtraction</b> Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers. Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</p>
Science	Everyday Materials	We will identify and compare the suitability of a variety of everyday materials including wood, metals, plastics, glass, bricks, rock, paper and cardboard for particular uses. We will investigate which materials are best to make a boat to escape the Great fire of London.
Computing		E-Safety and maintaining privacy on the internet.

<b>Art and Design</b>		We will create silhouette landscapes of a burning London with poster paints using sponging and pulling techniques. We will also explore gradient and shading using charcoal to create a picture of St Paul's Cathedral.
<b>Music</b>	Charanga	Charanga music scheme unit – Hands, Feet and Heart – South African style music and freedom songs.
<b>Design and Technology</b>	Junk modelling houses.	We will be designing, making and evaluating a Stuart-era house with hinges and sliders using junk modelling.
<b>History</b>	The Great Fire of London	We will be learning about The Great Fire of London and Samuel Pepys, and what we can learn about the past from his diary entries. We will also have an activity day with 'History Off the Page'
<b>Geography</b>		Not taught for this topic
<b>Languages</b>	tbc	
<b>Physical Education</b>	Fire dance  Fundamentals unit 1	Children will explore movement, pace, shape and rhythm to choreograph a dance inspired by fire.  Children will develop throwing, catching, striking and dribbling skills and play small games.
<b>PHSE and Citizenship</b>	Rights and responsibilities.	Children will reflect on classroom and school rules and why we need them. They will learn about democracy and understand how to share their opinions, ensuring listening to others and showing respect.
<b>Religious Education</b>	Christian celebrations	We will be learning about Christian traditions and rituals for births, baptism, weddings and funerals.
<b>Cooking and Nutrition</b>	Bread rolls	Children will learn to form bread by mixing, kneading and shaping.

<b>Educational Visits/Visitors</b>	History Off the Page – Great Fire of London activity day on Monday 18th Sept
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# Our Curriculum for Year 2 for the Second Half of Autumn Term

## Context for Learning: Mexico

Curriculum Area	Title of Unit of Work (where appropriate)	Brief Description of what is being taught
Literacy		<p><b>Instructional writing and Story Telling</b> This term children will develop their instructional writing and story-telling through the text 'How to wash a woolly mammoth' by Michelle Robinson. Children will write their own instructions for how to make a maraca linking with our topic on Mexico and will create their own story using instructions.</p> <p><b>Michael Rosen poems</b> Children will explore word patterns and exciting and humourous vocabulary choices looking at poems by Michael Rosen.</p>
Mathematics		<p>Addition and Subtraction. Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p> <p>Measurement: Money Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. Find different combinations of coins that equal the same amounts of money. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p>
Science		Not taught this topic
Computing		Children will develop their understanding of algorithms, creating and debugging code and using floor roamer robots and apps to create their own batch of code.
Art and Design		Children will explore Mexican traditional art through the context of 'The Day of the Dead', focusing on mark-making, patterns and colour schemes. Children will decorate their own 'Day of the Dead' mask.
Music	Christmas production	Children will further develop their singing voice and performance skills through our Christmas production.
Design and Technology		Children will research a range of festive decorations, design their own decorations. Children will evaluate their designs and plan changes for future projects.
History		Not taught this topic
Geography		Children will locate the UK and Mexico on a map. They will understand similarities and differences between Mexico and Cambridge. We will develop our map skills by learning about grid references and compass points.
Languages		TBC
Physical Education		Children will develop their agility, balance and coordination through gymnastics focusing on varied movement and travelling using floor and wall apparatus. Children will also improve their passing, shooting and travelling skills in football.
PHSE and Citizenship		Children will learn about Myself and My Relationships.

		We will recognise feelings in others and know why friendship is important. We will learn how friendships can become stronger and suggest some ways of strengthening friendships. We will also be exploring Kindness and ways to be kind to others.
<b>Religious Education</b>		Children will learn about Christian stories and ask questions about why some people view them as important life lessons today.
<b>Cooking and Nutrition</b>		Children will learn about basic culinary hygiene practices, healthy eating and knife skills to prepare Mexican salsa.

<b>Educational Visits/Visitors</b>	Visit to Nanna Mexico to make guacamole. Christmas production
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# Our Curriculum for Year 2 for the First Half of Spring Term

## Context for Learning: Florence Nightingale

Curriculum Area	Title of Unit of Work (where appropriate)	Brief Description of what is being taught
<b>Literacy</b>		<p>Children will compare stories written by the same author. They will continue to develop their narrative skills based on Janet &amp; Allen Ahlberg's stories: <b>Cops and Robbers</b> and <b>Burglar Bill</b>.</p> <p>In addition, we will explore a range of non-fiction texts and identify common features for use in their own factual writing about Florence Nightingale.</p>
<b>Mathematics</b>		<p><b>Multiplication and Division</b> Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</p> <p><b>Statistics</b> Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. Ask and answer questions about totalling and comparing categorical data</p>
<b>Science</b>		<p><b>Healthy Eating</b> Children will understand what they need to grow and be healthy, and that to stay healthy they need exercise and rest. Children will recognise and name the 5 groups from the eatwell plate model. Children will use this knowledge to put together a balanced meal by choosing foods from different food groups.</p>

<b>Computing</b>		This term children will learn about organising, storing and retrieving data from a hard drive. Children will understand how to edit their work and will begin to use keyboard shortcuts for cut, copy and paste.
<b>Art and Design</b>	Portraits and observational drawings	Children will look carefully at portraits of Florence Nightingale and paint their own portraits. Children will make observational drawings of various fruits and vegetables. They will use a range of media to recreate these images. They will then use mark-making inspired by the patterns found on fruit to design a tile for printing.
<b>Music</b>	Charanga - Zoo time	Children will learn about reggae music and explore pulse, rhythm and pitch for singing and playing percussion instruments.
<b>Design and Technology</b>		Taught through food education.
<b>History</b>		Children will learn about the life of Florence Nightingale and Mary Seacole and their influence on the world of medicine.
<b>Geography</b>	Florence Nightingale in the Crimea	Children will learn about Florence Nightingale's travel to Scutari in Turkey using world maps, atlases and globes. Children will also develop their understanding of countries surrounding the UK, continents and oceans.
<b>Languages</b>		TBC
<b>Physical Education</b>	Games  Dance: Magical Friendships	Children will develop their movement and coordination skills. They will learn how to control a tennis racket and develop forehand and backhand strokes. They will continue to practice throwing and aiming at targets.  Children will work in groups and individually to respond to various stimuli. They will be encouraged to use movement imaginatively linking it to the dance idea of magical friendships.
<b>PHSE and Citizenship</b>	Working Together	Children will explore their own strengths and skills and will identify a new skill to develop. They will develop their listening skills, take turns and practise group work skills, including discussion, negotiation and co-operation. They will be aware of how their strengths and skills can be useful in a group.
<b>Religious Education</b>	Sikhism	Children will learn about the stories and symbols found in Sikhism.
<b>Food Education</b>	Healthy Lifestyles	Children will develop an understanding of good hygiene and the importance of a healthy and varied diet. Children will learn how to use the 'bridge' and 'claw' knife skills and baking skills including cracking and beating eggs, mixing and combining. They will apply these skills to prepare and evaluate various dishes including a breakfast frittata.

<b>Educational Visits/Visitors</b>	Florence Nightingale day (in school) Cops and robbers day (in school)
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# Our Curriculum for Year 2 for the Second Half of Spring Term

## Context for Learning: Cracking Eggs!

Curriculum Area	Title of Unit of Work (where appropriate)	Brief Description of what is being taught
English	Information texts	Children will be looking at the features of non-fiction texts and creating an information booklet about all things eggs and chicks! In addition, they will be making information posters on how to look after the chicks.
	Narrative and familiar stories	Children will further their use of narrative story telling through the books 'The Egg' by M.P. Robertson and 'The Owl Who Was Afraid Of The Dark' by Jill Tomlinson.
Mathematics		<p>Geometry- properties of shape Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.] Compare and sort common 2-D and 3-D shapes and everyday objects.</p> <p>Number – fractions Recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity. Write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</p> <p>Measurement: length and height Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (<math>^{\circ}</math>C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</p>
Science	Living things and their habitats	<p>At the start of this half term, we will be having 'Living Eggs' in the classroom where children will make first-hand observations of eggs and watch them hatch into live chicks.</p> <p>Children will develop their understanding of living things (including animals and plants) and their habitats. They will understand more about eco-systems and where animals and plants get their food. They will learn about food chains and be able to tell the difference between things that are living, dead and things that have never been alive.</p> <p>In Science, we will be carrying out the 'Egg Drop' challenge. We will be designing and creating a protective egg layer and finding out if our eggs survive the fall!</p>
Computing		Children will use cameras to take digital photos, upload them to an image editing suite and edit them.
Art and Design		We will be looking at the work of Henry Moore and his use of sculpture. Children will make their own sculptures of eggs.
Music	Charanga	We will be looking at the music genre 'rock' and we will learn and practice the song 'I wanna play in a

		band.'Children will use a range of percussion and tuned instruments and perform to another class.
<b>Design and Technology</b>		Not taught during this half term.
<b>History</b>		Not taught during this half term.
<b>Geography</b>		Not taught during this half term.
<b>Languages</b>		TBC
<b>Physical Education</b>		Children will be taught catching and throwing skills by our specialist Cricket coach. Children will continue to explore different balances and holds in gym on a range of apparatus.
<b>PHSE and Citizenship</b>	Drug Education	To have a basic understanding of how things can get in the body and that some can be helpful and some can be harmful. To become aware of safety rules concerning medicines and be able to name people who could help them take them safely. To understand that there can be alternatives to medicine used to feel better. To be able to recognise simple risks and suggest ways of managing given scenarios.
<b>Religious Education</b>	Islam	Children will learn about people and places in Islam.
<b>Cooking and Nutrition</b>		Children will develop an understanding of good hygiene and the importance of a healthy and varied diet. Children will learn how to use the 'bridge' and 'claw' knife skills and baking skills including cracking and beating eggs, mixing and combining. They will apply these skills to prepare and evaluate mini breakfast frittatas.

<b>Educational Visits/Visitors</b>	Living Eggs in school from Monday 26 <sup>th</sup> February for two weeks. Visit from the Raptor Foundation on 8th March.
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# Our Curriculum for Year 2 for the First Half of Summer Term

## Context for Learning: Farm to Fork!

Curriculum Area	Title of Unit of Work (where appropriate)	Brief Description of what is being taught
Literacy		The children will also be completing their second 'Big Write' mission based on the story of Jack and the Beanstalk including instructions and letter writing to and from different characters. They will create a fact file based around plants, linked to a scientific investigation and will create a recount of a visit to a local farm.
Mathematics		<p>Position and Direction Use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise). Order and arrange combinations of mathematical objects in patterns and sequences</p> <p>Measurement: Time Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. Know the number of minutes in an hour and the number of hours in a day. Compare and sequence intervals of time.</p> <p>Measurement: Mass, Capacity and Temperature Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</p>
Science		Children will conduct a scientific investigation about growing plants. They will be able to observe and describe how seeds and bulbs grow into mature plants and identify and describe the structure of common plants. They will also find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
Computing		Children will develop their understanding of how to communicate online safely and respectfully. Children will use the St Matthew's Eschools page to send and receive messages within school.
Art and Design		Children will look at the artwork of Georgia O'Keefe to do their own observational drawing. They will create pastel pictures of detailed close-ups of flowers.
Music	Charanga	Children will further their composition and performance skills through the Charanga unit: "I wanna play in a band"
Design and Technology		Children will use junk modelling, paint and paper plates to make a garden/farm on a plate.
History		Not taught during this half term.
Geography		Children will extend their locational knowledge though visiting a local farm.
Languages		Through activities and guest visits, children will learn some introductory French words and phrases.
Physical Education		Swimming Outdoor and adventure – trails, trust and teamwork
PHSE and Citizenship	Managing Change	To be able to talk about ways in which they have changed since they were babies as well as identifying

		<p>recent achievements. To know that change is a normal part of life and that sometimes we can plan for it and sometimes we can't.</p> <p>To identify changes that they or other children might experience in their lives.</p> <p>To name some emotions they or others might feel at particular times of change. To suggest some strategies they might use to cope with times of change, including approaching others for help. To know that change can be positive and something to look forward to.</p>
<b>Religious Education</b>		Children will learn about Christianity, focusing on what the bible is and why is it important to Christians.
<b>Cooking and Nutrition</b>		Children will be using the produce that we grow during this topic to create food for them to eat.

<b>Educational Visits/Visitors</b>	Visit to a farm
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# Our Curriculum for Year 2 for the Second Half of Summer Term

## Context for Learning: Sea Shells and Shanties

Curriculum Area	Title of Unit of Work (where appropriate)	Brief Description of what is being taught
Literacy	Big Write	<p><b>Pirate Big Write</b> – Ahoy There Mission! The children will be writing letters and making posters to recruit new crewmates. They will be writing an information booklet about life as a pirate and creating a collection of seaside poems to keep the pirates entertained during the voyage ahead!</p> <p><b>Seaside poetry</b> – The children will use knowledge of prepositions to write poems about the seaside. The children will use the poem '10 things in a sailor's pocket' and adapt it to create their own imaginative poetry.</p>
Mathematics	Investigations	To consolidate Band 2 maths concepts through problem solving and investigations.
Science		Not taught
Computing		Understanding and using algorithms
Art and Design		Using collage to create a 'through the window at the seaside' picture. Designing and making a 3D island home Monet's Regatta – children use watercolour to paint a section of the painting to create a collage.
Music		Learning to sing sea shanties and seaside songs
Design and Technology		Making a Bathing Machine – wheels and axels
History		History of the Seaside Children will understand what it was like for people in the past to visit the seaside, exploring a variety of artefacts, videos and photographs. They will compare and contrast this to their own experiences of the visiting the seaside.  Children will learn about Grace Darling and her bravery.
Geography		Geographical vocabulary for physical features and human features of an island home. Use simple compass directions. Use aerial photographs and plans. Make a simple map
Languages		Not taught
Physical Education		Swimming Athletics running and jumping
PHSE and Citizenship	Growing and changing SRE 1 and 2	To be able to recognise babies, children and adults of different ages and put them into age order. To understand that human babies grow inside their mothers. To be able to describe the main physical developments which take place in early childhood. To be able to describe some of the changes in responsibilities and expectations during early childhood.
Religious Education		Christianity – Why and how do some people pray?
Cooking and Nutrition	Healthy Lifestyles.	Buried treasure - Children will develop an understanding of good hygiene and the importance of a healthy and varied diet. Children will learn how to use the 'bridge' and 'claw' knife skills to prepare and cut a mixture of fruit. They will apply these skills to prepare

		and evaluate various dishes including a Buried Treasure fruit salad.
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<b>Educational Visits/Visitors</b>	History off the page – Seaside day
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