



Curriculum Framework

for

Year 2

St Matthew's Curriculum Statement

Here at St Matthew's, we have developed a statement that outlines all that we want our children to achieve in their time at St Matthew's Primary School. We aim for the children to achieve all of the following through following our taught curriculum in the classroom and by participating in the wider life of the school, its culture and values. Here is our statement below:

We want our curriculum to prepare children for the future so that they may lead happy, positive and fulfilling lives.

We want the children to develop the skills, knowledge and confidence to make and take opportunities in life. This is in terms of academic excellence and by developing the healthy lifestyle, attitudes, dispositions, values and ways of thinking that will promote their sense of well-being, happiness and fulfilment.

We want the children to have a wide range of experiences to enable them to discover and develop their individual interests, a sense of who they are and what they want to be.

We want the children to be motivated, engaged and enthusiastic about their learning, and take this enthusiasm forward into everything that they do. This will enable them to be curious, life-long learners.

We want children to be confident to take risks, to be resilient to learn from mistakes and to know how to get help and support when they need it.

We want the children to be critical thinkers, to question what they are told and come to their own conclusions.

We want the children to know their rights and responsibilities, in school, in our community and in wider society.

We want children to reflect on their values and act accordingly.

We want the children to learn the skills to develop strong, positive relationships and friendships.

We want the children to be open minded and culturally aware. We want them to understand that people are different, including having different families, relationships, beliefs, views and opinions. We want them to embrace, respect and celebrate this diversity.

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:

English	Programmes of Study for: <ul style="list-style-type: none">• Year One• Year Two,• “Lower Key Stage Two” (by the end of Year Four)• “Upper Key Stage Two” (by the end of Year Six)• Programmes of Study for each Year Group for Vocabulary, Grammar and Punctuation
Maths	Programmes of Study for each group from Years One to Six
Science	Programmes of Study for each group from Years One to Six
All other National Curriculum Subjects	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>Report Writing Children 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>Recount Children will be writing recounts based on visits from 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 also be writing diary entries as if we were at the Great Fire of London.</p>
	Fiction	<p>Stories with Familiar Settings – Eliot Midnight Superhero! Children will select a character created by one of the authors we have read. We discuss/role-play what that character would do in a particular situation and note ideas for a story plan. We then write a sustained story about this character with dialogue and detail.</p>

Mathematics		<p>Number – Place Value</p> <ul style="list-style-type: none"> • 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 <, > 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>Calculation – Addition and Subtraction</p> <ul style="list-style-type: none"> • 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.
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 house around at the same time as the Great fire of London.
Computing	E-Safety	E-Safety and maintaining privacy on the internet.
Art and Design	Painting Charcoal	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.
Music	Charanga	Charanga music scheme unit – Hands, Feet and Heart – South African style music and freedom songs.
Design and Technology	Junk modelling houses	We will be designing, making and evaluating a Stuart-era house with hinges and sliders using junk modelling.
History	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'
Geography		Not taught for this topic
Languages		Not taught for this topic
Physical Education	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.
PSHE and Citizenship	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.
Religious Education	Why do we celebrate?	Children will learn about celebrations in a range of religions including Christian harvest, Jewish Sukkot and Hindu Diwali.

Cooking and Nutrition	Bread rolls	Children will learn to form bread by mixing, kneading and shaping.
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Educational Visits/Visitors	History Off the Page – Great Fire of London activity day
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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	Fiction	<p>Instructional writing and Story Telling 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>Winter poems Children will explore word patterns and exciting and vocabulary choices looking at a variety of winter poems.</p>
	Nonfiction	
	Poetry	
Mathematics		<p>Calculation: Addition and Subtraction</p> <ul style="list-style-type: none"> 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>Measurement: Money</p> <ul style="list-style-type: none"> 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>Statistics</p> <ul style="list-style-type: none"> 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>Position and Direction</p> <ul style="list-style-type: none"> 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
Science		Not taught this topic

Computing	Programming	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	Painting Pastels	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. They will also look at the Mexican artists Frida Kahlo and Diego Rivera.
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	Mexico	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		Not taught this topic
Physical Education	Gymnastics Games	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.
PSHE and Citizenship	Family and Friends Anti-bullying Week	Children will explore the concept of friendship, identifying what a friend is and does, recognising the importance of diversity in friendship. Change starts with us.
Religious Education	Why is Christmas important to Christians?	Children will learn about some of the key traditions celebrated at Christmas time, for example, Why are presents given? Children will also be introduced to the meaning of advent and explore what advent calendars symbolise.
Cooking and Nutrition		Children will learn about basic culinary hygiene practices, healthy eating and knife skills to prepare Mexican guacamole.

Educational Visits/Visitors	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
Literacy	Fiction	Children will study the story of Beegu by Alexis Deacon. They will describe illustrations and make deductions from clues in the text and pictures. They will write in role in order to explore and develop empathy for characters
	Non fiction	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.
Mathematics		<p>Calculation: Multiplication and Division</p> <ul style="list-style-type: none"> 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.
Science	Habitats	Children will learn about a variety of habitats and the plants and animals that live there. They learn to tell the difference between things that are living, dead and things that have never been alive, and apply this in a range of contexts. They will make observations of a local habitat and the creatures that live there and also learn about other habitats around the world.
Computing	Word processing	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.
Art and Design		Not taught this topic
Music	Glockenspiel 1	Children will learn about the language of music through playing the glockenspiel. They will explore and develop playing skills.
Design and Technology	Food	Taught through food education.
History	Florence Nightingale Mary Seacole	Children will learn about the life of Florence Nightingale and Mary Seacole and their influence on the world of medicine.
Geography	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.
Languages		Not taught for this topic
Physical Education	Games	Children will develop their movement and coordination skills. They will learn how to control a tennis racket and

	Dance: Magical Friendships	<p>develop forehand and backhand strokes. They will continue to practice throwing and aiming at targets.</p> <p>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.</p>
PHSE and Citizenship	<p>Diversity and Communities</p> <p>Working Together</p>	<p>Children will develop their sense of personal identity and self-worth. They will begin to respect the needs and views of others, learning about different groups and cultures within their community.</p> <p>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.</p> <p>They will be aware of how their strengths and skills can be useful in a group.</p>
Religious Education	Special books and stories.	Children will explore some of the special books and stories across a range of religions including Islam, Judaism and Christianity
Food Education	Healthy Lifestyles	Children will develop an understanding of good hygiene and the importance of a healthy and varied diet as part of their TastEd lessons.

Educational Visits/Visitors	Florence Nightingale 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>Number: Fractions</p> <ul style="list-style-type: none"> Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity. Write simple fractions for example, $12 \div 6 = 3$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. <p>Geometry: Properties of shape</p> <ul style="list-style-type: none"> 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.
Science	Animals including humans	<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. They will learn that animals (including humans) have offspring which grow into adults and they will find out about and describe the basic needs of animals for survival (water, food and air).</p> <p>We will be carrying out the 'Egg Drop' challenge; designing and creating a protective egg layer and finding out if our eggs survive the fall!</p> <p>Children will understand what they need to grow and be healthy, and that to stay healthy they need exercise and rest. They 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>
Computing	Photos and images	Children will use cameras to take digital photos, upload them to an image editing suite and edit them.
Art and Design	Sculpture	We will be looking at the work of Henry Moore and his use of sculpture. Children will make their own sculptures of eggs.
	Drawing	Children will make observational drawings of owls and various fruits and vegetables. They will use a range of

	Printing	media to recreate these images. They will then use mark-making inspired by the patterns found on fruit to design a tile for printing.
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.
Design and Technology		Not taught during this half term.
History		Not taught during this half term.
Geography		Not taught during this half term.
Languages		Not taught this topic
Physical Education	Cricket	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.
PHSE and Citizenship	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.
Religious Education	Should we look after our world?	Children will begin to explore and appreciate the natural world, using a range of the world faiths as a context. They will learn about contemporary and traditional creation stories and consider ways in which we can all help care for the world.
Cooking and Nutrition		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.

Educational Visits/Visitors	Living Eggs in school for two weeks. Visit from the Raptor Foundation.
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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	Fiction	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.
	Non-fiction	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>Measurement: length and height</p> <ul style="list-style-type: none"> 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 >, < and = <p>Measurement: Time</p> <ul style="list-style-type: none"> 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>Measurement: Mass, Capacity and Temperature</p> <ul style="list-style-type: none"> 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 >, < and =
Science	Plants	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	Computer art	Children will learn how to create artwork on the computer using Paint and other programs.
Art and Design	Observational drawings Pastel	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 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. To identify changes that they or other children might experience in their lives. 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.
Religious Education	What is a special place?	Children will explore the places that are special to them. They will learn about places of worship in different religions and what makes them special.
Cooking and Nutrition		Children will be using the produce that we grow during this topic to create food for them to eat.

Educational Visits/Visitors	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	Fiction Non-fiction	Pirate Big Write – 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!
	Poetry	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.
Mathematics	Investigations	To consolidate all Year 2 maths concepts through problem solving and investigations.
Science		Not taught this topic
Computing		Understanding and using algorithms
Art and Design	Collage	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	Songs	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	Physical geography - islands	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 this topic
Physical Education	Swimming Athletics	Swimming lessons at Parkside 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	Special times	Children will learn about special times in Islam including Ramadan and Eid.
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 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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Educational Visits/Visitors	History off the page – Seaside day
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