



YEAR TWO CURRICULUM

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project						
Project focus	Science	History	History	Geography	Science	Science
Breadth of Project	Animals and food chains. Looking at habitats and microhabitats and what they eat and how this makes a simple food chain	Significant people from the past. Rosa Parks and Florence Nightingale	The British and English monarchy, timelines and comparison of two significant people. Elizabeth 1 and Queen Victoria	Physical and human features and the coastline. The equator and the Northern and Southern hemisphere	Materials and their properties and how you change the shape of a material	The environment, how plants grow and their parts. Investigate using their five senses.
Core Texts	 Super worm Julia Donaldson Who Eats Who? Teresa Heapy	 Rosa Parks – Lisbeth Kailer Great and the Giants – Zoe Tucker	 The Tunnel – Anthony Browne The King Who Banned the Dark – Emily Howarth Booth	 The Lighthouse Keeper's Catastrophe – Ronda Armitage The Unexpected Visitor- Jessica Courtney-Tickle	 George's Marvellous Medicine – Roald Dahl	 The Big Bad Pig and the Three Little Pigs – Eugene Trivizas The Secret Sky Garden – Linda Sarah
Project Hook	A visit from Lion Learners. Children get to hold and find out about where some animals live, what they eat and how they are suited to their habitat .	A history day becoming experts on significant people from the past and role-playing significant events.	Visit to Abbey House Museum to see what it is like to live in the Victorian times.	DT day making a lighthouse and testing them. A trip to the seaside to look at geographical features linked to the coastline	Children will have a messy morning in school exploring how materials can change shape and form	Visit to Tropical World to feel different climates after looking at rainforests.
Visits and Visitors	Lion Learners Visitors	Visit from Year 5 to hear about their work on climate change Black History Month theatre group Big Foot	Abbey House Museum Author visit from Emily Howarth Booth who wrote The King Who Banned the Dark	Seaside geography field trip	NSPCC Pants are Private workshop and Online Safety	Tropical World History of M&S and Burtons at Kirkgate Market
Leeds Links	Leeds South and East Foodbank for Harvest	Links to the LGI and Florence Nightingale	Abbey House Museum	Leeds photography 'must sees'	Walk to the mosque	Tropical World and Roundhay Park Leeds Yorkshire Playhouse Kirkgate Market
English	Reading Core Texts Fiction Superworm	Reading Core Texts Fiction Greta and the Giants	Reading Core Texts Fiction The King Who Banned the Dark	Reading Core Texts Fiction The Lighthouse Keeper's Catastrophe	Reading Core Texts Fiction The Twits	Reading Core Texts Fiction The Secret Sky Garden

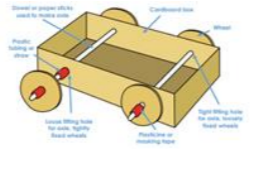




YEAR TWO CURRICULUM

	<p>Non-Fiction Who Eats Who? Poetry Mad About Minibeasts</p> <p>Reading Skills Apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. Read common exception words Read words quickly and accurately without overt sounding out Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. Discussing the sequence of events in story Answering and asking questions.</p> <p>Phonics/Spellings Revisit and review phase 5 – alternative pronunciations of known phonemes.</p> <p>Grammar and punctuation Children will: Use question marks to denote questions Use exclamation marks to indicate emotions Use full stops, capital letters and finger spaces Use subordination and co-ordination Use noun phrases to describe Use sentences with different forms: statement, question Use regular noun plurals, s, es</p> <p>Writing genre and published pieces Retell of a story, changing the main character – linked to Superworm Non-chronological report – on food chains linked to science and the book ‘Who Eats Who’ Poetry - minibeasts</p>	<p>Non-Fiction Rosa Parks</p> <p>Reading Skills Apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. Read common exception words Read words quickly and accurately without overt sounding out Draw on what they already know and or background information provided by the teacher Answering and asking questions Predicting what might happen next based on what has been read so far</p> <p>Phonics/Spellings Revisit and review phase 5 – Grow the Code: alternative graphemes for spelling. Past tense adding –ed where no change is needed Homophones to, too, two Homophones blue, blew and night, knight</p> <p>Grammar and punctuation Children will: Use question marks to denote questions Use exclamation marks to indicate emotions Use full stops, capital letters and finger spaces Use commas between adjectives Use subordination and co-ordination Use subordination (when) Use expanded noun phrases to describe Use comparative adjectives to aid description</p> <p>Writing genre and published pieces Biography – Rosa Parks Setting Description – of the forest in ‘Greta and the Giants’ Letter – from the animals to the giants for Greta and the Giants</p>	<p>Fiction The Tunnel Non-Fiction Queen Elizabeth</p> <p>Reading Skills Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. Read common exception words Read words quickly and accurately without overt sounding out Re-read books to build up their fluency Asking and answering questions Discussing and clarifying the meaning of new words, linking new meanings to known vocabulary Making inference on the basis of what has been said and done Discussing their favourite words or phrases</p> <p>Phonics/Spellings Revisit and review phase 5 – Grow the Code: alternative graphemes for spelling. Contractions Homophones – quite/quiet, be/bee, there/their/they’re Recap suffixes and rules Look at -ing</p> <p>Grammar and punctuation Children will: Use question marks to denote questions Use exclamation marks to indicate emotions Use full stops, capital letters and finger spaces Use commas between adjectives Use subordination and co-ordination (but) Use expanded noun phrases to describe Use comparative adjectives to aid description Use past tense mostly correctly Use different sentence types, command, statement, question</p> <p>Writing genre and published pieces Diary – for one of the people in the town for The King Who Banned the Dark Adventure story – own version of the tunnel Biography – Queen Elizabeth 1</p>	<p>Fiction The Unexpected Visitor Non-Fiction How Does a Lighthouse Work?</p> <p>Reading Skills Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. Read common exception words Read words quickly and accurately without overt sounding out Re-read books to build up their fluency Asking and answering questions Discussing and clarifying the meaning of new words, linking new meanings to known vocabulary Making inference on the basis of what has been said and done Discussing their favourite words or phrases</p> <p>Phonics/Spellings Bridge to spelling Contractions Homophones - there, their, they’re and to, too, two Suffix rules – ed and ing Look at -ful and -less Spelling polysyllabic words through chunking</p> <p>Grammar and punctuation Children will: Use question marks to denote questions Use exclamation marks to indicate emotions Use full stops, capital letters and finger spaces Use commas between adjectives Subordination (using because) and co-ordination (using and,) Use subordination ‘when’ Use expanded noun phrase to describe Use of different sentence types, command, statement, question and exclamation Use of adverbs</p> <p>Writing genre and published pieces Non-chronological report on Lighthouses Contrasting setting description for The Lighthouse Keeper’s Catastrophe –contrasting the two settings Letter from the fishermen to the other fishermen in the story of ‘The Unexpected Visitor’</p>	<p>Reading Skills Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. Read common exception words Read words quickly and accurately without overt sounding out Re-read books to build up their fluency Asking and answering questions Discussing and clarifying the meaning of new words, linking new meanings to known vocabulary Making inference on the basis of what has been said and done Discussing their favourite words or phrases Continue to build up a repertoire of poems, learning these by heart</p> <p>Phonics/Spellings Little Wandle spelling Year 2</p> <p>Grammar and punctuation Children will: Use question marks to denote questions Use exclamation marks to indicate emotions and use of exclamation sentences Use full stops, capital letters and finger spaces Use commas between adjectives Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Use expanded noun phrase to describe Use of different sentence types, command, statement, question and exclamation Use of adverbs</p> <p>Writing genre and published pieces Character description of Mr Twit Their own disgusting recipe linked to ‘Wormy Spaghetti’ Diary for Mrs Twit when she thinks she has ‘The Shrinks’</p>	<p>Fiction The Three Little Wolves and the Big Bad Pig Non-Fiction The Big Book of Blooms</p> <p>Reading Skills Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. Read common exception words Read words quickly and accurately without overt sounding out Re-read books to build up their fluency Asking and answering questions Discussing and clarifying the meaning of new words, linking new meanings to known vocabulary Making inference on the basis of what has been said and done Becoming increasingly familiar with retelling a wide range of stories</p> <p>Phonics/Spellings Little Wandle spelling Year 2 Look at possessive apostrophes Revisit contractions</p> <p>Grammar and punctuation Children will: Sentences are demarcated using full-stops, capital letters, questions marks. Use of exclamation marks to indicate emotions Use of possessive apostrophes Use subordination (using because) and co-ordination (using and,) Use subordination ‘when’ Use expanded noun phrase to describe Use of adverbs</p> <p>Writing genre and published pieces Recount of the trip to Tropical World Alternative version of a Traditional tale – Own version of ‘Jack and the Beanstalk’ Instructions for how to make a sky garden</p>
<p>Maths</p>	<p>Place Value up to 100, comparing and ordering numbers. Counting in 2,5,10</p>	<p>Shape – recognise 2D and 3D shape, lines of symmetry</p> <p>Missing Number problems</p>	<p>Money – recognising value of coins and notes and adding coins and notes</p> <p>Multiplication and division</p>	<p>Measure – length and height, mass, capacity and temperature</p>	<p>Fractions find half, quarter, thirds, count in fractions</p> <p>Time – know the time to o’clock, half past, quarter past and quarter to.</p>	<p>Position and direction Describe movements, turns and make patterns</p>







YEAR TWO CURRICULUM

	<p>Addition and Subtraction bonds to 20 and 100, add and subtract 2 digit to 2 digit numbers</p>	<p>Addition and Subtraction adding 2 digit and 2 digit and subtracting a 2 digit number from a 2 digit number</p>	<p>Make equal groups by sharing and grouping of 2s, 5s and 10s, odd and even numbers</p>			<p>Statistics tally charts, pictograms, block diagrams</p> <p>Revisit and review past learning Money Time Measure Two step work problems Fractions</p>
Science	<p>Living Things and Their Habitats, Animals including Humans Children will: Learn what a habitat is including microhabitats. 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. Collect minibeasts and observe them. Look at food chains and look at animals and their young. Look at the lifecycle of a butterfly. Learn how to classify what makes something living, dead and never been alive.</p>	<p>Everyday Materials Children will: Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Identify everyday materials and explore which float and which sink.</p>	<p>Animals including Humans Children will: Learn what the basic needs are for animals and 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)</p>	<p>Animals including Humans Children will: Learn what the basic needs are for animals and humans. Learn about the effect of exercise on the body. Look at food chains. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>	<p>Everyday Materials Children will: Investigate a number of everyday items and investigate how they change when cooled or heated. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	<p>Plants Children will: Learn about the different parts of the plant and what makes plants grow. Grow their own plants and observe changes over time. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p>
DT		<p>Mechanisms Joining and assembling to make a free moving wheel and axle</p> <p>Children will: Design and make a moving bus to promote equality.</p> 			<p>Food Using appropriate equipment to prepare and combine food.</p> <p>Children will: Make and evaluate a vegetable wrap for Mrs Twit to improve her diet.</p> 	<p>Textiles Mark out, join and decorate fabric</p> <p>Children will: Design and make a butterfly using different joining techniques for a class maths display</p> 
History		<p>Significant people, democracy and rights Children will learn about the lives of: Rosa Parks and Florence Nightingale and what made them significant. Through their research into these figures, they will be able to identify how the choices they made helped to change the World for the better and still have a lasting positive effect today.</p>	<p>Significant people, Monarchy Children will learn about the reigns of Queen Elizabeth 1 and Queen Victoria. They will make comparisons between the two queens and their reign. The changing role of the British monarchy and its place within our democracy will be identified within this topic. They will also look at historical places of Leeds when they visit Abbey House.</p>			<p>Significant historical events in Leeds, compare and contrast Children will look at the history of M&S and how it started in Leeds. They will look at the process of buying food and clothes and how it has changed. The children will also research the life of Michael Marks and learn about the obstacles he overcame to succeed in business.</p>
Geography	<p>Continents and Oceans Children will: - identify that our school is part of the city of Leeds. - know there are 3 main types of areas that people live: urban, rural, residential. They</p>			<p>Key physical features Children will: - learn about the equator and the Northern and Southern hemisphere. - look at natural energy resources and how coastal towns have these but Leeds could not.</p>		<p>Weather Children will: - look at hot and cold areas of the world in relation to the equator.</p>



YEAR TWO CURRICULUM

	<p>will also identify that there are other areas: industrial and coastal.</p> <ul style="list-style-type: none"> - use world maps to identify the 7 continents and 5 oceans. - look at human and physical features and look at different scaled maps. - know their city, country, continent and hemisphere. - know that our school grounds comprise both human and physical features (and explain their meanings). - use maps for a variety of purposes and identify key features within these. 			<ul style="list-style-type: none"> - identify the location of Leeds within Yorkshire and the UK. - identify a coastline and recognise key features of these (port, harbour and beach). - increase their understanding of hemispheres and the equator through looking at maps. - learn about the harmful effect of pollution on the environment and how we are trying to combat this through using renewable energy. - identify the advantages and disadvantages of renewable energy. 		<ul style="list-style-type: none"> - look at seasonal and daily weather patterns near the Equator and in the North and South Poles. - identify the features and locations of rainforest and deserts. - learn that how hot or cold a place is affects what plants or animals can live there. - identify the relevant clothing required for hot and cold climates. - name and locate hot and cold areas of the world in relation to the Equator as well as the North and South Poles. - identify seasonal and daily weather patterns in the North and South Pole.
Computing	<p>Making Choices</p> <p>I can explain and give examples of what is meant by 'private' and 'keeping things private'.</p> <p>I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).</p> <p>Autumn 1</p> <p>Esafety, Computer science Programming: Children will use mapping and Beebots to create and debug programs. Children will use logical reasoning to make predictions on algorithms.</p>	<p>It's okay to say no, you know?</p> <p>I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do. Autumn 2</p> <p>Esafety, Digital Literacy Computing systems and networks: Children will identify different forms of IT and consider carefully how its responsible and safe use benefits the wider society.</p>	<p>Me and My Avatar</p> <p>I can explain how other people may look and act differently online and offline. Spring 1</p> <p>Esafety, Digital Literacy Computing systems and creating media: Children will use Book Creator to create a presentation about Queen Elizabeth and Queen Victoria. Building upon skills of editing in Y1, children will learn to insert images and information.</p>	<p>How does it feel?</p> <p>I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online. Spring 2</p> <p>Esafety, Digital Literacy Creating media: Digital photography: Children will learn how to capture and edit images, using changes in lighting and effects. Children to edit images of making a coastal lighthouse and add in effects such as text to explain what is happening.</p>	<p>Public or Private?</p> <p>I can describe how anyone's online information could be seen by others. Summer 1</p> <p>Esafety, Computer Science Programming quizzes: Children will further explore cause and effect, using Scratch Jr to design and create their own interactive quiz.</p>	<p>The Nature of Bullying</p> <p>I can explain what bullying is, how people may bully others and how bullying can make someone feel. Summer 2</p> <p>Esafety, Digital Literacy Data and information: Children will learn to record and organise data digitally. Children will create a tally chart and pictogram to present data on plants and animals found in a rainforest, linked to a trip to Tropical World.</p>
Art	<p>Drawing Children will use line and tone to draw animals. They will study the artist Dominique Salm.</p> 		<p>Sculptures Children will cut, join and tear papier mache to make a basic structure.</p> 	<p>Painting Children will paint a textured coastline.</p> 	<p>Mixed Media Children will create a mixed media face in the style of Pablo Picasso.</p> 	
Music	<p>African call and response song (Theme: Animals) Children will: Use instruments to create animal sounds, copy different rhythms and learn a traditional African call and response song.</p>	<p>Christmas play Christmas singing</p>	<p>Orchestral Instruments (Theme: Western Stories) Children will: Be introduced to the instruments of an orchestra and practise identifying these within a piece of music. Learn how different characters can be represented by timbre, pitch and tempo.</p>	<p>Musical Me Children will: Learn to sing 'Once a Man Fell in a Well' and will play along with percussion instruments. They will learn to write their own music.</p>	<p>Dynamics, timbre, tempo and motifs (Theme: Space) Children will: Develop their understanding of dynamics (volume), tempo (speed) and instruments. They will learn to write and play some music.</p>	<p>On the island: British songs and sounds Children will: Create sounds to represent the seaside, the countryside and the city.</p>
PE & Sport	<p>Gymnastics Looking at shapes, balances, rolls and jumps</p>	<p>Sending and Receiving</p>	<p>Dance</p>	<p>Fitness Agility, balance, coordination, speed, strength and stamina focus.</p>	<p>Striking and Field Game Skills Striking a ball with equipment, fielding, throwing and catching.</p>	<p>Athletics</p>



YEAR TWO CURRICULUM

	<p>Invasion Sending and receiving, dribbling with hands and feet, attacking and defending</p>	<p>Trapping, throwing and kicking and catching a ball to a partner. Working safely and working cooperatively</p> <p>Fundamentals Looking at balance and coordination, linking movements, demonstrating balance</p>	<p>Copy and repeat a series of actions, using mirroring with a partner. Show a character through action, dynamics and expression</p> <p>Ball skills Sending – rolling throwing and kicking a ball to hit a target. Catching, tracking and dribbling</p>	<p>Net and Wall Hitting a dropped ball over a net, underarm throw, and footwork</p>	<p>Team building Problem solving to overcome a challenge, navigation skills and communication skills when working with a partner or small group</p>	<p>Running, jumping – looking at hopping, skipping actions, throwing overarm for a distance</p> <p>Yoga Balance, flexibility, strength and mindfulness</p>
RE	<p>Islam Key Question: How and why do people pray? Children will learn why Muslims go to Mosque and why they pray.</p>	<p>Christianity Key question: How is new life welcomed by Christians? Children will learn about Christenings and how Jesus was welcomed into the world by the retelling of the Christmas Story</p>	<p>Islam Key Question: How is new life welcomed by Muslims? Children will learn about the 6 Muslim birth rites and how a baby's name is chosen.</p>	<p>Christianity Key Question: How can we make good choices? Children will learn about the Easter story and why we should forgive people.</p>	<p>Islam Key Question: How can we make good choices? Children will learn about the 5 pillars of Islam and Ramadan</p>	<p>Christianity Key Question: How can we look after our planet? Children will learn about the Creation Story, Noah's Ark and what we can do to help the planet.</p>
PSHE	<p>Physical health and wellbeing Children will learn about eating well, the importance of sleep and rest and basic hygiene rules</p> <p>Feeling good and being me Celebrating what they are good at.</p>	<p>Mental health and emotional wellbeing Children will learn about special people in their lives, making friends and solving problems</p> <p>Friends and Family What impact their actions and behaviour can have on others</p>	<p>Drug, alcohol and tobacco education Pupils will learn about why medicines are taken, where they come from and how they can keep themselves safe around them</p> <p>Solving problems Not giving up when something is hard.</p>	<p>Careers, financial capability and economic wellbeing Children will learn about where money comes from and how they can save money</p> <p>Being the same and different Learning that we might have a different ideas or feelings to our friends</p>	<p>Keeping safe and managing risk Children will learn about fire and road safety and how they can keep themselves safe outside.</p> <p>Changes Changes in their life, such as moving classes, moving house</p>	<p>Relationships and Sex Education Children will learn about the biological differences between male and female children and learn that people need to be cared for when they are older</p> <p>Strong emotions What makes me feel sad and happy</p>

