

## Year 2 Curriculum – The Mead Academy Trust

### Statutory Curriculum:

#### Art and Design

##### Use a sketch book as a source of information for basic skills to show: -

- Increased control of mark making showing different lines
- Investigating tone in a range of media as light through to dark
- Exploring shape by observation and drawing
- Exploring texture using different media
- Developing repeating patterns
- Development of tone, line, shape and texture for observational and imaginative drawings
- Introduction to simple perspective
- Mixing of secondary colours and a range of tones using a range of different media, using thick and thin brushes
- Using colour and marks to express moods
- Mood boards using the work of artists both past and present as a source of inspiration

##### Develop creativity and apply skills using a range of art processes to include: -

- Creating different pictures in a range of media ( x3 across the year)
- Experimenting with different materials to create a simple 3D form
- Create simple press print blocks
- Record visual information using cameras and import image into a simple IT program

#### Computing

- Digital Literacy – understanding how to stay safe online, what digital footprint we leave behind, being friendly online, how to search online and what makes a useful website.
- Algorithms - understand what algorithms are; use algorithms on both unplugged activities and programmable toys.
- Programming - create and debug simple programs using visual based programming (ScratchJr). Use logical reasoning to predict the behaviour of simple programs by developing children’s skills and exposure to increasingly complex programming challenges.
- Digital content – Dismantle a laptop and understand the basic components that make it work. Use a combination of software programs to produce a digital project linked to topic learning.
- Communication – Understand that there are different ways to communicate online. Communicate with each other in the classroom digitally (Posting on Google Classroom)

#### Dance

- Recognise specified beats and rhythms within music, (e.g. 8 count phrasing) by performing simple movements that use a range of body parts – keeping to the beat
- Replicate a simple movement sequence to fit within an 8 count phrasing – more consistently
- Copy, remember and repeat set movement patterns, demonstrating basic control and co-ordination
- Movements to include basic actions of:
  - Travelling
  - Balance
  - Stillness
  - Jumping and landing
  - Rotation
  - Turning
  - Gesture
- Describe own work and others work using a developing knowledge of dance specific vocabulary to discuss: body shapes, levels, speed and quality of movement (strong, soft, sharp, graceful etc)
- Express what they like and don’t like about a performance and begin to explain why, using some dance specific vocabulary
- Check against simple set success criteria to begin to evaluate own and others work
- Basic awareness of the elements of dance: body shape, action, level, direction, speed

#### Design and Technology

- Design purposeful, functioning products that appeal to themselves and other users based on design criteria.
- Generate, develop, model and communicate their ideas orally and through drawings, templates mock-ups, and where appropriate information and communication technology (including CAD - Computer Aided Design)
- 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 cooking materials according to their characteristics
- Experience using the 3D printer to produce a simple product
- Explore and evaluate a range of existing products.
- Respond to questions relating to these products.
- Test their made products for durability against the design criteria
- Evaluate their ideas and products against the design criteria
- Reflect on the product made and verbalise the adaptations that could be made
- Using a range of materials, construct structures, exploring and reflecting on their strength and stability
- Incorporate mechanisms into designs, such as levers, sliders, wheels and axles
- Understand the basic principles and the importance of a varied and healthy diet
- Prepare simple dishes using the appropriate equipment

## English

**Spoken Language:** Listen and respond appropriately to adults and their peers

- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication

**Word reading:**

- Continue to 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 accurately words of two or more syllables that contain the same graphemes as above
- Read words containing common suffixes
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- Re-read these books to build up their fluency and confidence in word reading.

**Reading Comprehension**

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - 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 the sequence of events in books and how items of information are related
  - Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
  - Being introduced to non-fiction books that are structured in different ways
  - Recognising simple recurring literary language in stories and poetry
  - Discussing and clarifying the meanings of words, linking new meanings to known vocabulary
  - Discussing their favourite words and phrases
  - Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- Understand both the books that they can already read accurately and fluently and those that they listen to by:
  - Drawing on what they already know or on background information and vocabulary provided by the teacher
  - Checking that the text makes sense to them as they read and correcting inaccurate reading
  - Making inferences on the basis of what is being said and done
  - Answering and asking questions
  - Predicting what might happen on the basis of what has been read so far
  - Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

**Writing transcription**

- Spell by:
  - Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
  - Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
  - Learning to spell common exception words
  - Learning to spell more words with contracted forms
  - Learning the possessive apostrophe (singular) [for example, the girl's book]
  - Distinguishing between homophones and near-homophones
- Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- Apply spelling rules and guidance, as listed in English Appendix 1
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

**Handwriting**

- Form lower-case letters of the correct size relative to one another
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- Use spacing between words that reflects the size of the letters

**Writing composition:**

- Develop positive attitudes towards and stamina for writing by:
  - Writing narratives about personal experiences and those of others (real and fictional)
  - Writing about real events
  - Writing poetry

- Writing for different purposes
- Consider what they are going to write before beginning by:
  - Planning or saying out loud what they are going to write about
  - Writing down ideas and/or key words, including new vocabulary
  - Encapsulating what they want to say, sentence by sentence
- Make simple additions, revisions and corrections to their own writing by:
  - Evaluating their writing with the teacher and other children
  - Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
  - Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

Read aloud what they have written with appropriate intonation to make the meaning clear

#### **Vocabulary, grammar and punctuation**

- Develop their understanding of the concepts set out in English Appendix 2 by learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

## Geography

- 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
- Identify human and physical similarities and differences between a small area in the UK and a non-European country
- Identify 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:
  - Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- Use basic geographical vocabulary to refer to key human features
  - city, town, village, factory, farm, house, office, port, harbour and shop
- Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries continents and oceans studied in this key stage
- Use simple 4 point compass directions 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 key human and physical features of its surrounding environment

## History

#### **British History:**

- **Learn about the lives of significant individuals who have contributed to national and international achievements**
- **Understand significant historical events, people and places in their own locality**
- Learn about a change within living memory - Revealing aspects of change in national life
- Learn about an event beyond living memory that are significant nationally

#### **World History:**

- N/A

#### **Historical Enquiry:**

- Find out something about the past by talking to an older person
- Pose and find answers to their own historical questions
- Answer questions by using a specific source, such as an information book
- Research the life of a famous Briton from the past using different resources to help
- Research about a famous event that happens in Britain and why it has been happening for some time
- Research the life of someone who used to live in their area using the Internet and other sources to find out about them
- Say at least two ways they can find out about the past, for example using books and the internet
- Explain why eye-witness accounts may vary
- Research about a famous event that happens somewhere else in the world and explain why it has been happening for some time

## Maths

#### **Counting and the Number System:**

- Count to 100 through different steps including counting up in 10s
- Compare numbers using place value knowledge
- Explore numbers to see patterns within 100
- Count quickly and efficiently in 5s and 10s

#### **Number facts and calculation:**

- Add and subtract using number bonds diagrams as well as the standard column method
- Investigate the multiplication of 2, 5 and 10
- Understand what multiplication means
- Explore patterns in multiplication and commutative law
- Look at different ways of sharing, including sharing and grouping before going into division by 2, 5 and 10
- Investigate links between multiplication and division and odd and even numbers
- Use addition and subtraction to solve word problems
- Use bar models to solve problems

#### **Fractions:**

- Y1 Make halves and quarters before moving on to making the connection between fractions and division
- Y1 Share equally between a number of groups
- Y1 Describe volume using the terms 'half' and 'quarter'
-

### Measures:

- Understand how to measure length
- Understand what a metre is and what centimetres are and use them in real-life contexts
- Learn about mass in the context of kilograms and grams
- Read scales, to compare the weight of different objects and to solve word problems in the context of mass
- Explore measuring temperature
- Learn about Celsius and how to read thermometers
- Understand what kinds of temperatures we can measure
- Read, interpret, analyse and construct own picture graphs
- Know how to represent money using £ and p
- Show equal amounts of money and how to exchange money
- Calculate the total amount of money spent and work out how much change is required from amounts below £100
- Name 2-D shapes and understand their different properties
- Draw shapes (using square grids and dot grids), make patterns with shapes and turn shapes using familiar language
- Identify sides, vertices and lines of symmetry
- Make and describe patterns by moving and turning shapes
- Recognise, describe and group 3-D shapes
- Form 3-D shapes and use them to create patterns
- Recognise time to 5 minutes
- Tell time, sequence it and manipulate an analogue clock
- Find the duration of time, the end of a length of time, the beginning of a length of time and compare lengths of time
- Compare volume, measure in l and ml and solve word problems associated with volume

## Modern Foreign Languages

### Term 1:

- My name is and greetings (Vocabulary: Ca va ? Je m'appelles, Comment t'appelles tu?)
- Everyday language (ça va, excellent, bien, mal, comme si comme ça)
- Salut Ca Va - Lessons 1,2,3

### Term 2:

- Numbers 1-10
- Everyday language (Vocabulary: ça va, excellent, bien, très bien, ça ne va pas, Levez-vous, asseyez-vous)
- Recap colours
- Ages
- Salut Ca Va - Lessons 5, 6, 7

### Term 3:

- Vocabulary from rhymes and songs
- WOS Tous les Jours
- Singing French CD
- Link to France through topic work – locating country and exploring culture.

## Music

### Singing skills

- Enjoy singing songs from memory, following the melody and including actions with increasing confidence.
- Perform more complex singing games.

### Performing skills and knowledge of musical instruments

- Increasing knowledge of a variety of non- pitched and pitched percussion. An ability to identify and control a variety of sounds on musical instruments and understand how the sounds are made. Play simple patterns on percussion following a conductor.

### Improvising and composing skills

- Developing skills in organising sounds within simple structures. Creating simple 'sound pictures'.

### Listening to music and appraising performances

- An ability to discuss pieces of music and understand changes in rhythm pitch, timbre, tempo and dynamics

### Understanding musical notation

- Linking simple notation to rhythms and changes in pitch by using traditional notation and symbols

## Physical Education

- Though a range of team and individual games:
  - Perform balance, agility co-ordination movements with control, varying speed and direction
- Master basic movements (running, jumping, throwing and catching, balance, agility and co-ordination) and begin to apply these in a range of activities individually and with others:
  - Jump: tuck jump, running jump, small hurdle
  - Catch: a tennis ball (2 handed) accurately thrown from 2m away
  - Throw: two handed overarm (large ball) over about 2m distance
  - Running: negotiate/ dodge equipment and peers varying speed and direction. Demonstrating special awareness
  - Hand-held equipment (e.g. hockey, tennis racket, rounders bat): make contact a ball and use correct stance and eye contact. Combine with movement
- Compete against self and against others
- Indirect Competition: Compete against another in turn, trying to beat each other's time/score/ distance
- Participate in team games, developing simple tactics for attacking and defending
- Say how my body feels before, during and after exercise and recognise the changes to how I feel
- Engage in some physical enrichment activities (E.g. sports clubs.)
- Recognise similarities and differences in performances
- Name some things others are good at and praise them for it.

## PSHEE

- Understand why people need to take medicine and that these can be dangerous to others.
- Identify differences between male and females
- To explore some differences between males and females and understand how this is part of the life cycle.
- Name body parts
- Understands stranger danger
- Considers what to do if they meet a dangerous situation
- Understands that you can choose to save or spend money
- Understands and takes responsibility for how behaviour (positive and negative) impacts on others
- Understands and applies the school rule
- Begin to contribute to the school community

## Religious Education

### Wiltshire Syllabus for RE (three focus units per year)

- Living in Harmony: How do we show we care? (Using Music and RE)
- Christian Festivals (TERM 4 - Holy week, Easter and Pentecost)
- How do we say Thank you for our beautiful world? (What can we learn from the stories that Christians tell?)

## Science

### Scientific Enquiry:

- Ask simple questions and recognise that they can be answered in different ways
- Observe closely, using simple equipment
- Perform simple tests
- Identify and classify
- Gather and record data to help in answering questions
- Use their observations and ideas to suggest answers to questions

### 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

### All Living Things

- 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.
- 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
- Identify and name a variety of different plants and animals in their habitats, including microhabitats.

### 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

### Use of Everyday Materials:

- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, cardboard for particular uses
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

## Non-statutory curriculum entitlement for The Mead Academy Trust:

### Drama and Performance

- Extend experiences and ideas, adapting intonation, tone, volume and action to simple roles and different scenarios
- Present part of traditional stories, their own stories or work drawn from different parts of the curriculum for members of their own class
- Identify with and explore characters to extend their understanding
- Use new vocabulary from stories in their own role play and drama
- Work collaboratively in groups of varying sizes
- Discuss how a performance makes them feel and why

### Education for Sustainable Development

- Understand why we need to conserve energy and our individual role in energy conservation
- How green is your journey to school?
- Look at how we can encourage our class mates and parents to walk/cycle/scoot to school
- Is every car journey really necessary?
- Where does my food come from?
- Food: growing, cooking and eating salad crops (lettuce, radish, tomatoes, cucumber)
- Understanding the difference between waste that is biodegradable, recyclable or reusable. Analyse your rubbish from home/school.
- Understanding the importance of insect pollinators and working to increase their occurrence through creating habitats and planting.
- Understand natural disasters and extreme weather and how this affects us globally

## Enrichment

- Engage with a trip or a visitor in each short term (at least 3 trips across the school year)
- Experience a visiting musician and practical workshop
- Work with a visiting artist
- Visit an art gallery
- Listen to a Remembrance day visitor
- Engage with a Christian Visitor (Christian Festivals)
- Engage with an Author visit
- Take part in at least 1 Class assembly
- Take part in a Christmas Performance
- Visit the theatre
- Use different Role play areas/small world play opportunities
- Take part in an educational visit that incorporates some history of design and technology (eg Trowbridge Museum to learn about the production of cloth)
- Experience using CAD to design an object that can be created using the 3D printer
- Take part in a Bilingual Breakfast – language from the class
- Take part in French DPA games
- Have the opportunity to link with school in France – share emails and photos relating to school life
- Take part in Sports day
- Take part in a Life Bus session
- Take part in Forest Schools sessions
- Child Leadership opportunities – classroom monitor roles, school council, eco-buddies

## Outdoor Learning

- Use the outdoor environment to support specific units of learning across the curriculum at least three times a year
- Science- Identify that living things live in habitats to which they are suited. What plants need in order to grow and mature?
- Geography- Using maps and 4 point compasses
- Grow salad crops (salad leaves, tomatoes, cucumbers) in the school grounds and poly-tunnels and be responsible for looking after them
- Team Building Activities to develop trust and co-operation with peers in Term 1 and with Year 5 in Term 4
- Visit and study the local environment- the park, Trowbridge Town centre or Westbury White Horse.
- Use natural materials in the school grounds to create animal habitats

## The Whole child

- Children can identify their own strengths and weaknesses
- Children can identify what makes them feel relaxed or worried
- Children can take turns in a small group (e.g. talking and listening, with a piece of equipment)
- Children can praise others and tell them what they are good at
- Children can explain what makes them feel cross and why
- Children can recognise when others are cross and begin to understand why
- Begin to celebrate diversity
- Children can show consideration for others (e.g. greetings, hat off inside, moving to the side in the corridor, smile at a visitor)
- Children can take on the responsibility of a monitor
- Children can focus on their learning, in an independent task
- Children can know different strategies for dealing with conflict (e.g walk away, count to ten, tell an adult)
- Children can try several times, if at first they don't succeed