

Who am I?

Year 2 Autumn 1– Curriculum Plan

Our vision: 'Life in All its Fullness' (John 10.10) and our Christian Values are the foundations to affect change from within the heart of the community. Children are encouraged to develop strong aspirations educationally, socially, morally and spiritually with a desire to make a positive difference in the world.



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| <p>English Reading and Phonics Children follow the National Curriculum Framework to develop their word –reading and comprehension skills. They are given extensive opportunities to listen to, share and discuss a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently. They also take part in daily phonics lessons to enable them to read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*.</p> <p>Writing Following the National Curriculum Framework, children work on developing their composition; handwriting; spelling and vocabulary, grammar and punctuation skills. They also focus on the use of Standard English and are encouraged to use this when speaking and in their writing.</p> | <p>In this sequence of learning, children are encouraged to identify with key people and develop a sense of empathy. They explore the personal qualities and characteristics demonstrated by these people and consider how they themselves can be 'the best that they can.' They also learn about the human body and what they need to do in order to be fit and healthy.</p> | | | <p>Maths Number and Place Value</p> <ul style="list-style-type: none"> Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships Partition any two digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus Identify, represent and estimate numbers using different representations, including the number line Compare and order numbers from 0 up to 100; use <, > and = signs Read and write numbers to at least 100 in numerals and in words Use place value and number facts to solve problems <p>Addition and Subtraction</p> <ul style="list-style-type: none"> Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems Show that addition of two numbers can be done in any order and subtraction of one number from another cannot. Add three one-digit numbers Solve problems with addition and subtraction |
| <p>RE What is a Christian?</p> <ul style="list-style-type: none"> Share experiences of being a leader or being led Identify ways of being a good example to others Respect the fact that the beliefs of Christians influence their decisions Recall the two great commandments Talk about how Jesus showed care for others Suggest reasons why people followed Jesus | <div style="text-align: center;">  <p>Malala Yousafzai Who is she? What has she achieved? How does she demonstrate our school's Christian values? What can we learn from her?</p> </div> | | | <p>Science How do our bodies work? How do we keep our bodies healthy?</p> <ul style="list-style-type: none"> Name and locate parts of the human body, including those related to the senses, and describe the importance of exercise, balanced diet and hygiene for humans Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense |
| <p>Design Technology How can I eat healthily?</p> <ul style="list-style-type: none"> I can use the basic principles of a healthy and varied diet to prepare dishes I can understand where food comes from I can use the things I learn when I look at existing products to evaluate my own designs. I can talk about how my designs fit criteria and why people might like them. | <p>History (Focus: Malala Yousafzai,) How do people 'make' history?</p> <ul style="list-style-type: none"> Uses common words and phrases about the passing of time, by fitting people/ events studied into a simple chronological framework. Talks about who/what was important. Recounts the lives of significant individuals in the past who have contributed to national and international achievements. Recalls significant historical events, people and places in their own locality | <p>Geography (Focus: Frankley, Birmingham, Pakistan) Where do we live? What is it like to live in the UK? What is Pakistan like? Where is Pakistan?</p> <ul style="list-style-type: none"> He / she can create maps of real life places. He / she can create a key for symbols they use on their maps. He/she can use basic geographical vocabulary identify and describe key physical and human features | <p>PE How can we work well together?</p> <ul style="list-style-type: none"> I can cooperate with others in physical activity. I have a basic understanding of the positive effects of exercise. I have a basic understanding of how my body reacts to exercise | |
| <p>Art (Foci: Sculpture: Giacometti) How are people represented in Art?</p> <ul style="list-style-type: none"> I can use what I learn from looking at the work of different artists in my own work. I can say what is the same and what is different between different artists work. I can talk about how I think artists made their work. I can use techniques I have seen in other artists work in my own art work. I can make a sculpture and explain how I have made it. | <p>Music How can I make music to perform to an audience?</p> <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Listen with concentration and understanding to a range of high-quality live and recorded music | <p>Computing How can we create our own programs?</p> <ul style="list-style-type: none"> Understand what algorithms are. Understand how algorithms are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs. | <p>PSHE Get Heartsmart</p> <ul style="list-style-type: none"> to recognise what is fair and unfair, kind and unkind, what is right and wrong what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences how they can contribute to the life of the classroom and school | |
| <p>Community How can I do all the good I can?</p> <ul style="list-style-type: none"> Support Community Foodbank (New Starts, Arden Road) | <p>Trips/ Visitors/ Celebrations</p> <ul style="list-style-type: none"> Harvest Festival | <p>British Values</p> <ul style="list-style-type: none"> Democracy—Spiritual Council Elections Rule of Law—Class Rules Tolerance and Mutual Respect—recognising and respecting similarities and differences between people | <p>SMSC Social—supporting foodbank, local areas Spiritual—Spiritual Council Elections, Collective Worship, , Heartsmart PSHE Cultural—Art—sculpture , History—Queen Elizabeth II/ Royal family, Heartsmart PSHE</p> | |

honesty patience joy forgiveness tolerance thankfulness respect kindness friendship gentleness love hope