


Who am I?

Year 2 Autumn 2 – 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.



<p>English</p> <p>Reading and Phonics</p> <p>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</p> <p>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 explore how they have made a positive difference to the world that we live in today. They begin to learn about countries outside of the UK and history beyond their lifetime.</p> <p>The children also learn about the basic needs and rights of humans and how they can be proactive in treating others fairly and with dignity and respect.</p>		<p>Maths</p> <p>Measure (Money)</p> <ul style="list-style-type: none">Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value <p>2D and 3D Shape</p> <ul style="list-style-type: none">Identify and describe the properties of 2-D and 3-D shapesIdentify the 2-D shapes on the surface of 3-D shapesCompare and sort common 2-D and 3-D shapes and everyday objects <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 term 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>RE</p> <p>What is important for Muslim families? Why did angels announce the birth of Jesus?</p> <ul style="list-style-type: none">I can recall facts about Allah / Muhammed (pbuh)/ the Qur'anI can say why I think that the Prophet Muhammed (pbuh) and the Qur'an might be important to Muslims.I can retell the Christmas story with the events in the correct orderI can identify how other people might feel.	<div><p>Nelson Mandela</p><p>What is Nelson Mandela's country like?</p><p>How have people improved the lives of others?</p></div>		<p>Science</p> <p>What do animals and humans need to survive?</p> <ul style="list-style-type: none">Describe the basic needs of animals for survival and the main changes as young, including humans, grow into adultsFind out about and describe the basic needs of animals, including humans, for survival
<p>Design Technology</p> <p>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 dishesI can understand where food comes fromI can use the things I learn when I look at existing products to evaluate my own designs. <p>I can talk about how my designs fit criteria and why people might like them.</p>	<p>History (Focus: Nelson Mandela)</p> <p>How have people improved the lives of others?</p> <ul style="list-style-type: none">Makes simple observations about different types of people, events and beliefs within a societyIdentifies some reasons why people in the past acted as they did, why events happened and what happened as a resultDescribes events beyond living memory that are significant nationally or globallyRecounts the lives of significant individuals in the past who have contributed to national or international achievements. Some should be used to compare life in different periods.	<p>Geography (Foci: World, South Africa)</p> <p>What is Nelson Mandela's country like?</p> <ul style="list-style-type: none">He/ she can name the world's seven continents using globes. Maps and atlasesHe/ she can identify the geographical similarities and differences in the human and physical geography of a small area of the UK and a small area in a contrasting non-European countryHe/ she can use various sources of information to identify key landmarks and basic human and physical features	<p>PE</p> <p>How can we express ourselves through dance?</p> <ul style="list-style-type: none">I can perform dances using simple movement patterns.I can perform sequential movements with different parts of my body at different speeds at the same time.I can cooperate with others in physical activity.
<p>Art (Foci: Sculpture: Giacometti)</p> <p>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</p> <p>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 rhymesListen with concentration and understanding to a range of high-quality live and recorded music	<p>Computing</p> <p>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 instructionsCreate and debug simple programsUse logical reasoning to predict the behaviour of simple programs.	<p>PSHE</p> <p>Don't forget to let love in!</p> <ul style="list-style-type: none">that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)to think about themselves and learn from their experiences, to recognise their strengths and to set simple but challenging goalsabout good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings
<p>Community</p> <p>How can I help my local community?</p> <ul style="list-style-type: none">Support Community Foodbank (New Starts, Arden Road)Children In Need fundraising	<p>Trips/ Visitors/ Celebrations</p> <ul style="list-style-type: none">Trip to Palace theatreRemembrance Day ServiceChildren In NeedStories around the Christmas treeTrip to Shireland Road Mosque and St Johns ChurchFrankley Community Library	<p>British Values</p> <ul style="list-style-type: none">Rule of Law—Class Rules, laws affecting Nelson MandelaTolerance and Mutual Respect—Diwali Dance Workshop, Children In Need, Remembrance Day, Shireland mosque/ St Johns tripIndividual Liberty— Nelson Mandela	<p>SMSC</p> <p>Social— Supporting foodbank, homeless charities, fundraising, Children In Need, Moral—discussing apartheid (Nelson Mandela), Big Questions, homelessness</p> <p>Spiritual—Collective Worship, Big Questions, John Wesley, trip to Shireland mosque/ St Johns, Heartsmart PSHE</p> <p>Cultural—Art— sculpture, Diwali Dance workshop, Shireland mosque/ St Johns, Heartsmart PSHE</p>

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