

Barnfields Primary School



Year 2
2021 – 2022

Curriculum Outline

Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Creativity, Community.

ACADEMIC YEAR 2021 - 2022	AUTUMN		SPRING		SUMMER	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
School Value	Resilience	Respect	Positivity	Responsibility	Reflection	All 5 Values
Topic	The Tudors	The Great Fire of London	The Awesome Artic		Walk on the Wildside	
Visits/Visitors	Visit from Ancient High House	KS1 Christmas Nativity			West Midlands Safari Park	
Learning Celebrations	Tudor Fair	KS1 Christmas Nativity	Environment Posters		A Nature Learning Walk	
Local Links	Ancient High House				Wildwood Nature Reserve	
Texts Used F: Fiction P: Poetry NF: Non-fiction V: Video Italics: Traditional Tale Bold: Classic texts	Smelly Louie by Catherine Raynor (F)	Samuel Pepys Diary (NF) Excitable Edgar (V) Raven Boy by Pippa Goodheart (F)	Rainbow Bear, Michael Morpurgo (F) Ice Trap , William Grill (NF) Snowflake Mistake, Lou Trevelean (F) Poles Apart, Jessica Willis The Crow's Tale – Naomi Howarth The Penguin Who Wanted to Find Out, Jill Thomlinson (F)	Saving Species, Jess French (NF) Diary of a Wombat – Jackie French Paper Caper, Oliver Jeffers (F) The Promise, Nicola Davies (F) Greta and the Giants, Zoe Tucker (NF elements) I am the seed that grew into a tree, Fiona Waters (P)		
Reading	<p>The class text will be used to support the development of reading comprehension, along with the use of other supporting texts.</p> <p>Word Reading: Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 					

Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Creativity, Community.

		<ul style="list-style-type: none"> 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. <p>Comprehension: Pupils should be taught to:</p> <ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 													
		<table border="1"> <tr> <td rowspan="2">English Writing</td> <td>Fiction</td> <td>Recount Character Description Historical Fiction</td> <td>Adventure Story Poetry</td> <td>Diary on Shackleton Narrative</td> <td>Shape-based poetry Narrative</td> <td>Character Description Poetry</td> <td>Setting Description Narrative</td> </tr> <tr> <td>Non-Fiction</td> <td>Information Text Report Report (Mary Rose)</td> <td>Diary Explanation Text (Great Fire of London)</td> <td>Biography Shackleton's Journey Letter as Shackleton</td> <td>Information Text based on the environment</td> <td>Biography (Greta Thunberg) Instructions (bird watching)</td> <td>Instructions Information Text on Wombats</td> </tr> </table>	English Writing	Fiction	Recount Character Description Historical Fiction	Adventure Story Poetry	Diary on Shackleton Narrative	Shape-based poetry Narrative	Character Description Poetry	Setting Description Narrative	Non-Fiction	Information Text Report Report (Mary Rose)	Diary Explanation Text (Great Fire of London)	Biography Shackleton's Journey Letter as Shackleton	Information Text based on the environment
English Writing	Fiction	Recount Character Description Historical Fiction		Adventure Story Poetry	Diary on Shackleton Narrative	Shape-based poetry Narrative	Character Description Poetry	Setting Description Narrative							
	Non-Fiction	Information Text Report Report (Mary Rose)	Diary Explanation Text (Great Fire of London)	Biography Shackleton's Journey Letter as Shackleton	Information Text based on the environment	Biography (Greta Thunberg) Instructions (bird watching)	Instructions Information Text on Wombats								

Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Creativity, Community.

Writing
(including
Grammar,
Punctuation
and Spelling)

We will decide on SPaG through weekly planning depending on childrens' needs and outcomes from teaching. This will include the following statutory requirements from the National Curriculum:

Writing: Sentence Structure/Grammar and Punctuation

- Uses correctly structured simple and compound sentences.
- Growing variety of simple conjunctions being used: subordination (when, if, that, because) and coordination (or, and, but).
- Uses a variety of sentence openings.
- Mostly consistent use of the tense that is appropriate to the task.
- Grammatical pattern of sentence matches its purpose (statement, question, exclamation or command).
- Correct use of progressive form of verbs in present and past tense to mark actions (e.g. she is drumming, he was shouting).
- Mostly uses capital letters and full stops to demarcate sentences.
- To use question marks and exclamation marks, realising their effect on the reader.
- To consistently use capital letters for the personal pronoun 'I' and usually uses capital letters for other proper nouns (e.g. days of the week, months, names, place names).
- Use commas to separate an item in a list.
- Uses apostrophes to mark where letters are missing (omission) – simple common contractions.
- Starting to use apostrophes to mark singular possession in nouns.

Writing: Text Structure and Organisation, Drafting and Editing, Effective use of Language/ Vocabulary (including awareness of reader)

- Narrative features are beginning to be developed in a chronological order.
- Writes simple narratives about personal experiences and those of others, writes about real events, and writes simple poems.
- Some characteristic features of a chosen form are beginning to be developed (e.g. in narrative a sequence of events, in non-narrative sections of writing sequenced appropriately).
- Simple additions, revisions and corrections to their own writing include:
 - Rereading to check for sense
 - Proof reading for errors
- Uses grammatical vocabulary from Appendix 2 when discussing work (year 1 and year 2).
- Uses adjectives, adverbs and expanded noun phrases to describe and specify.
- Uses some specific vocabulary linked to the topic in non-narrative writing

Writing: Spelling and Handwriting

- Spelling rules and guidance from Appendix 1 (Year 2) are usually applied accurately.
- Holds a pencil comfortably and correctly.
- Forms lower case letters of the correct size relative to one another.
- Starts to use some of the diagonal and horizontal strokes needed to join letters.
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.
- Upper- and lower-case letters not mixed within words.

Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Creativity, Community.

<p>Mathematics (White Rose)</p>	<p>Number: Place Value</p> <p>Number: Addition and Subtraction</p>	<p>Measurement: Money</p> <p>Number: Multiplication and Division</p>	<p>Number: Multiplication and Division</p> <p>Statistics</p>	<p>Geometry: Properties of Shape</p> <p>Number: Fractions</p>	<p>Measurement: Length and Height</p> <p>Geometry: Position and Direction</p> <p>Consolidation and Problem Solving</p>	<p>Measurement: Time</p> <p>Measurement: Mass, Capacity and Temperature</p>
<p>Science</p>	<p>Uses of Materials</p> <p>Study of the reasons 'behind the fire' by examining what the houses were made of, leading onto a study of materials.</p>	<p>Living Things</p> <p>Investigate and describe the basic needs of animals (such as those that live in the Arctic), including humans, for survival.</p>	<p>Living Things and their Habitats</p> <p>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.</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>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.</p> <p>Growing Plants</p> <p>Observe and describe how seeds and bulbs grow into mature plants and how they adapt to different environments.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>			

Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Creativity, Community.

History	<p>Events Beyond Living Memory/Lives of Significant Individuals Examine Henry III and the impact his rule had on Britain and the world. Compare it to the modern-day monarchs.</p> <p>Study the Ancient High house and how we know it is a Tudor building. <i>What does this tell us about the past?</i></p>	<p>Events Beyond Living Memory Study of the Great Fire of London. Consider the impact of the fire on our lives and London now a days. Examine the life of Samuel Pepys.</p>	<p>Lives of Significant Individuals Study the life of Ernest Shackleton. Discuss his achievements and the importance of his life.</p>	<p>Changes within living memory Think about the changes to our environment in their lifetime. Predict the history of our environment and what we can do to help it.</p>
Geography	<p>Locational Knowledge Children to use maps and atlases to learn and identify the five oceans and seven continents.</p> <p>This will link to Sir Francis Drake and his tour around the world.</p>	<p>Fieldwork Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Fieldwork Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right] during fieldwork.</p>	<p>Human and Physical Geography Study the physical and human features of the North/ South Pole</p> <p>Identify the weather patterns in the United Kingdom and compare these to both the equator and the North and South Pole.</p> <p>Construct a map that follows Shackleton's journey across the North Pole.</p>	<p>Locational and Place Knowledge Name, locate and identify the characteristics of the 4 countries and capital cities of the UK. Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country</p> <p>Look at the UK and study the human/ physical features of the two places. Examine the River Penk and Ganges.</p>

Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Creativity, Community.

Art	Portrait Painting – Artist Study: Hans Holbein Henry VII portrait using watercolours	Sketching Shadow Art based around the Great Fire of London. Charcoal sketches of the scenes	Sculpture Create an ‘ice’ sculpture based on Frozen 2.		Mixed Media Artist Study: <i>Henri Rousseau</i> Explore the work of Henri Rousseau (Surprise! Tropical Forest with Monkeys; Tiger in a Tropical Storm) and use mixed media.	
Design and Technology	Design Use a design criterion to develop ideas for the Mary Rose.	Structure and Mechanism Design and build a Tudor House using sliders to demonstrate the Great Fire.	Cooking and Nutrition Start to know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world. Prepare a healthy and nutritious diet for Ernest Shackleton. Mechanisms Create a sled for Shackleton using wheels and levels.		Structure and Mechanisms Design, make and evaluate a Bird Feeder, using cutting, joining and finishing techniques.	
Computing (Kapow Primary)	What is a computer? Children explore exactly what a computer is, identifying and learning how inputs and outputs work, how computers are used in the wider world and designing their own computerised invention.	Word Processing Using their developing word processing skills, pupils write simple messages to friends and learn why we must be careful about who we talk to online.	Programming: Scratch Jr Using the app ‘ScratchJr’, pupils programme a familiar story and an animation of an animal, make their own musical instruments and follow an algorithm to record a joke.	Algorithms and Debugging Identifying problems with code using both ‘unplugged’ and ‘plugged’ systems to diagnose and correct errors in an algorithm- a process known as ‘debugging’.	International Space Station Building on their understanding of how computers sense the world around us, pupils learn how data is collected, used and displayed to keep astronauts safe onboard the ISS.	Stop Motion Pupils create simple animations, storyboarding their ideas then decomposing it into small parts of action to be captured using Stop Motion Animation Software.
Music	Hands, Feet, Heart Afropop South African music	Ho Ho Ho A song with rapping and improvising for Christmas. Festivals and Christmas	I Wanna Play in a Band Rock Playing in a band together	Zootime Reggae Reggae and animals	Friendship Song Pop A song about being friends.	Reflect, Rewind and Replay Classical The history of music, look back and consolidate your

Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Creativity, Community.

						learning, learn some of the language of music.
Physical Education	Games – Ball Skills Dance	Games – Multi-Skills Dance	Games – Ball Skills Playground Games	Games – Multi-Skills Gymnastics	Games – Ball Skills Athletics/Sports Day	Games – Multi-Skills Athletics/Sports Day
Relationships, Sex and Health Education (Jigsaw PSHE)	Being in My World Impact of own behaviour on the class	Celebrating Difference Bullying	Dreams and Goals Working together as a team	Healthy Me Importance of food and medicine	Relationships Understanding positive relationships	Changing Me (including Sex Education) Private body parts
Religious Education (Staffordshire Agreed Syllabus)	Caring for the natural world Explore stories from religious traditions and find out about attitudes to the natural world.	Valuing new life Engage with religious beliefs and ideas expressed through story, symbol and other visual forms of expression	Worship and ceremonies Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies.	Belonging to a Group Identify the importance for some people of belonging to a religion and recognise the difference this makes to their lives.	Storytelling through sacred writings Explore a range of stories and extracts from sacred writings and talk about meaning they have for believers.	Showing kindness and goodness Listen and respond to stories highlighting the morals and values of believers in practice

Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Creativity, Community.