

# Barnfields Primary School



## Year 2 Curriculum Outline 2023-2024

**Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Knowledge, Retrieval.**

ACADEMIC YEAR	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
Visits/Visitors	Ancient High House		Fireman visit in school		Emma Bridgewater Factory in Stoke	
Learning Celebrations	The Year 2 Nativity		The ‘real life’ demonstration of the Great Fire of London		An exhibit to showcase our learning	
Local Links	Ancient High House		Local Fire Service		Emma Bridgewater Factory	
Reading (NC)	<p><b>The class text will be used to support the development of reading comprehension, along with the use of other supporting texts.</b></p> <p><b>Word Reading:</b></p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"><li>• continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</li><li>• read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</li><li>• read accurately words of two or more syllables that contain the same graphemes as above</li><li>• read words containing common suffixes</li><li>• read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li><li>• read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li><li>• read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li><li>• re-read these books to build up their fluency and confidence in word reading.</li></ul> <p><b>Comprehension:</b></p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"><li>• develop pleasure in reading, motivation to read, vocabulary and understanding by:<ul style="list-style-type: none"><li>• 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</li><li>• discussing the sequence of events in books and how items of information are related</li><li>• becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li></ul></li></ul>					

**Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Knowledge, Retrieval.**

	<ul style="list-style-type: none"> <li>being introduced to non-fiction books that are structured in different ways</li> <li>recognising simple recurring literary language in stories and poetry</li> <li>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>discussing their favourite words and phrases</li> <li>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> <li>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"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>making inferences on the basis of what is being said and done</li> <li>answering and asking questions</li> <li>predicting what might happen on the basis of what has been read so far</li> </ul> </li> <li>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</li> <li>explain and discuss their understanding of books, poems and other material</li> </ul>
Reading Texts	 <p>The Bathroom Fiddler – Michael Rosen</p> <p>The Sound Collector – Roger McGough</p>
Writing Texts	
Writing (NC)	<p>We will decide on SPaG through weekly planning depending on children's needs and outcomes from teaching. This will include the following statutory requirements from the National Curriculum: Writing: Sentence Structure/Grammar and Punctuation</p>

**Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Knowledge, Retrieval.**

	<ul style="list-style-type: none"> <li>• Uses correctly structured simple and compound sentences.</li> <li>• Growing variety of simple conjunctions being used: subordination (when, if, that, because) and coordination (or, and, but).</li> <li>• Uses a variety of sentence openings.</li> <li>• Mostly consistent use of the tense that is appropriate to the task.</li> <li>• Grammatical pattern of sentence matches its purpose (statement, question, exclamation or command).</li> <li>• Correct use of progressive form of verbs in present and past tense to mark actions (e.g. she is drumming, he was shouting).</li> <li>• Mostly uses capital letters and full stops to demarcate sentences.</li> <li>• To use question marks and exclamation marks, realising their effect on the reader.</li> <li>• 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).</li> <li>• Use commas to separate an item in a list.</li> <li>• Uses apostrophes to mark where letters are missing (omission) – simple common contractions.</li> <li>• Starting to use apostrophes to mark singular possession in nouns.</li> </ul> <p><b>Writing: Text Structure and Organisation, Drafting and Editing, Effective use of Language/ Vocabulary (including awareness of reader)</b></p> <ul style="list-style-type: none"> <li>• Narrative features are beginning to be developed in a chronological order.</li> <li>• Writes simple narratives about personal experiences and those of others, writes about real events, and writes simple poems.</li> <li>• 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).</li> <li>• Simple additions, revisions and corrections to their own writing include:</li> <li>• Rereading to check for sense</li> <li>• Proof reading for errors</li> <li>• Uses grammatical vocabulary from Appendix 2 when discussing work (year 1 and year 2).</li> <li>• Uses adjectives, adverbs and expanded noun phrases to describe and specify.</li> <li>• Uses some specific vocabulary linked to the topic in non-narrative writing</li> </ul> <p><b>Writing: Spelling and Handwriting</b></p> <ul style="list-style-type: none"> <li>• Spelling rules and guidance from Appendix 1 (Year 2) are usually applied accurately.</li> <li>• Holds a pencil comfortably and correctly.</li> <li>• Forms lower case letters of the correct size relative to one another.</li> <li>• Starts to use some of the diagonal and horizontal strokes needed to join letters.</li> <li>• Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</li> </ul> <p>Upper- and lower-case letters not mixed within words.</p>					
Audience and Purpose	<b>Writing to Entertain</b> Silly Louie by Catherine Rayner	<b>Writing to Entertain</b> The Snowflake Mistake by Lou Treleven	<b>Writing to Entertain</b> The Cook and the King by Julia Donaldson Narrative	<b>Writing to Entertain</b> The Three Little Wolves and the Big	<b>Writing to Entertain</b> Ada Twist Scientist by Andrea Beaty	<b>Writing to Entertain</b> The Tiger Child by Joanna Troughton

**Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Knowledge, Retrieval.**

	<p>Narrative – Adventure Story</p> <p><b>Writing to Entertain</b> <b>Get Up Elizabeth by Shirin Yim Bridges</b> Narrative – Historical Fiction</p> <p><b>Writing to Inform</b> <b>School Event</b> Recount</p>	<p>Narrative - Fantasy Story</p> <p><b>Writing to Entertain</b> <b>Excitable Edgar (Video)</b> Narrative – Fantasy Story</p> <p><b>Writing to Inform</b> <b>Letter to Santa</b> Letter</p>	<p><b>Writing to Inform</b> <b>The Great Fire of London by Emma Adams</b> Non-Chronological Report</p> <p><b>Writing to Entertain/Inform</b> <b>Toby and the Great Fire of London by Margret Nash</b> Recount in role/Diary</p>	<p><b>Bad Pig by Eugene Trivizas</b> Narrative – Fairy Tale</p> <p><b>Writing to Entertain/Inform</b> <b>The Bear and the Piano by David Lichfield</b> Diary/Postcard</p> <p><b>Writing to Entertain</b> <b>Traction Man</b> Narrative – Character Description</p>	<p>Narrative – Story with a message</p> <p><b>Writing to Entertain</b> <b>The Magic Paintbrush by Julia Donaldson</b> Narrative – Adventure Story</p> <p><b>Writing to Inform</b> <b>School Event</b> Recount</p>	<p>Narrative – Indian Folktale</p> <p><b>Writing to Entertain</b> <b>The Secret of Black Rock by Joe Todd-Stanton</b> Narrative Adventure Story</p>
Mathematics (White Rose)	<p><b>Place Value</b> <b>Addition and Subtraction</b> <b>Shape</b></p>		<p><b>Money</b> <b>Multiplication and Division</b> <b>Length and Height</b> <b>Mass, capacity and temperature</b></p>		<p><b>Fractions</b> <b>Time</b> <b>Statistics</b> <b>Position and Direction</b></p>	
Science	<p><b>Uses of Everyday Materials</b></p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>		<p><b>Animals, Including Humans</b></p> <p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p><b>Living things and their habitats</b></p>		<p><b>Growing Plants</b></p> <p>Observe and describe how seeds and bulbs grow into mature plants.</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, Knowledge, Retrieval.**

		<p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</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>	
History	<p><b>The Tudors</b></p> <p>Study of the Tudor Dynasty and Henry VIII's life and legacy.</p>	<p><b>The Great Fire of London</b></p> <p>London of 1666 and the story of The Great Fire.</p>	<p><b>Fantastic Females</b></p> <p>A study of significant women and the impact they made during the events of their time.</p>
Geography	<p><b>The Five Oceans and Seven Continents</b></p> <p>Learn and identify the five oceans and seven continents of the world.</p>	<p><b>Local Area – A Study of Stafford</b></p> <p>A study of the geography of Stafford.</p>	<p><b>Comparing the UK and India</b></p> <p>A comparative locational study.</p>
Art	<p><b>Painting</b></p> <p><b>Artist Focus:</b> Hans Holbein Henry VIII portrait using watercolours</p>	<p><b>Drawing</b></p> <p>Charcoal sketches of the Great Fire of London.</p>	<p><b>Sculpture</b></p> <p><b>Artist Focus:</b> Emma Bridgewater Design and create a bowl to serve soup in.</p>
Design and Technology	<p><b>Mechanisms: Sliders and Levers</b></p> <p>To design a slider to show an aspect of Tudor life to Y1 pupils.</p>	<p><b>Structures: Freestanding Structures</b></p> <p>To design and make a Tudor house to show how quickly a fire could spread.</p>	<p><b>Food and Nutrition: Vegetables</b></p> <p>To prepare a healthy soup or roasted vegetable dish to share with our parents.</p>

**Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Knowledge, Retrieval.**

Computing (Kapow Primary)	<b>Computing systems and networks 1: What is a computer?</b>  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.	<b>Programming 1: Algorithms and debugging</b>  Identifying problems with code using both 'unplugged' and 'plugged' systems to diagnose and correct errors in an algorithm- a process known as 'debugging'.	<b>Computing systems and networks 2: Word processing</b>  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.	<b>Programming 2: Scratch Jr</b>  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.	<b>Creating media: Stop Motion</b>  Pupils create simple animations, storyboarding their ideas then decomposing it into small parts of action to be captured using Stop Motion Animation Software.	<b>Data Handling: International Space Station</b>  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.
Music	<b>Hands, Feet, Heart</b>  Afropop South African music	<b>Ho Ho Ho</b>  A song with rapping and improvising for Christmas. Festivals and Christmas	<b>I Wanna Play in a Band</b>  Rock Playing in a band together	<b>Zootime</b>  Reggae Reggae and animals	<b>Friendship Song</b>  Pop A song about being friends.	<b>Reflect, Rewind and Replay Classical</b>  The history of music, look back and consolidate your learning, learn some of the language of music.
Physical Education	<b>Games – Ball Skills</b>  Dance	<b>Games – Multi-Skills</b>  Dance	<b>Games – Ball Skills</b>  Playground Games	<b>Games – Multi-Skills</b>  Gymnastics	<b>Games – Ball Skills</b>  Athletics/Sports Day	<b>Games – Multi-Skills</b>  Athletics/Sports Day
Relationships, Sex and Health Education (Jigsaw PSHE)	<b>Being in My World</b>  Impact of own behaviour on the class	<b>Celebrating Difference</b>  Bullying	<b>Dreams and Goals</b>  Working together as a team	<b>Healthy Me</b>  Importance of food and medicine	<b>Relationships</b>  Understanding positive relationships	<b>Changing Me (including Sex Education)</b>  Private body parts

**Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Knowledge, Retrieval.**

Religious Education  (Staffordshire Agreed Syllabus)	<b>Gospel</b> Christianity  Is it possible to be kind to everyone all of the time?	<b>Incarnation</b> Christianity  Why do Christians believe God gave Jesus to the world?	<b>Non-religious Beliefs</b> Humanism  What do Humanists believe?	<b>Salvation</b> Christianity  How important is it to Christians that Jesus came back to life after his crucifixion?	<b>Prayer</b> Islam  Does praying at regular intervals help Muslims in their everyday lives?	<b>Special Places</b> Islam  Does completing a pilgrimage make a person a better Muslim?
---	---	--	---	--	---	--

**Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Knowledge, Retrieval.**