

Year 2 Overview



2023-24

	AUTUMN		SPRING		SUMMER	
Theme	Pride Local Queen Victoria Winsford and Hartington		Respect National Panic in Pudding Lane! The Great Fire of London The UK		Empowerment International Bats around the world Mary Seacole and Florence Nightingale	
English Writing	<p>Mae Among the Stars</p> <p>Recount - Diary entry</p> <p>Troll Swap</p> <p>Fiction – focus on character</p>	<p>The Night Gardener</p> <p>Setting Description</p> <p>Poetry – The Owl and the Pussycat</p>	<p>The Great Fire of London</p> <p>Non-Chronological Report</p> <p>Greater Depth Alter the layout to include own subheadings and extra features.</p> <p>Poetry – I am the seed that grew (night sounds).</p>	<p>Grandad’s Camper</p> <p>Fiction: story with journey focus</p> <p>Greater Depth: To use a range of sentences to show the character’s feelings and viewpoints.</p> <p>Dragon Machine</p> <p>Fiction: story with adventure focus</p> <p>Extension: Instructions Greater Depth Story written in 1st person</p>	<p>Grandad’s Secret Giant</p> <p>Fiction: story with moral focus Greater Depth Story from the point of view of the giant</p>	<p>The Last Wolf</p> <p>Letter: letter in role as the character persuading to save the trees Greater Depth Real life letter to specific audience e.g. local MP</p> <p>Poetry – Fox</p>
English Shared Reading	<p>The Troll by Julia Donaldson</p> <p>Bog Baby</p> <p>Genre – Fiction</p>	<p>Lights on Cotton Rock</p>	<p>VLAD and the Great Fire of London</p> <p>Genre – Fiction: classic tale</p>	<p>Dragon Sitter series by Josh Lacey,</p> <p>Real Dragons, National Geographic: Dragons</p> <p>Genre – Recount (emails) Information</p>	<p>Illustrated Grimm’s Fairy Tales by Ruth Brocklehurst</p> <p>Genre – Fiction: traditional tales</p>	<p>Fantastic Mr. Fox by Roald Dahl</p> <p>Genre – Fiction: adventure</p> <p>Bats Non-Fiction</p>
Maths	<p>Place Value</p> <p>-Read and write numbers to at least 100 in numerals and in words</p>	<p>Statistics</p> <p>-Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</p> <p>Mental Maths</p>	<p>Addition (Continued)</p> <p>Money</p> <p>-Recognise and use symbols for</p>	<p>Money</p> <p>-Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p>	<p>Multiplication and Division (Continued)</p> <p>SATs Assessment</p> <p>Fractions</p>	<p>Geometry - Position and direction</p> <p>-Order and arrange combinations of mathematical objects in patterns and sequences</p> <p>-Use mathematical vocabulary to describe position, direction and</p>

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<p>-Identify, represent and estimate numbers using different representations, including the number line -Recognise the place value of each digit in a two-digit number (tens, ones) -Compare and order numbers from 0 up to 100; use <, > and = signs -Use place value and number facts to solve problems</p> <p>Measurement – Reading Scales -Choose and use appropriate standard units to estimate and measure mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels - Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) -Compare and order mass, volume/capacity and record the results using >, < and =. -Compare and order lengths and record the results using >, < and =</p> <p>Place Value (Counting)</p>	<p>- Recall and use addition and subtraction facts to 20 fluently.</p> <p>Addition -Applying their increasing knowledge of mental and written methods -Recall and use addition facts to 20 fluently, and derive and use related facts up to 100 -Add numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens, two two-digit numbers, adding three one-digit numbers -Show that addition of two numbers can be done in any order (commutative) - Solve problems with addition, using concrete objects and pictorial representations, including those involving numbers, quantities and measures</p>	<p>pounds (£) and pence (p); combine amounts to make a particular value -Find different combinations of coins that equal the same amounts of money</p> <p>Subtraction -Applying their increasing knowledge of mental and written methods -Recall and use subtraction facts to 20 fluently, and derive and use related facts up to 100 - Subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens, two two-digit numbers, adding three one-digit numbers - Show that subtraction of two numbers cannot be done in any order.</p>	<p>Measurement (with +/-) - Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) -Choose and use appropriate standard units to estimate and measure mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</p> <p>Statistics -Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. -Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. -Ask and answer questions about totalling and comparing categorical data.</p> <p>Multiplication and Division -Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers -Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs -Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</p>	<p>-Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ of a shape or set of objects. -Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.</p> <p>Time -Compare and sequence intervals of time -Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times -Know the number of minutes in an hour and the number of hours in a day</p> <p>Fractions -Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ of a quantity. -Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.</p> <p>Geometry - Shape -Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line -Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces -Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] -Compare and sort common 2-D and 3-D shapes and everyday objects.</p>	<p>movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).</p> <p>Time -Compare and sequence intervals of time -Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times -Know the number of minutes in an hour and the number of hours in a day</p> <p>Fractions -Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ of a quantity. -Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.</p> <p>Geometry - Shape -Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line -Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces -Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] -Compare and sort common 2-D and 3-D shapes and everyday objects.</p>
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	-count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward		- Solve problems with subtraction, using concrete objects and pictorial representations, including those involving numbers, quantities and measures -Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	-Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts		
Science*	<p>Uses of Everyday Materials</p> <p>Key concept/Skill:</p> <p>Uses of Everyday Materials.</p> <p>Know how to:</p> <p>Identify and compare the suitability of a variety of everyday materials.</p> <p>Find out how the shapes of solid objects made from some materials can changed.</p>	<p>Animals Including Humans</p> <p>Key concept/Skill:</p> <p>Animals including humans</p> <p>Know how to:</p> <p>Notice that animals, including humans, have offspring which grow into adults.</p>	<p>Plants</p> <p>Key concept/Skill:</p> <p>Plants</p> <p>Know how to:</p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water,</p>	<p>Living Things and their Habitats</p> <p>Key concept/Skill:</p> <p>Living things and their habitats</p> <p>Know how to:</p> <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>		

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	<p>Key questions:</p> <p>Which materials are used to make common everyday objects?</p> <p>How can the shape of a selected material be changed through twisting, bending, squashing and stretching?</p> <p>What makes materials waterproof or absorbent?</p> <p>Key vocabulary:</p> <p>Materials, suitability, uses, properties, squashing, bending, twisting, stretching, natural, man-made, Charles McIntosh, waterproof, absorbent</p> <p>Cross curricular links:</p> <p>Links to Prior Learning:</p> <p>distinguish between an object and the material from which it is made</p> <p>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>describe the simple physical properties of a variety of everyday materials</p> <p>compare and group together a variety of everyday materials on the basis of their simple physical properties.</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>Key questions:</p> <p>Why do animals produce offspring?</p> <p>What are the basic needs of a human?</p> <p>Why is exercise important?</p> <p>Key vocabulary:</p> <p>Humans, animals, offspring, adults, water, food, air, shelter, oxygen, survival, exercise, food, hygiene.</p> <p>Cross curricular links:</p> <p>Links to Prior Learning:</p>	<p>light and a suitable temperature to grow and stay healthy.</p> <p>Key questions:</p> <p>What do plants need to grow and stay healthy?</p> <p>What happens to plants over time?</p> <p>What are the different parts of a plant?</p> <p>Key vocabulary:</p> <p>Plant, water, seeds, bulbs, grow, light, temperature, soil, healthy, observation, environment</p> <p>Cross curricular links:</p> <p>Links to Prior Learning:</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common</p>	<p>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</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 foods.</p> <p>Key questions:</p> <p>What are the differences between things that are living, dead and things that have never been alive?</p> <p>How do different habitats provide for the basic needs of different animals?</p> <p>What is a food chain?</p> <p>Key vocabulary:</p> <p>Living, dead, habitats, basic needs, survival, animals, plants, micro-habitat, food chain, food sources.</p> <p>Cross curricular links:</p> <p>Links to Prior Learning:</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p>
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		<p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) .</p> <p>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>	<p>flowering plants, including trees.</p>	
History*	<p>Queen Victoria</p> <p>Key concept: Local / VIP of the Past</p> <p>Know how to: Enquire and ask valid historical questions / secure chronology</p> <p>Key questions: Who was Queen Victoria? What did Queen Victoria do in the North-West?</p> <p>How do we know what it was like to live in Victorian times? What impact did Queen Victoria have on the world?</p> <p>Enquiry questions:</p>	<p>The Great Fire of London</p> <p>Key concept: National / Change</p> <p>Know how to: identify cause and effect / Use different sources to look for evidence.</p> <p>Key questions: Was the Great Fire of London a surprise to people in 1666? What caused the Great Fire of London to be so disastrous? Can I explain if London was better or worse after the Great Fire of London? How do we know about the Great Fire of London?</p> <p>Key vocabulary: City, destroyed, memorial, sources, plague, diary</p>		<p>Mary Seacole and Florence Nightingale</p> <p>Key concept: International / VIPs of the Past</p> <p>Know how to: Enquire and ask valid historical questions / Justify the significance of a Historical figure</p> <p>Key questions: Who are Mary Seacole and Florence Nightingale? What effect did they have on hospitals around the world?</p> <p>Why are they significant to our history?</p> <p>Key vocabulary: international, century, decade, diversity, war, nurses, hospitals, democracy</p>

	<p>Who was Queen Victoria and what did Queen Victoria do in the North-West?</p> <p>How do we know what it was like to live in Victorian times?</p> <p>What impact did Queen Victoria have on the world?</p> <p>Key vocabulary: Century, impact, Victorians, Monarch, Emperess, industrial, sources</p>	<p>Enquiry questions:</p> <p>Why was the Great Fire of London so disastrous?</p> <p>How did the Great Fire of London change life in London?</p> <p>How do we know about the Great Fire of London?</p>	<p>Enquiry questions:</p> <p>Who are Mary Seacole and Florence Nightingale?</p> <p>What effect did they have on hospitals around the world?</p> <p>Why are they significant to our history?</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Geography*</p>	<p>Our Local Area <u>Key concept:</u> Geographical fieldwork, Human and physical geography <u>Key location:</u> Winsford and Hartington <u>Know how to:</u> Use aerial photographs and plan perspectives to recognise local landmarks and local human and physical features. Use simple compass directions (north, south, east and west). Use locational and directional language (near and far, left and right). Describe the location of features and routes on a map. <u>Key Enquiry Questions:</u> Why is Winsford special? What do aerial maps of Winsford and Hartington tell us about the locations? Why might people visit Winsford and Hartington? <u>Key vocabulary:</u> Town, village, farms, fields, factory, salt mines, river, countryside, shop, compass directions (north, south, east and west)</p>	<p>The Wonderful UK <u>Key concept:</u> Identifying and comparing, Human and Physical Geography, Locational knowledge, Geographical fieldwork <u>Key location:</u> The United Kingdom <u>Know how to:</u> Locate the 4 countries of the United Kingdom. Name, locate and identify the capital cities of the United Kingdom and its surrounding seas. Use simple compass directions (north, south, east and west).</p>	<p>Bats around the World <u>Key concept:</u> Interpret sources of geographical information, Locational knowledge, Human and physical geography, Conservation/change <u>Key location:</u> The 7 continents and oceans <u>Know how to:</u> Name and locate the world's 7 continents and 5 oceans. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. <u>Key Enquiry Questions:</u> Where in the world can bats be found?</p>

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			<p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Use aerial photographs to recognise and compare landmarks and basic human and physical features.</p> <p><u>Key Enquiry Questions:</u></p> <p>What similarities do each of the UK's capital cities have?</p> <p>What difference do each of the UK's capital cities have?</p> <p><u>Key vocabulary:</u></p> <p>Coast, forest, hill, mountain, sea, ocean, river, city, town, village</p>	<p>What does it mean to be endangered or extinct?</p> <p>What can I do to help endangered animals?</p> <p><u>Key vocabulary:</u></p> <p>Continents (Asia, Africa, North America, South America, Antarctica, Europe and Australasia), oceans (Pacific, Atlantic, Southern, Indian and Arctic), endangered, extinct</p>		
<p>Art</p>	<p><u>Drawing (Major Unit)</u> Key concept/Skill: Experimenting with different dry media and exploring to create light and dark tones. Artist: N/A Know how to: Experiment with tones using pencils, chalk, charcoal and graphite. Key questions: How can I create tone with charcoal? How can I use dots, lines of varying thickness to show texture? How can I use drawing tools to create light and dark tones? Key vocabulary: Charcoal, tone, shading, smudging.</p>	<p><u>Printing (Major Unit)</u> Key concept/Skill: Develop the skill of creating a foam print tile and creating repeating patterns. Artist/Designer: William Morris Know how to: Create a foam print tile and use this repeatedly to create a wallpaper print. Key Questions: Who was William Morris and what do I observe about his work? How can I use William Morris' work to inspire my own design? Can I create a block foam tile to create a repeating pattern in the style of William Morris?</p>	<p><u>Painting (Major Unit)</u> Key concept/Skill: Painting with a range of tools to create texture. Artist: Jean Metzinger Know how to: Use a range of tools to create texture with paint. Key questions: How can I use a range of tools and experiment with different brushstrokes? What happens when I add black and white to different colours? How can I work in the style of Metzinger?</p>	<p><u>Collage (Minor Unit)</u> Key concept/Skill: Add texture to collage by using a range of materials and textures. Artist: N/A Know how to: Sort, arrange and layer a variety of materials, thinking about appropriate sizes and shapes to create a picture. Key questions: How can I fold, tear and cut paper effectively? How can I add texture using different techniques and materials? How can I layer materials carefully to make a picture? Key vocabulary: cut, tear, place, arrange, layer, gaps, materials Cross curricular links: Great Fire of London history topic Links to Prior Learning:</p>	<p><u>Textiles (Minor Unit)</u> Key concept/Skill: Dyeing textiles to alter its colour, and decorate to add colour and detail. Artist: N/A Know how to: Dye textiles to alter its colour and decorate to add colour and detail. Key questions: How can I alter a fabric's colour? In what ways can I decorate to add colour and detail? Key vocabulary: dyeing, textiles, fabric, over and under, decorate, detail. Cross curricular links: History of Chester Zoo topic. Links to Prior Learning: Y1- Paper Weaving.</p>	<p><u>Sculpture (Minor Unit)</u> Key Concept/Skill: Use rigid and flexible materials to create a 3D sculpture. Artist: Alberto Giacometti Know how to: Choose, use and sculpt materials to create a 3D figure inspired by Giacometti. Key Questions: How can I use a variety of natural, recycled and manufactured materials to create 3D shapes? How can I use a variety of techniques (rolling/cutting /pinching)? How can I include a variety of 3D shapes? Who was Giacometti and what do I observe about his work?</p>

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	<p>Cross curricular links: Science – Plants Links to Prior Learning: Y1 – Using a range of tools to draw.</p> <p>*Residential Link</p>	<p>Key Vocabulary: block foam printing, shapes, repeating pattern.</p> <p>Cross Curricular links: The Victorians history topic</p> <p>Links to Prior Learning: Y1 – Block printing with 2D shapes.</p>	<p>Key vocabulary: Cubism, textures, tools, primary, secondary, tone. Cross curricular links: Geography - UK topic (landscapes). Links to Prior Learning: Y1 – Painting with primary colours and secondary colours in the style of Mondrian.</p>	<p>Y1 – Collage underwater scene, layering, sorting and arranging materials.</p>		<p>Key Vocabulary: sculpture, statue, model, 3D, shapes, Alberto Giacometti.</p> <p>Cross Curricular Links: Sculptures at Chatsworth House residential visit</p> <p>Links to Prior learning: Y1 – Alien Sculpture.</p>
<p>D&T*</p> <p>Sculpture</p> <p>Wheels and Axles</p>	<p>2 projects completed in Summer</p>	<p>Key concept/Skill: Mechanism: Wheels and Axels Know how to: Specific Objective: To create a moving toy fire engine for children to play with. Key questions: What are the features of a fire engine? How do wheels and axels work? What key elements will be included in your design? Key vocabulary: Vehicle, Axle, Axle holder, Wheel, Circular disc, Movement, Moving, Non-moving, Attach, Fix, Strength, Appearance, Chassis</p>	<p>Key concept/Skill: Food and Nutrition: Preparing fruit and vegetables Know how to: Specific Objective: To make a sandwich. Key questions: Where does food come from? What different sandwich fillings can you have? How can we safely and hygienically prepare a sandwich? Key vocabulary: design, investigate, make, evaluate, chop, Fruit and vegetable names, Names of equipment, Healthy, Varied Diet, Preparation, Bridge grip, Claw grip, Texture, Taste, Smell</p>	<p>Key concept/Skill: Structures: Free-Standing structures Know how to: Specific Objective: To create a new park at Chester zoo using flexible and rigid materials. Key questions: What parks does Chester Zoo have? What would you include in a new park for Chester Zoo? How can you make structures stronger and more stable? Key vocabulary: Structure, Net, Supporting structure, Axle, Strong, Stiff, Stable, Cylinder, Card, Tape, Pipe cleaner, Glue/stick, Turn, Move</p>		

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Computing	<p><u>Computing systems and networks – IT around us</u></p> <p>Key concept/Skill:</p> <p>To know what information technology (IT) is.</p> <p>Know how to:</p> <p>Identify examples of IT.</p> <p>Use IT to improve our world and why it is important.</p> <p>Use IT responsibly and safely.</p> <p>Key questions: Can I...?</p> <p>Can I recognise the uses and features of information technology?</p> <p>Can I identify information technology in school?</p> <p>Can I identify information technology beyond school?</p> <p>Can I explain how information technology helps us?</p>	<p><u>Creating media – digital photography.</u></p> <p>Key concept/Skill:</p> <p>To capture, edit and improve photographs.</p> <p>Know how to:</p> <p>Capture a good photograph.</p> <p>Edit and improve a photograph.</p> <p>Notice if a photograph has been edited.</p> <p>Key questions: Can I...?</p> <p>Can I use a digital device to take a photograph?</p> <p>Can I make choices when taking a photograph?</p> <p>Can I describe what makes a good photograph?</p> <p>Can I decide how photographs can be improved?</p> <p>Can I use tools to change an image?</p> <p>Can I recognise that photos can be changed?</p> <p>Key vocabulary:</p> <p>Photographs, capture, edit, landscape, portrait, tools, improve</p>	<p><u>Creating media – making music</u></p> <p>Key concept/Skill:</p> <p>Creating music using a computer.</p> <p>Know how to:</p> <p>Compare creating music digitally and non-digitally.</p> <p>Identify patterns.</p> <p>Purposefully create music.</p> <p>Key questions: Can I...?</p> <p>Can I identify how music makes me feel?</p> <p>Can I identify that there are patterns in music?</p> <p>Can I describe how music can be used in different ways?</p> <p>Can I show how music is made</p>	<p><u>Data and information - Pictograms</u></p> <p>Key concept/Skill:</p> <p>Data collection</p> <p>Know how to:</p> <p>Organise data.</p> <p>Present data on pictograms and block diagrams.</p> <p>Answer questions from their collected data.</p> <p>Key questions: Can I...?</p> <p>Can I recognise that we can count and compare objects using tally charts?</p> <p>Can I recognise that objects can be represented as pictures?</p> <p>Can I create a pictogram?</p> <p>Can I select objects by attribute and make comparisons?</p> <p>Can I recognise that people can be described by attributes?</p> <p>Can I present information using a computer?</p> <p>Key vocabulary:</p>	<p><u>Programming A – Robot algorithms</u></p> <p>Key concept/Skill:</p> <p>Algorithms</p> <p>Know how to:</p> <p>Use logical reasoning to predict outcomes.</p> <p>Investigate how the order affects the outcome,</p> <p>Design in programming.</p> <p>Design algorithms.</p> <p>Test algorithms and debug them.</p> <p>Key questions: Can I...?</p> <p>Can I describe a series of instructions as a sequence?</p> <p>Can I explain what happens when we change the order of instructions?</p> <p>Can I use logical reasoning to predict the outcome of a program?</p> <p>Can I explain that programming projects can have code and artwork?</p> <p>Can I design an algorithm?</p>	<p><u>Programming B – An introduction to quizzes</u></p> <p>Key concept/Skill:</p> <p>Programming</p> <p>Know how to:</p> <p>Sequence commands.</p> <p>Make predictions.</p> <p>Modify designs to create their own quizzes.</p> <p>Evaluate their work and make improvements.</p> <p>Key questions: Can I...?</p> <p>Can I explain that a sequence of commands has a start?</p> <p>Can I explain that a sequence of commands has an outcome?</p> <p>Can I create a program using a given design?</p> <p>Can I change a given design?</p> <p>Can I create a program using my own design?</p> <p>Can I decide how my project can be improved?</p> <p>Key vocabulary:</p>
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	<p>Can I explain how to use information technology safely?</p> <p>Can I recognise that choices are made when using information technology?</p> <p>Key vocabulary:</p> <p>Information technology, computer, devices, benefits, safely, responsibly</p> <p>Cross curricular links:</p> <p><u>PSHE</u>: I can identify rules that help keep us safe and healthy in and beyond the home when using technology.</p> <p>Links to Prior Learning:</p> <p>This unit also builds on the learners' understanding of using technology safely and responsibly.</p>	<p>Cross curricular links:</p> <p><u>Art and design</u>: To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space</p> <p>Links to Prior Learning:</p> <p>This unit begins the learners' understanding of how photos are captured and can be manipulated for different purposes.</p>	<p>from a series of notes?</p> <p>Can I create music for a purpose?</p> <p>Can I review and refine my music creation?</p> <p>Key vocabulary:</p> <p>Patterns, music, notes, digitally, sequence, pitch duration, rhythm</p> <p>Cross curricular links:</p> <p><u>Music</u>: Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related</p>	<p>Compare, tally charts, represented, pictograms, attribute, comparison</p> <p>Cross curricular links:</p> <p><u>Maths</u>: Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. Ask and answer questions about totalling and comparing categorical data.</p> <p>Links to Prior Learning:</p> <p>It builds on the Year 1 Data and Information unit where learners labelled objects and grouped them based on different properties.</p>	<p>Can I create and debug a program that I have written?</p> <p>Key vocabulary:</p> <p>Algorithm, instructions, sequence, order, outcome, programming, debug</p> <p>Cross curricular links:</p> <p>Links to Prior Learning:</p> <p>Learners should have had some experience of creating short programs using floor robots and predicting the outcome of a simple program.</p>	<p>Sequence, commands, outcome, program, features, debug, algorithm</p> <p>Cross curricular links:</p> <p>Links to Prior Learning:</p> <p>Year 1 ScratchJr unit 'Programming B – Programming animations'.</p>
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			<p>dimensions of music</p> <p>Links to Prior Learning:</p> <p>Learners should have experience of making choices on a tablet/computer, and they should be able to navigate within an application. Learners should also have some experience of patterns.</p>			
<p>Music – Charanga</p>	<p><u>Hands, Feet, Heart</u></p> <p>Key concepts and skills:</p> <p>Afropop, South African</p> <p>Listening and Appraising:</p> <p>To be able to ask and answer questions about the music.</p> <p>To recognise different styles of music.</p> <p>To recognise the structure of songs – introduction, verse and chorus.</p> <p>Recognise and identify instruments and voices you can hear.</p>	<p><u>HO, HO, HO</u></p> <p>Key Concepts and Skills: To learn how to rap as a style of singing.</p> <p>Develop knowledge of rhythm patterns.</p> <p>To begin to improvise using overall ideas and themes and own ideas. .</p> <p>Listening and Appraising:</p> <p>To be able to ask and answer questions about the music.</p> <p>To recognise different styles of music.</p> <p>To recognise the structure of songs – introduction, verse and chorus.</p> <p>Recognise and identify instruments and voices you can hear.</p>	<p><u>I Wanna Play in a Band</u></p> <p>Key Concepts and Skills:</p> <p>Identifying rock as a style of music.</p> <p>Develop ability to play a variety of percussion instruments.</p> <p>To listen to others playing as you play.</p>	<p><u>Zootime</u></p> <p>Key Concepts and Skills:</p> <p>Listening and Appraising: To be able to ask and answer questions about the music.</p> <p>To recognise different styles of music.</p> <p>To recognise the structure of songs – introduction, verse and chorus.</p> <p>Recognise and identify instruments and voices you can hear.</p> <p>Find the pulse/steady beat to the music you are listening to.</p> <p>Know how to:-</p> <p>To find the pulse/steady beat and maintain it with a piece of music.</p>	<p><u>Friendship song</u></p> <p>Key Concepts and Skills:</p> <p>Recognise Pop music as a style of music.</p> <p>Develop knowledge of rhythm patterns and be able to repeat them with accuracy.</p> <p>To sing as a choir and individually,</p> <p>Listening and Appraising: To be able to ask and answer questions about the music.</p>	<p><u>Reflect, Rewind and Replay</u></p> <p>Key Concepts/Skills</p> <p>Classical.</p> <p>Explore and learn about the history of music. Look back and consolidate learning. Learning some of the language of music.</p> <p>Listening and Appraising: To be able to ask and answer questions about the music.</p> <p>To recognise different styles of music.</p> <p>To recognise the structure of songs – introduction, verse and chorus.</p> <p>Recognise and identify instruments and voices you can hear.</p> <p>Find the pulse/steady beat to the music you are listening to.</p> <p>Know how to: -</p> <p>Listen and Appraise Classical music</p> <p>Sing some of the lyrics and melodies.</p>

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	<p>Find the pulse/steady beat to the music you are listening to. Know how to:-Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to. Listen to and repeat rhythm patterns. Clap rhythm patters of names. Create own rhythm patterns. Play tuned percussion along with the music. Improvise – creating own rhythm patterns and melodies using notes C and D. Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D + E. Learn the lyrics and melody to the song Hands, feet, heart. Perform by sing the song in unison ‘Hands, feet, heart’.</p> <p>Key questions:</p> <p>How can we explain how the melodies of songs differ?</p> <p>What musical knowledge will you need to compose a simple melody using tuned percussion?</p>	<p>Find the pulse/steady beat to the music you are listening to. Know how to:- To find the pulse/steady beat and maintain it with a piece of music. Recognise and identify instruments and voices you can hear. Listen to and repeat rhythm patterns. Clap rhythm patters of names. Create own rhythm patterns. To recognise changes in pitch, high and low sounds. Play tuned percussion along with the music. (G,A,B) Sing in unison – learning the words to the rap. Improvise with words during the rap song, Perform and share a class performance of the rap ‘Ho Ho Ho’.</p> <p>Key questions: How can we change or improve a rap song through improvising and using our own ideas?</p> <p>Can I find the pulse in music?</p> <p>How can our voices be used in different ways? (speaking, singing, chanting)</p> <p>In a piece of music what changes in pitch can you hear and identify?</p> <p>Key vocabulary: Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, perform, audience, rap, improvise, dynamics, tempo</p> <p>Cross curricular links: Christmas. Literacy - Christmas vocabulary.</p>	<p>Playing together in a band</p> <p>Listening and Appraising: To be able to ask and answer questions about the music. To recognise different styles of music. To recognise the structure of songs – introduction, verse and chorus. Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to. Know how to:- Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to. Listen to and repeat rhythm patterns. Clap rhythm patterns of names. Create own rhythm patterns. Play tuned percussion along with the music. F,D,C. Improvise – creating own</p>	<p>Recognise and identify instruments and voices you can hear. Listen to and repeat rhythm patterns. Clap rhythm patters of names. Create own rhythm patterns. To recognise changes in pitch, high and low sounds. Play tuned percussion along with the music. Improvise – creating own rhythm patterns and melodies using notes C and D. Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D + E. Perform the songs and include your own compositions and improvisations. To recognise changes in pitch. Learn the lyrics and melody to ‘The friendship Song’. To perform the song in unison as a class.</p> <p>Key questions:</p> <p>How do we begin to use our own musical ideas to compose a simple piece of music?</p> <p>How can we talk about changes in the pace music is played?</p> <p>How can we explore the changes in dynamics in music?</p> <p>Key vocabulary: Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo</p>	<p>To recognise different styles of music. To recognise the structure of songs – introduction, verse and chorus. Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to. Know how to: - To find the pulse/steady beat and maintain it with a piece of music. Recognise and identify instruments and voices you can hear. Listen to and repeat rhythm patterns. Clap rhythm patters of names. Create own rhythm patterns. Play tuned percussion along with the music using either 2 or 3 notes. Improvise – creating own rhythm patterns and melodies using notes C and D. Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D + E. Key questions: How can we make simple changes to rhythm patterns through improvising with our own ideas? What skills do we need to have to perform a song well as a group? How can we compose a simple melody using tuned percussion?</p> <p>Key vocabulary: Keyboard, drums, bass, electric guitar, reggae, pulse, rhythm, pitch, improvise, compose, perform,</p>	<p>Play instruments within the song</p> <p>Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to. Listen to and repeat rhythm patterns.</p> <p>Improvisation using voices and instruments</p> <p>Compose simple rhythm patterns and melodies using the music as a stimuli.</p> <p>Share and perform the learning that has taken place</p> <p>Explain my thoughts and musical ideas using musical language.</p> <p>Key questions: How can you explain how a song is formed?</p> <p>How can you recognise a starting point in music when performing in a group?</p> <p>What do the musical terms tempo and dynamics mean?</p> <p>Key vocabulary: Keyboard, drums, bass, electric guitar, reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo</p> <p>Cross curricular links: English: Speaking and listening.</p>
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	<p>What is the pulse or steady beat in music?</p> <p>Key vocabulary: Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo</p> <p>Cross curricular links: History: Nelson Mandela as a famous and influential person in our lifetimes.</p>		<p>rhythm patterns and melodies using notes F,G. Compose a simple melody using simple rhythms, choosing from the notes F,G/ F,G,A. Perform the songs and include your own compositions and improvisations.</p> <p>Key questions: What instruments can you identify and name from the sounds they make? What symbols and musical notes are used in music to represent sounds? How can we explain how sounds are organised within a piece of music.</p> <p>Key vocabulary: Keyboard, drums, bass, electric guitar, rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo</p> <p>Cross curricular links: Teamwork, working together.</p>	<p>Cross curricular links:</p> <p>PSHE – theme: Friendship.</p>	<p>audience, melody, dynamics, tempo.</p> <p>Cross curricular links: English: Speaking and listening.</p>	
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RE	<p>Key Concept/ Skill:</p> <p>Judaism- What do Jews believe about God?</p> <p>Know how to:</p> <p>To understand where Jews get their ideas about God from.</p> <p>Key questions:</p> <ol style="list-style-type: none"> 1. Why is the Torah important for Jews? 2. What do Jews believe about God? 3. Who was Joseph? 4. How did Miriam show courage and truthfulness, and choose between right and wrong? 5. Which rules are important for Jews? 	<p>Key Concept/ Skill:</p> <p>Judaism- How do Jews show faith through practices and celebrations?</p> <p>Know how to:</p> <p>To understand how Jewish people use celebrations and rituals to feel closer to God.</p> <p>Key questions:</p> <ol style="list-style-type: none"> 1. How do Jews remember Shabbat? 2. What is the symbolism of the Shabbat meal? 3. What does "God is One" mean? 4. How did Esther show honesty and bravery, and how is this remembered at Purim? 5. How do Jewish families and their communities celebrate Hanukkah? 6. Who are the Jewish Matriarchs and Patriarchs? 	<p>Key Concept/ Skill:</p> <p>Christianity- Why is the Bible a Special Book for Christians?</p> <p>Know how to:</p> <p>To understand that the Bible provides many answers and much guidance for how Christians should live their lives.</p> <p>Key questions:</p> <ol style="list-style-type: none"> 1. What makes a book special? 2. What sorts of different books are in the Bible? 3. What words of wisdom are in the Bible? 	<p>Key Concept/ Skill:</p> <p>Christianity- Who was Jesus and why is he important to Christians?</p> <p>Know how to:</p> <p>To understand that Jesus is a key figure in the Christian faith.</p> <p>Key questions:</p> <ol style="list-style-type: none"> 1. Who were the disciples? 2. Why was Jesus a teacher and leader? 3. Why do Christians believe that Jesus was a healer? 4. Why was Jesus' death part of a bigger plan for Christians? 5. What is the resurrection? 6. Why do Christians follow Jesus? 	<p>Key Concept/ Skill:</p> <p>Christianity- Why did Jesus teach people through stories?</p> <p>Know how to:</p> <p>To understand that stories have been used to explain how Christians should live according to God.</p> <p>Key questions:</p> <ol style="list-style-type: none"> 1. What do the Parables of 'The Lost Sheep' and 'The Prodigal Son' teach Christians about God? 2. What is the message from Jesus in the Parable of the Sower? 3. What do Christians mean when they talk about building good foundations in the Parable of the Two Builders? 5. What does it mean to love your neighbour? How does the 	<p>Key Concept/ Skill:</p> <p>Humanism-What is Humanism?</p> <p>Know how to:</p> <p>To understand that a person can have beliefs that are not linked to a key person/ God/s.</p> <p>Key questions:</p> <ol style="list-style-type: none"> 1. What is a Humanist? 2. What does a Humanist believe makes us special? 3. How we can be happy from a Humanist point of view? 4. How do Humanists celebrate key life events, such as birth? 5. How might a Humanist celebrate a marriage? 6. What is the importance of 'The Golden Rule' and how does it help guide Humanists to be good to each other?

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	<p>6. What do Jews believe about a creator God?</p> <p>Key Vocabulary:</p> <p>Torah, Yad, Joseph, Miriam, Moses, Commandments, Courage, Slavery, Respect, Holy, Special.</p> <p>Cross-Curricular Links:</p> <p>PSHE</p> <p>Links to Prior Learning:</p> <p>Y1- Christianity - How was the World made and how should we look after it?</p>	<p>Key Vocabulary:</p> <p>Shabbat, Mezuzah, Shema, Purim, Hanukkah, Esther, Bravery, Honesty, Respect, Holy, Special.</p> <p>Cross-Curricular Links:</p> <p>PSHE</p> <p>Links to Prior Learning:</p> <p>Y2- Judaism- What do Jews believe about God?</p>	<p>4. What could the story of 'David and Goliath' teach a Christian?</p> <p>5. How might the story of 'The Stilling of the Storm' help Christians?</p> <p>6. What prayers are in the Bible, and why do Christians pray?</p> <p>Key Vocabulary:</p> <p>Sacred text, Special</p> <p>Bible, Testament, Gospel, Wisdom, Guidance,</p> <p>Belief, Courage, Faith, Lord's Prayer</p> <p>Cross-Curricular Links:</p> <p>PSHE</p>	<p>Key Vocabulary:</p> <p>Disciples, Christians, Miracle</p> <p>Healing/ healer, Resurrection, Parable, Crucifixion, Pilgrimage, testament</p> <p>Cross-Curricular Links:</p> <p>PSHE</p> <p>Links to Prior Learning:</p> <p>Y1- Christianity- What does it mean to belong?</p> <p>Y2- Christianity- Why is the Bible a Special Book for Christians?</p> <p>Y2- Christianity- Who was Jesus and why is he important to Christians?</p>	<p>Parable of the Good Samaritan teach Christian love?</p> <p>Key Vocabulary:</p> <p>Jesus the shepherd, Parable, Preparation, Foundations, influences, Prodigal, Good Samaritan</p> <p>Cross-Curricular Links:</p> <p>PSHE, English</p> <p>Links to Prior Learning:</p> <p>Y1- Christianity- What does it mean to belong?</p> <p>Y2- Christianity- Why is the Bible a Special Book for Christians?</p>	<p>Key Vocabulary:</p> <p>Unique, Valuable, Belief, Empathise, Reason, The Happy Human, Celebrating, Landmark events, Naming ceremony, Family, Friendship, The Golden Rule</p> <p>Cross-Curricular Links:</p> <p>PSHE</p> <p>Links to Prior Learning:</p> <p>All previous RE units, PSHE –differences, tolerance of other beliefs</p>
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					Links to Prior Learning: Y1- Christianity- What does it mean to belong?							
PE	Gymnastics	Movement	Dance (Victorian dance)	Attacking and defending/ Games	Gymnastics	Bat/ ball skills Games	Jumping	Team games football	Indoor Athletics	Outdoor Athletics	Indoor Athletics	Outdoor adventure
	<p>Key concept/Skill : To perform different shapes with their body. To balance and travel in different ways along different surfaces/ heights. To explore rolls, climbing and jumps from different heights.</p> <p>Know how to: To create different shapes with their bodies. Perform rolls safely. To travel in different ways (heights/</p>	<p>Key concept/Skill: Running in a straight line – looking forward – using arms to propel forwards Jumping both 1 foot and 2 footed, bending knees to land safely on feet. To throw under and over arm to a target at varying distances using a range of objects (bean bags, balls, javelin). To be able to catch an object (beanbag, ball).</p> <p>Know how to: perform different movements including running, jumping, throwing and catching.</p>	<p>Key concept/Skill : To develop sequencing of movements and patterns to fit a piece of music. Know how to: Perform different sequences of movements and patterns to a piece of music thinking about timing, speed, height and paired work. Key questions: Can I travel</p>	<p>Key concept/Skill: to participate in team games focusing on attacking and defending skills. Know how to: work as a team player in games. To use skills to attack in a team game. To use skills to defend in a team game.</p>	<p>Key concept/Skill : To perform different shapes with their body. To balance and travel in different ways along different surfaces/ heights. To explore rolls, climbing and jumps from different heights. Know how to: To create different shapes with their bodies. Perform rolls safely. To travel in different ways (heights/</p>	<p>Key concept/Skill: to participate in team games focusing on ball and bat control Know how to: hold a bat correctly to hit a ball. To know how to throw a ball under arm. To catch a ball travelling towards us. Key questions: Can I control a ball? Can I hit a ball using a bat? Can I throw</p>	<p>Key concept/Skill : To perform different types of jumps. To perform 1 foot and 2 feet jumps. To jump from different heights. To land a jump safely. Know how to: To perform 1 foot and 2 feet jumps. To perform different jumps including straight, star, tuck, triple. To land a jump safely. To jump</p>	<p>Key concept/Skill: to participate in team games focusing on attacking and defending skills. To control a ball through passing and catching. Know how to: work as a team player in games. To use skills to attack in a team game. To</p>	<p>Key concept/Skill: Develop skills to apply in different situations for running, skipping, jumping and throwing Know how to: Run in a straight line. To perform skipping whilst travelling forwards. To perform balances without aid. Key questions: Can I run in a straight line? Can I skip whilst moving forwards? Can I balance without aids? Can I jump over objects?</p>	<p>Key concept/Skill: Develop skills to apply in different situations for running, skipping, jumping and throwing Know how to: Run in a straight line. To perform skipping whilst travelling forwards. To perform balances without aid. Key questions: Can I run in a straight line? Can I skip whilst moving forwards? Can I balance without aids? Can I jump over objects?</p>	<p>Key concept/Skill: To follow directions and explore new environments through orienteering . To understand how their body feels before, during and after exercise. Know how to: To be able to follow directions given by others and in written form to find their way around a new</p>	

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	<p>apparatus) To travel, balance and jump on apparatus safely.</p> <p>Key questions: Can I create different shapes with my body? Can I travel in different ways around a space? Can I travel safely along different apparatus? Can I copy a sequence?</p> <p>Key vocabulary: tuck, roll, stretch, bend, low, high, balance,</p> <p>Cross curricular links:</p>	<p>Key questions: Can I run in a straight line? Can I look where I am going whilst running? Can I perform a 2 footed jump? Can I perform a standing long jump? Can I perform a triple jump? Can I throw an object into a target area? Can I catch a ball which is being thrown to me?</p> <p>Key vocabulary: speed, forwards, stretch, open hands, distance, target, reach, land</p> <p>Cross curricular links: Maths – teach active lessons incorporate movement. Science – understanding of health and how the body works. PSHE – understanding how our brain controls our body and how exercise makes us feel.</p>	<p>around the hall using different movements? Can I create different shapes with my body? Can I sequence movements together to create a routine? Can I perform a dance routine to music? Can I give feedback t my peers about their routine?</p> <p>Key vocabulary: speed, height, freeze frame, mirroring</p> <p>Cross curricular links: Music – tempo, speed.</p>	<p>Key questions : Can I participate in team games? Can I perform skills to attack in a team game? Can I perform skills to defend in a team game?</p> <p>Key vocabulary: y: attack, defend, forwards, block, tackle,</p> <p>Cross curricular links: PSHE – working together.</p>	<p>apparatus) To travel, balance and jump on apparatus safely.</p> <p>Key questions: Can I create different shapes with my body? Can I travel in different ways around a space? Can I travel safely along different apparatus? Can I copy a sequence?</p> <p>Key vocabulary: tuck, roll, stretch, bend, low, high, balance,</p> <p>Cross curricular links:</p>	<p>a ball under arm? Can I take part in a bat and ball team game?</p> <p>Key vocabulary: throw, hit, strike, underarm, catch, control</p> <p>Cross curricular links: PSHE – working together.</p>	<p>from apparatus at different heights.</p> <p>Key questions: Can I complete a straight jump? Can I complete a tuck jump? Can I complete a long jump? Can I complete a triple jump? Can I perform a sequence of jumps? Can I complete jumps from different heights and apparatus?</p> <p>Key vocabulary: tuck, straight, triple jump, land, bend, hop, skip,</p> <p>Cross curricular links: maths – measuring the length of jumps</p>	<p>use skills to defend in a team game.</p> <p>Key questions: Can I participate in team games? Can I perform skills to attack in a team game? Can I perform skills to defend in a team game?</p> <p>Key vocabulary: y: attack, defend, forwards, block, tackle, catch, grip, pivot, pass</p> <p>Cross curricular links: PSHE – working together.</p> <p>Links to Prior Learning: Yr 1 Participate in team</p>	<p>Key vocabulary: forwards, move, high knees, jump,</p> <p>Cross curricular links:</p>	<p>Key questions: Can I run in a straight line? Can I skip whilst moving forwards? Can I balance without aids? Can I jump over objects?</p> <p>Key vocabulary : forwards, move, high knees, jump,</p> <p>Cross curricular links:</p>	<p>Key vocabulary: forwards, move, high knees, jump,</p> <p>Cross curricular links:</p>	<p>environmen t. Key questions: Can I follow directions given by others? Can I give directions to others? Can I describe what happens to my body before I do exercise? Can I describe what happens to my body during exercise? Can I describe what happens to my body after exercise? Key vocabulary: heart rate, pulse, beat, energy, left, right, forwards, backwards, north, south, west, east</p> <p>Cross curricular links:</p>
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								games, developing simple tactics for attacking and defending				Geography – exploring maps Links to Prior Learning: Yr 1 To move in a range of directions, explore new environments
PSHE	<p><u>Living in the wider world – Pride</u></p> <p>Key concept/Skill: Belonging to a community; Media literacy; Digital resilience</p> <p>Key discussions:</p> <ul style="list-style-type: none"> - Belonging to a group; roles and responsibilities; being the same and different in the community - The internet in everyday life; online content and information - What money is; needs and wants; looking after money <p>Key questions: What does it mean to belong? What is my role in the community? How can we keep ourselves and our belongings safe?</p> <p>Key vocabulary: Community, roles, responsibilities, internet, money, wants, needs.</p> <p>Cross curricular links: Money units of work in maths</p> <p>Links to Prior Learning: EYFS & Y1 Living in the wider world units.</p>			<p><u>Relationships - Respect</u></p> <p>Key concept/Skill: Families and friendships; Safe relationships; Respecting ourselves and others.</p> <p>Key discussions:</p> <ul style="list-style-type: none"> - Making friends; feeling lonely and getting help - Managing secrets; resisting pressure and getting help; recognising hurtful behaviour - Recognising things in common and differences; playing and working cooperatively; sharing opinions <p>Key questions: What makes a good friend? What can I do if I'm feeling left out or lonely? How can I be kind to others?</p> <p>Key vocabulary: Relationships, safe, not safe, support, friend, hurtful.</p> <p>Cross curricular links:</p> <p>Links to Prior Learning: EYFS & Y1 Relationships units.</p>			<p><u>Empowerment – Health and Wellbeing</u></p> <p>Key concept/Skill: Physical health and mental wellbeing; Growing and changing; Keeping safe</p> <p>Key discussions:</p> <ul style="list-style-type: none"> - Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help - Growing older; moving class or year - Safety in different environments; risk and safety at home; emergencies <p>Key questions: How can I stay healthy (physically and mentally)? What can I do to look after myself? How do people change when they grow up? How can I keep safe at home? How do I deal with an emergency?</p> <p>Key vocabulary: Safe, growing up, changes, keeping healthy, mental, physical.</p> <p>Cross curricular links: Science- Humans & Other Animals: keeping healthy</p> <p>Links to Prior Learning: EYFS & Y1 Empowerment units.</p>					
Raising aspiration	<p><u>Careers link</u></p> <p>Working in the local community</p>			<p><u>Careers link</u></p> <p>Fire Fighters</p>			<p><u>Careers link</u></p> <p>Zoo Keepers</p>					

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WOW outcome	Hartington Residential	Vehicles/DT project	Visit to Chester Zoo
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