

Our Curriculum Offer - 2022-2023 – Year 2



Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5/6
7 Weeks	7 weeks and 2 days	5 and 2 days	5 weeks	
<p>‘Love where you live’</p>	<p>‘Poles apart’</p>	<p>‘What makes a hero?’</p>	<p>‘Who lives in the Serengeti?’</p>	<p>‘The Big Smoke’</p> <p>VIPERS</p>
Above and Beyond Opportunities for our Year 2 children				
<p>Big start – launch of our ‘Crossflatts Family’</p> <p>Visit to ‘Daniel Abrahams’ Gallery</p> <p>Gallery for parents invite in.</p>	<p>Carol Concert</p> <p>Mingle Jingle</p> <p>Dingley Dell -Explorer day!</p>	<p>Nurse visit</p> <p>Thackray medical hospital</p> <p>Poetry week</p> <p>Well being week</p>	<p>Virtual flight to the Serengeti</p> <p>Yorkshire Wildlife Park</p> <p>World book day</p>	<p>London Bus, afternoon tea on the bus, look at the ‘sights’</p> <p>Saltburn Seaside Visit</p> <p>Rose Day</p>

Writing



Our children will...

<p>Convince someone to want to live in Bradford – information page</p> <p>Setting Description – Bradford</p> <p>Recount Big start</p> <p><u>Grammar Focus</u></p> <p>Adjective</p> <p>Noun,</p> <p>Noun phrase</p> <p><u>Consolidate:</u></p> <p>Capital Letter</p> <p>Finger spaces</p> <p>Full stop</p> <p>,</p> <p>Statement, Question, Exclamation, Command, Compound, Suffix</p> <p>Adjective, Adverb, Verb, Tense (past, present), Apostrophe, Comma</p>	<p>Character Description – Lost and Found</p> <p>Biography – Falcon Scott</p> <p><u>Grammar Focus</u></p> <p>Statement Questions</p> <p>Exclamation</p> <p>Tense</p> <p><u>Consolidate:</u></p> <p>Noun,</p> <p>Noun phrase</p>	<p>Narrative – Superhero Story</p> <p>Comparison – hospitals in the past/now</p> <p>Poem – Superhero Poem</p> <p>Recount</p> <p><u>Grammar Focus</u></p> <p><u>Consolidate:</u></p> <p>Noun,</p> <p>Noun phrase</p>	<p>Settings – the Serengeti</p> <p>Animal Poems and Riddles</p>	<p>Information Text – London on a page</p> <p>Story</p> <p>Diary from the seaside</p> <p>Recount</p> <p><u>Grammar focus –</u></p> <p>Consolidate all Year 2</p>
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Reading



Our children will...

Decode and understand texts:

Decode new words and work out the meaning by segmenting and blending.

Confidence will grow to explain their understanding of the texts they read and have read to them.

Read year 2 common exception words.







Begin to make inferences.

Answer the question stems for the year group.

Read widely, read for pleasure and discuss what has been read:

Read a wide range of text types (myths, legends, traditional stories, fiction, non-fiction and books from other cultures and traditions).

Read for different purposes.
 Read and understand a wide range of poetry.
 Participate in drama based around texts.
 Identify books which appeal to them and share their opinions with peers and adults.
Recognise the features of texts:
 Recognise key features of non-fiction and fiction

Vocabulary **Infer** **Predict** **Explain** **Retrieve** **Summarise**

Find and explain the meaning of words in context

Make and justify inferences using evidence from the text

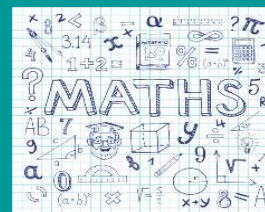
Predict what might happen from the details given and implied

Explain how different aspects of the text affect the reader

Retrieve and record information directly from the text

Summarise the key information and events from the text

Maths



Our children will develop their skills in,,,

Place Value
 Addition & Subtraction
 Shape

Money
 Multiplication & Division
 Length and height
 Mass capacity and temperature

Fractions
 Time
 Statistics
 Position and direction
 Consolidate

Science



Our children will...

Plants –observe over the year

Observe and describe how seeds and bulbs grow into mature plants
 Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Materials

Can you make a coat for an explorer?

Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
 Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Animals including humans - diet / exercise / germs

Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Louis Pasteur – discovered germs

Animals including humans

Notice that animals, including humans, have offspring which grow into adults
 find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

Living things and their habitats


‘Create a home for a creature – Dingley Dell

Explore and compare the differences between things that are living, dead, and things that have never been alive
 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
 Identify and name a variety of plants and animals in their habitats, including micro-habitats
 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





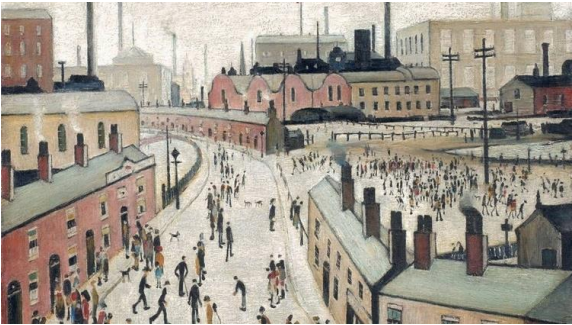
	Link to Charles Mackintosh inventor of the Mackintosh			DT Link – HEPP - create a bug hotel
<div>Geography</div> <div></div> <div>Our children will</div>				
<div>Place knowledge Skills and fieldwork</div> <div>Explore Bradford city in detail</div> <div>Aerial photos- directions – mapping</div> <div>Understand the human and physical geography of a small area of the UK Study a local place (Bradford) in detail.</div> <div>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</div> <div>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</div>	<div>Locational Knowledge</div> <div>Exploring the world – countries continents. Equator – north and south pole Look at world maps, globes</div> <div>Name and locate the world’s seven continents and five oceans</div> <div>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</div>		<div>Human and Physical Place Knowledge</div> <div>Compare Serengeti with Yorkshire Dales</div> <div>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</div> <div>Use basic geographical vocabulary to refer to:</div> <div>-Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</div> <div>-key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</div>	<div>Place Knowledge</div> <div>In English - Look at our capital city in more detail building on Year 1 Focus on key landmarks in London</div> <div>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</div> <div>Compare and contrast a city and a coastal region.</div>
<div>History</div> <div></div> <div>Our children will ask...</div>				
<div>Bradford through the ages</div> <div>Use evidence to describe the everyday lives of people in time.</div> <div>Understand how to put people,</div>	<div>What is an explorer?</div> <div>Who is Robert Falcon Scott?</div> <div>Compare – race to poles. Felicity Aston</div>	<div>How hospitals have changed over time?</div> <div>Describe and compare the differences between hospitals then and now.</div> <div>Who invented penicillin? Study Alexander</div>		<div>What happened in the Great Fire?</div> <div>Events beyond living memory that are significant nationally or globally.</div> <div>Significant historical events, people and places in their own locality</div>

events and objects in order	The lives of significant individuals in the past who have contributed to national and international achievements.	Fleming		Recount the main events from a historical events.
Recount changes in my life time		Look at evidence to give and reasons why people in the past may have acted in the way they did.		Use different sources
People and places in their own locality.	Look at evidence to give reasons why people in the past may have acted the way they did.	Communicate knowledge about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.		Answer questions about the past using different sources by making simple observations.
Use different sources				

Art



Our children will...



<p><u>Drawing</u></p> <p>Local Artist-Daniel Abrahams Oil pastel creations inspired by Daniel Abrahams -Yorkshire 1980s</p> <p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> 	<p><u>Painting</u></p> <p>Antarctica scene painting To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> 	<p><u>Sculpting</u></p> <p>Local Artist-Henry Moore ‘Sculpt a hero project’ Material : Clay</p> <p>Children will use sculpting to develop and share their ideas, experiences and imagination</p> 	<p><u>Printing</u></p> <p>Study the animals in the Serengeti and their patterns – print on cloth. To use a range of materials creatively to design and make products To be able to print using a range of resources.</p> 	<p><u>Drawing</u></p> <p>Artist – Study S Lowry – London – sketching Tony Bullocks works To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> 
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Design & Technology



Our children will...

<p><u>Design and make Bradford bunting for open day Textiles</u></p> <ul style="list-style-type: none"> Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and 	<p><u>Dips and Dippers – Healthy diet project. Cooking and nutrition</u></p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria. 	<p><u>Create a moving picture – Moving London Scene Structures- linked to HEPP</u></p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria.
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<ul style="list-style-type: none">communication technology.Select from and use a wider range of tools and equipment to perform practical tasks.Select from and use a wider range of materials and components, including construction materials, textile and ingredients, according to their characteristics.Explore and evaluate a range of existing products.		<ul style="list-style-type: none">Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.Select from and use a wider range of tools and equipment to perform practical tasks.Evaluate their ideas and products against design criteria.Use the basic principles of a healthy and varied diet to prepare dishes.Understand where food comes from.		<ul style="list-style-type: none">Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.Explore and evaluate a range of existing products.Explore and use mechanisms.Evaluate their ideas and products against design criteria.	
<div>PE</div> <div></div> <div>Our children will...</div>					
<div>Gymnastics –</div> <div>Independently show creative flare, refining and developing during tasks Comment on aspects of own and others performances Perform with control and consistency basic actions at different speeds and on different levels Create and perform a simple sequence Show contrasts in gymnastics shapes and actions Work to improve flexibility and strength Attempt to use rhythm whilst performing a sequence Use core strength to link gymnastic elements e.g. back support and half twist Remember and repeat sequences Develop character and maturity to work in close proximity with others Reflect on own performance and use scoring system to judge performance</div>	<div>Hit catch and run –</div> <div>Make choices about where to hit the ball Judge and change pace in a variety of running activities Make tactical decisions about where to position themselves in the field Has developed hitting skills with a variety of bats Practised bowling/feeding a ball to other players Run in a game to score points Attempted to play the role of wicket keeper or backstop Use skills as a team to prevent runs Makes attempts to catch balls coming towards player in games Can work in small groups to field and bat Display sportsmanship when competing against others</div>	<div>Attack defend and compete</div> <div>Select and apply a small range of simple tactics Begin to look for space to pass into or run to in order to receive Select the more appropriate skill to move forwards to shoot Can send a ball using feet Can receive a ball using feet Link combinations of skills e.g. dribbling and passing with hands in isolation and combination Can send a ball using hands Can receive a ball using hands Perform the role of goal keeper using basic stopping and interception skills Can play in a variety of positions in both defence and attack Show awareness of teammates and opponents in games Work with a partner and in small groups to develop skills</div>	<div>Run jump and throw –</div> <div>Make choices about appropriate throws for different types of activity Begin to make links between components of fitness e.g. strength and outcome i.e. length of throw Can identify areas of activities that need improvement e.g. power in throws to throw further Develop power, agility, coordination and balance over a variety of activities Can throw and handle a variety of objects including quoits, beanbags, balls, hoops Can negotiate obstacles showing increased control of body and limbs Use agility in running games Apply skills in a variety of activities Practise to improve skills Discuss thoughts and feelings around physical challenges and what it means to be a team player Work cooperatively to complete running, jumping and throwing tasks Consider others when playing games to respect their space and boundaries</div>	<div>Dance</div> <div>Select movements that show a clear understanding of the theme/story/idea of the dance Volunteer and show leadership in group dances Show confidence to perform in front of others Show some sense of dynamic, expressive and rhythmic qualities in their own dance Use different parts of the body in isolation and combination Perform with control and balance and demonstrating coordination Explore and use basic choreography including levels, speed changes, unison and cannon Move with imagination responding the music Perform with expression Attempt to work as part of a group to perform a dance Show engagement in task to perform with freedom e.g. freestyling Able to comment on ideas and emotions and how they can be portrayed through dance</div>	<div>OAA</div> <div>Confidently follow a basic map Create a simple map Make good choices when leading others Attempt beginners competition Speed Stack Adapt to use equipment in unconventional ways Use correct 1 and 2 footed jumping technique most of the time Stay motivated during challenges such as searching and seeking tasks Show sensitivity and respect when working with a blindfolded partner</div>
<div>Computing</div> <div></div> <div>Our children will...</div>					
<div>Computing systems and networks – IT around us</div> <div>Our children will develop their understanding of what information technology (IT) is and will begin to identify examples. They will discuss where they have seen IT in school</div>	<div>Creating media – Digital photography</div> <div>Our children will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be</div>	<div>Creating media – Making music</div> <div>Our children will be using a computer to create music. They will listen to a variety of pieces of music and consider how music can make them think and feel. They will compare creating music digitally and non-digitally. The children will look at patterns and purposefully create</div>	<div>Data and information – Pictograms</div> <div>Our children will begin to understand what data means and how this can be collected in the form of a tally chart. They will learn the term ‘attribute’ and use this to help them organise data. They will then progress onto presenting data in the form of pictograms</div>	<div>Programming – Robot Algorithms/Introduction to quizzes</div> <div>Our children will understand the instructions in sequences and the use of logical reasoning to predict outcomes. Learners will use given commands in different orders to investigate how the order affects the outcome. They will also learn about design in programming. They will develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as programs and debug them.</div>	

and beyond, in settings such as shops, hospitals, and libraries. The children will then investigate how IT improves our world, and they will learn about the importance of using IT responsibly.	real.	music.	and finally block diagrams. The children will use the data presented to answer questions.	
<div>Music</div> <div></div> <div>Our children will learn to listen, appraise and perform...</div>				
<div>Genre: Pop & Classical</div> <div>Charanga: Hands, feet, heart & Ho ho ho</div> <div>To listen to a variety of musical styles from different times, traditions and composers, they can recognise the sound of musical instruments and basic key features of musical styles.</div>	<div>Genre: Folk & Reggae</div> <div>Charanga: I wanna play in a band & Zootime</div> <div>To learn how to play the glockenspiels.</div> <div>To begin to understand how pulse, rhythm and pitch work together to create music through warm up games.</div> <div>To begin to learn that improvisation is when you make your own tune or rhythm</div> <div>To start and learn to play in a band or ensemble.</div> <div>To start and sing songs and raps together in a group.</div>		<div>Genre: Jazz & Musical theatre</div> <div>Charanga: Friendship song & Reflect, Rewind and Replay</div> <div>Perform together and follow instructions that combine the musical elements.</div> <div>Choose sounds, and instruments carefully and make improvements to their own and others’ work</div>	
<div>Character and Culture</div> <div></div> <div>Our children will...</div>				
<div>How can we make good choices?</div> <div>What makes a good friend? (Understanding differences, communication and respect).</div> <div>Respect</div> <div>Harvest Festival, Halloween, Black History Month</div>	<div>What did Jesus teach and how did he live?</div> <div>What is bullying?</div> <div>Tolerance</div> <div>World Kindness Day, Anti-Bullying Week</div> <div>Diwali, Christmas, Hannukah</div>	<div>How and why do people pray? (5 pillars of Islam focus).</div> <div>What jobs do people do?</div> <div>Rule of Law</div> <div>New Year resolutions</div> <div>Epiphany, Holocaust Memorial Day, Chinese New Year</div> <div>Money Week</div>	<div>How is new life welcomed?</div> <div>What helps us to stay safe?</div> <div>Individual Liberty</div> <div>Children’s Mental Health Week, Safer Internet Day, International Women’s Day</div> <div>Lent, Easter, Ramadan</div>	<div>How can we look after the planet?</div> <div>Consolidation of all RE units.</div> <div>RSE and Transition work in preparation for the next year group.</div> <div>How do we recognise our feelings?</div> <div>What helps us grow and stay healthy? (Process of change, hygiene and healthy lifestyle).</div> <div>Democracy</div> <div>St Georges day, Vaisakhi (Sikh Festival), Vesak (Buddha Day)</div> <div>Mental Health Awareness Week</div>