

Our Curriculum Offer - 2023-2024 - Year 2



Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5/6
'Love where you live'	'Poles apart'	'What makes a hero?'	'Who lives in the Serengeti?'	'The Big Smoke' - London half term then the Great Fire
Above and Beyond Opportunities for our Year 2 children				
Big start - launch of our 'Crossflatts Family' Visit to 'Daniel Abrahams' Gallery and Haworth Art gallery for parents.	Carol Concert Mingle Jingle Dingley Dell -Explorer day!	Nurse visit Thackray medical hospital Poetry week Well being week	Virtual flight to the Serengeti Yorkshire Wildlife Park World book day	London Bus, afternoon tea on the bus, look at the 'sights' Rose Day Paddington afternoon tea Samuel Pepys assembly for parents Fire Station Visit

Writing



Our children will...

Bradford - information page Setting Description - Haworth Recount Big start (Writing Rocks) <u>Grammar Focus</u> Adjective Noun Noun phrase <u>Consolidate:</u> Capital Letter Finger spaces Full stop	Character Description - Lost and Found Biography - Matthew Henson <u>Grammar Focus</u> Statement Questions Exclamation Command Tense <u>Consolidate:</u> Noun, Noun phrase	Narrative - Superhero Story (rewrite a familiar story) Recount - trip <u>Grammar Focus</u> Subordination (using when, if, that, because) and co-ordination (using or, and, but) Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] <u>Consolidate:</u> Noun, Noun phrase	Settings - the Serengeti Animal Poems and Riddles <u>Grammar Focus</u> Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] <u>Consolidate</u> Tenses Statement, questions, exclamations and commands	Information Text - London on a page Story Diary from the seaside Recount <u>Grammar focus -</u> Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] <u>Consolidate</u> Year 1 and Year 2 grammatical terms
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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



VocabularyInferPredictExplainRetrieveSummarise

Find and explain the meaning of words in context

Make and justify inferences using evidence from the text

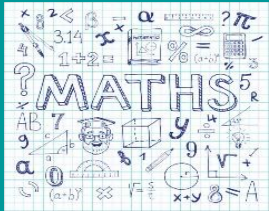
Predict what might happen from the details given and implied

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 knowledge in...

Place Value Addition & Subtraction Shape	Money Multiplication & Division Length and height Mass capacity and temperature	Fractions Time Statistics Position and direction Consolidate
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Science



Our children will...

<u>Plants -observe over the year</u> Observe and describe how seeds and bulbs grow into mature plants	<u>Materials</u> <u>Write a letter to an explorer to explain how to make the best coat to wear in the Arctic</u>	<u>Animals including humans - diet / exercise / germs</u> Describe the importance for humans of exercise, eating the right	<u>Animals including humans</u> Notice that animals, including humans, have offspring which grow into adults	<u>Living things and their habitats</u> <u>'Create a home for a creature - Dingley Dell</u> Explore and compare the differences between things that are living, dead, and things that have never been alive
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Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	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. Link to Charles Mackintosh inventor of the Mackintosh	amounts of different types of food, and hygiene Louis Pasteur - discovered germs	find out about and describe the basic needs of animals, including humans, for survival (water, food and air)	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 DT Link - HEPP - create a bug hotel
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Geography



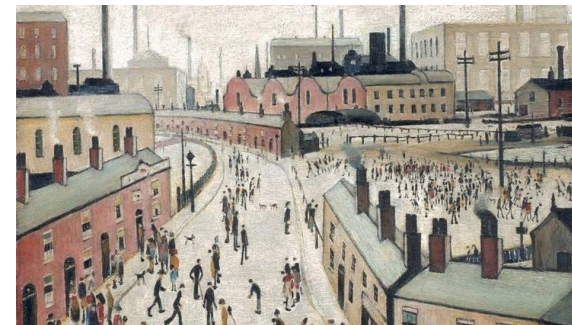
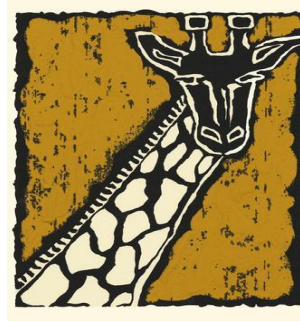
Our children will

Place knowledge Skills and fieldwork Explore Bradford city in detail Aerial photos- directions - mapping Understand the human and physical geography of a small area of the UK Study a local place (Bradford) in detail.	Locational Knowledge Exploring the world - countries continents. Equator - north and south pole Look at world maps, globes Name and locate the world's seven continents and five oceans 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.	Learn the compass directions.	Human and Physical Place Knowledge Compare Serengeti with Yorkshire Dales 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 Use basic geographical vocabulary to refer to: -Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather -key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Place Knowledge In English - Look at our capital city in more detail building on Year 1 Focus on key landmarks in London Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Compare and contrast a city and a coastal region.
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<u>Bradford through the ages</u> Use evidence to describe the everyday lives of people in time. Understand how to put people, events and objects in order Recount changes in my life time People and places in their own locality. Use different sources – photos, videos and books	<u>What is an explorer?</u> Who is Matthew Henson? The lives of significant individuals in the past who have contributed to national and international achievements. Look at evidence to give reasons why people in the past may have acted the way they did. <u>How have explorers changed the world? - Kapow Primary</u>	<u>How hospitals have changed over time?</u> Describe and compare the differences between hospitals then and now. Who invented penicillin? Study Alexander Fleming Look at evidence to give and reasons why people in the past may have acted in the way they did. Communicate knowledge about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.		<u>What happened in the Great Fire?</u> Events beyond living memory that are significant nationally or globally. Significant historical events, people and places in their own locality Recount the main events from a historical events. Use different sources Answer questions about the past using different sources by making simple observations.
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<u>Drawing</u>	<u>Painting</u>	<u>Sculpting</u>	<u>Printing</u>	<u>Drawing</u>
Local Artist-Daniel Abrahams Oil pastel creations inspired by Daniel Abrahams - Yorkshire 1980s Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities	Arctic scene painting To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Local Artist-Henry Moore 'Sculpt a hero project' Material : Clay Children will use sculpting to develop and share their ideas, experiences and imagination	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.	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

between different practices and disciplines, and making links to their own work.



Design & Technology



Our children will...

Design and make Bradford bunting for open day Textiles

- 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.
- 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.

Dips and Dippers - Healthy diet project Cooking and nutrition

- Design purposeful, functional, appealing products for themselves and other users based on design criteria.
- 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.

Create a moving picture - Moving London Scene Structures- linked to HEPP

- Design purposeful, functional, appealing products for themselves and other users based on design criteria.
- 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.

PE



Our children will...

Run, Jump, Throw (1) Send And Return (1)	Gymnastics (1) Attack Defend Shoot (1)	Dance (1) Hit, Catch, Run (1)	Run Jump Throw (2) Send and Return (2)	Attack Defend Shoot (2) Hit, Catch, Run (2)	Dance (2) Outdoor Adventurous Activity. (1)
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Computing



Our children will...

<u>Computer Science</u> <u>CS5</u> Understand that more complex problems can be broken down into smaller parts. <u>CS6</u> Create and develop algorithms & programs to achieve pre-defined outcomes. <u>CS7</u> Predict the outcome of a program using logical reasoning.	<u>Data Handling</u> <u>DH3</u> Represent information as a simple block graph or pictogram <u>DH4</u> Organise and interpret data as a simple graph. <u>DH5</u> Sort and answer questions using yes/no answers.	<u>Media</u> <u>M6</u> Make simple changes to improve the look and clarity of their work. <u>M7</u> Organise and communicate ideas for a specific purpose using appropriate layout and media. <u>M8</u> Record, locate and review sounds and add them to their digital creations.	<u>Computer Science</u> <u>CS8</u> Demonstrate the ability to debug pre-defined programs. <u>CS9</u> Identify digital technologies around us and describe how they work	<u>Media</u> <u>M9</u> Add music and or a sound to affect the mood and atmosphere of their work. <u>M10</u> Capture and create images in different graphic applications <u>M11</u> Understand and create simple animations.
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Music



Our children will learn to listen, appraise and perform...

KAPOW - On this island: British songs and sounds	KAPOW - Orchestral instruments (Theme: Traditional Western stories)	KAPOW - Dynamics, timbre, tempo and motifs (Theme: Space)	KAPOW - West African call and response song (Theme: Animals)	KAPOW - Musical me	KAPOW - Myths and legends
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Character and Culture



Our children will learn..					
How can we make good choices?	What did Jesus teach and how did he live?	How and why do people pray? (5 pillars of Islam focus).	How is new life welcomed?	How can we look after the planet?	Consolidation of all RE units. RSE and Transition work in preparation for the next year group.
Family and Relationships	Health and Wellbeing	Economic Wellbeing	Safety and the Changing Body	Citizenship	
Respect	Tolerance	Rule of Law	Individual Liberty	Democracy	Transition lessons and Recap
Harvest Festival, Halloween, Black History Month	World Kindness Day, Anti-Bullying Week, Diwali, Christmas, Hannukah	New Year resolutions, Epiphany, Holocaust Memorial Day, Chinese New Year, Money Week	Children's Mental Health Week, Safer Internet Day, International Women's Day, Lent, Easter, Ramadan	St Georges day, Vaisakhi (Sikh Festival), Vesak (Buddha Day), Mental Health Awareness Week	