



## Curriculum overview All About Me: Year 2

Our values this term are Respect and Responsibility

Year 2- Who am I? Someone to be proud of

*As our intake is generally made up of approximately 35% of children on the pupil premium register and 50% who have English as a second language, many of our children have limited preschool and "real" experiences and knowledge which affect both their acquisition of and understanding of language. We therefore need to take account of this in our curriculum, ensuring Oracy and vocabulary are prioritised and what they learn is relevant to our children. Our Curriculum is also representative of our pupils, celebrating them and their roots while reflecting our values.*

Children will develop an understanding of their own strengths and talents by being motivated in finding out about inspirational people past and present. The children should understand and appreciate the qualities needed to be resilient to achieve a goal through making connections with a range of quality texts (The Bear and the Piano, We are Family, All the ways to be smart).

Our traditional tale this term is: Hansel and Gretel

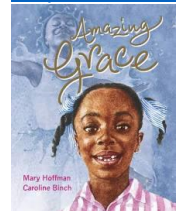


Our key texts this term are:

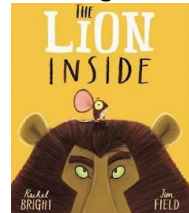


All the ways to be smart Davina Bell

<https://www.youtube.com/watch?v=UeUIm7BVLA0>



Amazing Grace Mary Hoffman and Caroline Binch



The Lion inside Rachel Bright and Jim Field

[https://www.youtube.com/watch?v=GlFDD3gYZ\\_0](https://www.youtube.com/watch?v=GlFDD3gYZ_0)

Rap version

<https://www.youtube.com/watch?v=O7D2nASjCwU>



The Bear and Piano David Litchfield

<https://www.youtube.com/watch?v=ui8qayYnRWc>



The Name Jar- Yangsook Choi



We are Family Patricia Hegarty

<https://www.youtube.com/watch?v=p2eX6truzs8>

Engagement in KS1	Motivation in KS1	Thinking in KS1
Enquiry Collaboration Challenge	Motivation Resilience Pride	Reasoning Reflection Creativity

English Reading, writing, speaking and listening	History	PSHE
What is special about me and my family?	<b>Black History - Can we compare and contrast a significant black person from the past with a significant person from the present?</b> <b>Bonfire Night – What happened on the 5<sup>th</sup> November 1605?</b> <b>Was Guy Fawkes a hero or a Villan?</b> <b>Do we celebrate Bonfire night just to have fun?</b> <b>The Great Fire of London – What happened on the 2nd of September 1666.</b> <b>Why did the fire spread so quickly?</b> <b>Why do we know so much about the great fire?</b>	<b>Can I talk about me and my relationships?</b> <b>Can I value Difference?</b>
<b>Following Read Write Inc</b>  Daily Oracy sessions Read Writing Inc phonics/spelling session Weekly reading in school Read stories from different cultures Learn a familiar story (All the ways to be smart) Learn a traditional tale (Hansel and Gretel) Talk about familiar stories/story patterns/predict what might happen next Check-in Daily morning writing books	<b>Knowledge</b> I know key vocabulary, words and phrases relating to the passage of time, such as; <b>treason, plot, hero villain, significant, cause, eyewitness, diary, interpretation, importance, impact, past, present, future, 17<sup>th</sup> Century, (x) number of years ago, time- line, change order, events.</b> I know some of the ways in which we find out about the past: <b>evidence, eyewitness, sources, oral history</b> I know about significant people in the past and how they contributed to the world. <b>King James I, Guy Fawkes, King Charles II, Samuel Pepys, Sir Christopher Wren, The Gunpowder Plot, hero, villain, treason, conspirators, religion, Catholics, Protestants, law, effigy, celebrate, commemorate, London, River Thames, diary, bakery, fire engine, fire fighter, rebuilt, St Paul’s Cathedral.</b> I know how to compare and contrast a significant black person from the past with a significant black person from the present. <b>Skills</b> I can ask and answer questions I can place events from a significant person’s life on a timeline. I can choose sources and stories to understand the key features of events. I can identify different ways in which the past is represented. I can use common words and phrases that relate to the passing of time ( <b>past, present, future, years ago, timeline and change</b> ) when talking/writing about the past. I can discuss the lives of <b>significant people</b> from the past and talk about their contribution to the world. I can list some similarities and differences between the lives of 2 significant black people.	Following SCARF scheme Me and my relationships (Term 1) Valuing difference (Term 2)

<b>National Curriculum</b>	<b>National Curriculum</b> changes within living memory, usually involving a change in national life. events beyond living memory that are significant (for example the Great Fire of London, the first aeroplane flight). the lives of significant individuals in the past (for example Elizabeth I, Queen Victoria, Christopher Columbus, Nelson Mandela, Florence Nightingale, Neil Armstrong, William Caxton, Tim Berniers-Lee. Pieter Bruegel the Elder, LS Lowry. Rosa Parks and Emily Davison, Mary Seacole and /or Florence Nightingale and Edith Cavell.  Significant historical events, people and places in their own locality	<b>National Curriculum</b>
Music	Geography	Design Technology
Term 1 and 2: How do I play a violin? Term 1: What does South African music sound like and how can we celebrate it? Term 2: Can I sing and perform Christmas songs?	Where am I? (The first half term will focus on local area and Gloucester; however the second half term will move towards comparing an Eastern European country)	What can I design, make and evaluate?

<p><b>Infant Strings</b></p> <p><b>Vocabulary:</b> violin, neck, bow, strings, pluck, melody, crotchet, quaver, minim, rest</p> <p><b>Knowledge:</b></p> <p>I know how to play the violin with some musicality and understanding.</p> <p><b>Skills:</b></p> <p>I can hold a violin in the correct position.</p> <p>I can pluck the strings to form a desired note.</p> <p>I can bow the strings to make a desired note.</p> <p>I can play the violin rhythmically and melodically playing simple tunes.</p> <p>I can follow a series of music notes in a 4 bar melody.</p> <p><b>Follow plan from Charanga.</b></p> <p><b>Term 1 - Original Scheme, Year 2, Autumn 1: Hands, Feet, Heart</b></p> <p><b>Term 2 - Original Scheme, Year 2, Autumn 2, Ho, Ho, Ho</b></p> <p><b>Vocabulary:</b> Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo, rap</p> <p><b>Knowledge:</b></p> <p>I know how to find the <b>pulse</b> of the music.</p> <p>I know that the <b>pulse</b> is the heartbeat of the music.</p> <p>I know how to find the <b>rhythm</b> of a piece of music.</p> <p>I know how to <b>play</b> the <b>glockenspiel</b> with a sense of musicality.</p> <p>I know how to <b>improvise</b> to the songs by clapping and playing a glockenspiel.</p> <p>I know how to <b>compose</b> (make up) a simple melody using a set of notes on the glockenspiel to the songs: Hands, Feet, Heart and Ho, Ho, Ho.</p> <p>I know what makes a good <b>performance</b>.</p> <p><b>Skills:</b></p> <p>I can find the <b>pulse</b> of the songs: Hands, Feet, Heart and Ho, Ho, Ho.</p> <p>I can be an animal, a pop star or march when finding the <b>pulse</b> of the music.</p> <p>I can copy back/clap <b>rhythms</b> when playing warm-up games.</p> <p>I can clap the <b>rhythm</b> of my name and favourite colour when playing Warm-up Games.</p> <p>I can <b>play</b> the <b>glockenspiel</b> along to the songs: Hands, Feet, Heart and Ho, Ho, Ho.</p> <p>I can <b>improvise</b> by clapping my own <b>rhythms</b> and playing my own set of notes to the music.</p> <p>I can <b>compose</b> (make up) a simple melody using a set of notes on the <b>glockenspiel</b> to the songs: Hands, Feet, Heart and Ho, Ho, Ho.</p> <p>I can <b>perform</b> the songs Hands, Feet, Heart and Ho, Ho, Ho as part of a whole class or a group.</p>	<p><b>Knowledge</b></p> <p>I know how to use the vocabulary of key physical and human features when describing my locality and compare my local area with a small area in one Eastern European countries. (Bulgaria)</p> <p><b>I know how to make a simple map showing my route from school to a place in my local community. (revisit in term 5)</b></p> <p>I know similarities and differences in the weather where we live in compared to the weather in a <b>contrasting (equatorial) country.</b></p> <p><b>Skills</b></p> <p>I can use basic geographical vocabulary to refer to key physical features (<b>hill, river, vegetation, season and weather</b>) and key human features (<b>city, farm, house, shop, post office</b>) when talking about where I live.</p> <p><b>I can use aerial photographs to devise a basic map of my local area</b></p> <p><b>I can use symbols on a map and in a key.</b></p> <p><b>I can label my aerial map of Tredworth using key language near, far, left, right, North, South, East, West and behind. (revisit in term 5)</b></p> <p>I can compare my local area with an Eastern European country by talking about the physical features (e.g. <b>weather, coastline, beach, cliff, valley, mountain</b>).</p> <p>I can use Google Earth to find different <b>landmarks</b> of Gloucester.</p>	<p><b>Knowledge</b></p> <p>I know how to create products using leavers, wheels or winding mechanisms (Christmas card).</p> <p>I know how to manipulate clay to achieve my design criteria.</p> <p><b>Skills</b></p> <p>I can evaluate my own designs/products against a basic design criteria.</p> <p>I can choose the right materials and tools for making a product.</p> <p>I can make a moving Christmas card using either a lever, wheels or winding mechanisms.</p> <p>I can use the appropriate tools to carve details into my Diya lamp.</p> <p>I can use my fingers to smooth areas of my Diya lamp.</p>
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<p><b>National Curriculum</b> The national curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</li> <li>understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations</li> </ul> <p>Key stage 1 Pupils should be taught to:</p> <ol style="list-style-type: none"> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ol>	<p><b>National Curriculum</b> Pupils should be taught to:</p> <p>Locational knowledge</p> <p>☑ name and locate the world’s seven continents and five oceans ☑ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Place knowledge</p> <p>☑ 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</p> <p>Human and physical geography</p> <p>☑ 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</p> <p>☑ use basic geographical vocabulary to refer to:</p> <p>☑ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>☑ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Geographical skills and fieldwork</p> <p>☑ 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</p> <p>☑ 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</p> <p>☑ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>☑ use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p><b>National Curriculum</b> When designing and making, pupils should be taught to:</p> <p>Design</p> <p>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.</p> <p>Make</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]; select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Evaluate</p> <p>Explore and evaluate a range of existing products; evaluate their ideas and products against design criteria.</p> <p>Technical knowledge</p> <p>build structures, exploring how they can be made stronger, stiffer and more stable; explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>
Science	Computing	Art and Design
<p><b>Topic – Humans and other animals</b> <b>How do I keep healthy?</b> <b>How do animals, including me, grow and change?</b> <b>What do animals, including me, need to stay alive?</b></p>	<p><b>Do I know what my personal information is and how to keep it private?</b></p>	<p><b>How can I become an open, curious, explorer of the world, and use what I find to inspire me to make art?</b></p> <p><b>Access art: Explore and Draw pathway</b></p>

<p><b><u>Seasonal change</u></b> (Geography link)</p> <p><b>Knowledge</b> I know which months are in which seasons. (Autumn, Summer, Spring, Winter)</p> <p><b>Skills</b> I can talk about seasonal change and the months in which these happen (longer/shorter nights, leaves falling, colder)</p> <p><b><u>Humans and other animals</u></b></p> <p><b>Knowledge</b> I know that animals grow, change and have off-spring that grow into adults. I know the basic things humans and animals need to survive. I know the different food groups. I know what is meant by healthy eating. I know the importance of exercise to keep our bodies healthy.</p> <p><b>Skills</b> I can name the different stages of human growth. I can understand that human grown is part of a lifecycle. I can describe the lifecycle of other animals. I can put lifecycles in the correct order. I can identify and sort adults and babies. I can list the basic needs of animals (air, water, oxygen, food, shelter). I can talk about treating each other and animals with care and respect. I can list 5 basic food groups (protein, carbohydrates, dairy, fats and sugars) I can sort foods into groups. I can explain the importance of exercise to keep fit and healthy. I can describe what happens to my heart rate, breathing and muscles when I exercise. (faster, stronger quickly and flexible)</p> <p><b><u>Living things and their habitats</u></b> (Half the unit)</p> <p><b>Knowledge</b> I can explore and compare the differences between things that are living, dead and things that have never been alive I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain</p> <p><b>Skills</b> I can name some things that are dead, living and have never been alive I can talk about the differences and explain how I know I can compare and sort things I can understand a basic food chain I can create a simple food chain I can identify and name different sources of food I can name the five vertebrate groups I can name an animal from each groups I can say how animals in each group are the same I can group animals and explain my reasons</p>	<p><b>Knowledge</b> I know the consequences of not using technology safely. I know the different types of technology that can be found in school. I know the consequences of not using search engines safely.</p> <p><b>Skills</b> I can report unkind behaviour and things that upset me online, to a trusted adult. I can see where technology is used in school. I can tell you what my personal information is and how I can protect it online. I can talk about the impacts of cyber-bullying. I can discuss and create a poster to display e-safety rules. I can safely find information I need using a search engine.</p>	<p><b>Knowledge</b> I know that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. I know that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. I am continuing to understand that my sketchbook is a place for personal experimentation. I understand that my sketchbook is unique to me. I know that we can combine collage with other disciplines such as drawing, printmaking and making. I know that artists take their inspiration from around them, collecting and transforming. I know that in art we can experiment and discover things for ourselves. I know how to dissect the work of an artist. I understand that all responses to art are valid and that we may share similarities.</p> <p><b>Skills</b> I can use art to develop an understanding of myself and my ‘roots’. I can visit the local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting and representing. I can work with care and focus, enjoying making drawings (which are unrushed). I can explore the quality of line, texture and shape. I can use my sketchbook to explore the qualities of different media. I can use my sketchbook to make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. I can use my sketchbook to explore colour and colour mixing. I can use my sketchbook to make visual notes about artists studied. I can use the observational drawings made, cutting the separate drawings out and using them to create new artwork, thinking carefully about composition. I can talk about the intentions of an artist. I can share my responses to artwork (“I liked...”) I can reflect and share verbally my own artwork journey (“I enjoyed...This went well”) I can share responses to my classmates work, appreciating similarities and differences.</p>
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<p>I can use the language of omnivore, carnivore, herbivore when saying what each group eats</p> <p><b><u>Working scientifically</u></b></p> <p>I ask simple questions</p> <p>I recognise that questions can be answered in different ways (I can find information from secondary sources, ask people questions, complete practical activities)</p> <p>I can observe closely (including changes over time)</p> <p>I can compare things. I can sort and group them.</p> <p>I can gather and record data to help answer simple questions.</p> <p>I can use simple equipment to make measurements (thermometers, magnifying glasses, timers)</p> <p>I can perform simple tests (with help)</p> <p>I can talk about what I have found out and how I found it out (with help)</p> <p>I can record and share what I have found out in different ways (with help)</p> <p>I can use simple scientific language (with help)</p>		
<p><b>National Curriculum</b></p> <ul style="list-style-type: none"><li>• notice that animals, including humans, have offspring which grow into adults</li><li>• find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li><li>• describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li><li>• Explore and compare the differences between living, dead and things that have never been alive</li></ul>	<p><b>National Curriculum</b></p> <p>Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p><b>National Curriculum</b></p> <p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>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>

<ul style="list-style-type: none"> <li>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</li> </ul>		
Maths	PE	RE
<p>Following CanDo maths scheme.</p> <p>2.1 Number and Place value (to 100)</p> <p>2.2 Geometry: properties of shape (2D and 3D and symmetry)</p> <p>2.3 Addition</p> <p>2.4 Subtraction</p> <p>Daily maths MOT.</p> <p>Fluency Bee started before Christmas – started on unit about 10</p>	<p><b>Can I show some of the Fundamental Movement Skills required of me in my PE lessons such as Coordination, Balance and Agility?</b></p> <p>Planning from the RealPE Jasmin platform.</p> <p><b>(Term 1, Personal Cog)</b></p> <p><b>Vocabulary:</b> appropriate, opposite, hopscotch, angle, smooth, dominant, non-standing</p> <p><b>Focus: Coordination, footwork (3 weeks)</b></p> <p><b>Skills:</b> I can move with balance and control throughout I can move with fluent, smooth movements I can move well in both directions/on both sides</p> <p><b>Knowledge:</b> I know to keep my head up and back straight I know to work off the balls of my feet I know to bend my knees to push off and land</p> <p><b>Activity:</b> 1. Hopscotch forwards and backwards, alternating hopping leg each time. 2. Move in a 3-step zigzag pattern forwards. 3. Move in a 3-step zigzag pattern backwards.</p> <p><b>Focus: Static Balance 1 leg (3 weeks)</b></p> <p><b>Skills:</b> I can balance with minimum wobble (control) I can balance with standing foot still I can balance with non-standing foot off the floor</p> <p><b>Knowledge:</b> I know to keep my head up and still I know to keep my tummy (core muscles) tight and back straight I know to use my arms to help balance</p> <p><b>Activity:</b> On both legs: 1. Stand still for 30 seconds with eyes closed. 2. Complete 5 squats. 3. Complete 5 ankle extensions.</p> <p><b>(Term 2, Social Cog)</b></p> <p><b>Focus: Dynamic Balance, Jumping and landing (3 weeks)</b></p> <p><b>Vocabulary:</b> praise, encourage, height, dynamic, tucked, shape, dish, hold</p> <p><b>Skills:</b> I can achieve good take off and height</p>	<p><b>What religions are we? 1.2 and 1.3</b></p> <p><b>1.2</b></p> <p><b>Knowledge</b> I know what Christians believe God is like and some stories that are important to Christians. I know who Christians believe made the world. I know different beliefs and practices, including festivals, worship rituals and ways of life.</p> <p><b>Skills</b> Make sense of belief: I can retell the story of creation from Genesis 1:1–2:3 simply. I can recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible. I can say what the story tells Christians about God, Creation and the world I can talk about a parable from the bible and what it means to Christians. I can think, talk and ask questions about religious festivals (Diwali, Hannukah, Christmas). I can retell the Christmas story and explain why it is important to Christians.</p> <p>Understand the impact: I can give at least one example of what Christians do to say ‘thank you’ to God for Creation.</p> <p>Make connections: I can think, talk and ask questions about living in an amazing world. I can give a reason for the ideas they have and the connections they make between the Jewish/Christian/Islamic Creation story and the world they live in.</p> <p><b>1.3</b></p> <p><b>Knowledge</b> I know that stories of Jesus’ life come from the Gospel. I know clear simple accounts of the story of Jesus’ birth and why this is important for Christians. I know ways in which Christians use the Nativity story to guide their beliefs and actions at Christmas.</p>



	<p>I can land with balance and control I can land softly and quietly</p> <p><b>Knowledge:</b> I know to bend my knees on take-off I know to swing my arms to help gain height and use them to help balance on landing I know to try to land softly so there is no noise by bending my knees as I land</p> <p><b>Activity:</b> 1. Jump from 2 feet to 2 feet with 180° turn in either direction. 2. Complete a tucked jump. 3. Complete a tucked jump with 180° turn in either direction.</p> <p><b>Focus: Static Balance Seated (3 weeks)</b></p> <p><b>Skills:</b> I can balance with feet and hands off the floor throughout I can balance with minimum wobble I can maintain balance without strain</p> <p><b>Knowledge:</b> I know to keep my tummy tight (core muscles) and back straight I know to keep my weight going through my bottom I know to keep my head up and breathe throughout</p> <p><b>Activity:</b> 1. Pick up a cone from one side and place it on the other side with same hand. 2. Return it to the opposite side using the other hand. 3. Sit in a dish shape and hold it for 5 seconds.</p>	<p><b>Skills</b> I can think, talk and ask questions about Christmas for people who are Christians and for people who are not. I can decide what I have to be thankful for and give a reason for my ideas. I can tell a simple version of the Nativity story. I can talk about where Jesus is born. I can talk about the meaning of Advent.</p>
National Curriculum	<p><b>National Curriculum</b> Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> <li>• perform dances using simple movement patterns.</li> </ul>	National Curriculum