West Cornforth Primary School Curriculum Framework Overview Year 2 2021-2022

	Autumn	Spring	Summer
Theme	WHY IS MY WORLD WONDERFUL?	WHEREVER NEXT?	WHAT CAN WE SEE ON HOLIDAY?
National and whole school events	Black History Month (October) Anti-Bullying Week (November) Children in Need, Christmas Shoeboxes, Diversity – LGBT, Diwali Gunpowder Plot, Remembrance Spiritual and Moral – Christmas	World Book Day Chinese New Year Martin Luther King Day Holocaust Memorial Safer Internet Day Diversity – LGBT, St George's Day , St David's Day and St Patrick's Day Easter	Refugee Week Enterprise – school summer fair Community; caring for others, social responsibility –, Diversity – LGBT Road safety, sun safety, water safety- visitors.
Parental involvement	**Recap 2x, 5, 10x table** **Spellings** **Reading diaries** **Homework Grids**	**3x table** **Spellings** **Reading diaries** **Homework Grids**	**Count in steps of 1,2,3, and 5 from 0 and in tens from any number** **Spellings** **Reading diaries** **Homework Grids**
Experiential opportunities	**Durham Cathedral trip – Special places (History)** **St Cuthbert - RE** RE VISITORS: Reverend Paul Tyler - pgetyler@hotmail.com Captain Lynne Davis – captainlynne@gmail.com lynnedavis@salvationarmy.org.uk	**Church Visit**	**Trip to Saltburn**
English	Recount – (History link) Non- chronological reports Meerkat facts (Science link) Poetry on a theme – animals (Science link) Explanation texts-linked to science- How do people change as they grow?	Diary entries Scott of the Antarctic (History link) Narrative –Traditional Stories Non- chronological reports – How are animals suited to their habitat? (Science link) Poetry- Pattern and rhyme	Non- chronological reports – Nocturnal animals (Science link) Explanation text – What do plants need to grow well? (linked to science) Fact files –Saltburn/ Masai Mara (Geography link) Stories from other cultures (Geography link) Paddington Poetry – traditional poems

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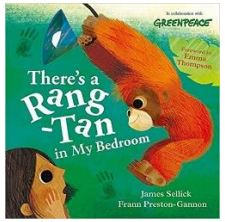
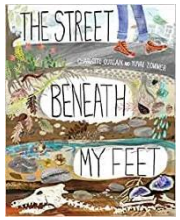
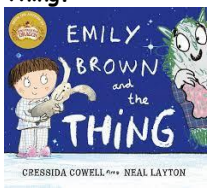
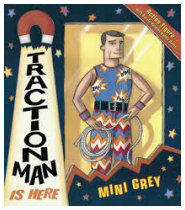
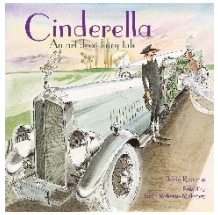
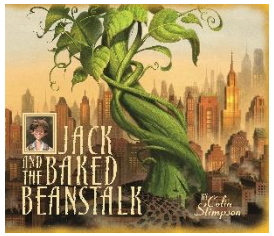
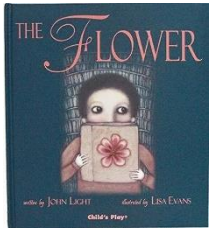
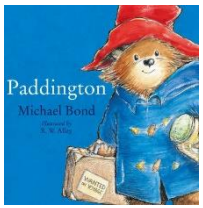
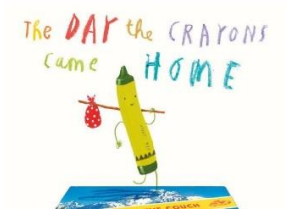
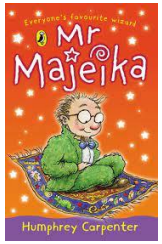
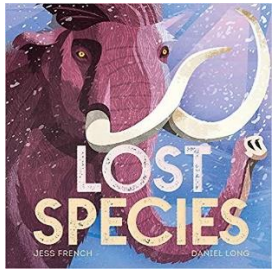
Quality Texts	 **Meerkat Mail** Emily Gravett (Macmillan) Begin by finding out a bit about meerkats and the other animals, such as jackals. (Science link) Watch meerkats on film with the class. Write a newspaper article about Sunny's visit to one of the places in the book. Write postcards from other visits that he made. (Geography link) There's a Rang-Tan in My Bedroom 	**The Street Beneath my Feet**  **Emily Brown and the Thing.**  Children to bring in a cuddly toy with reasons as to why they are important. Begin by reading first page, predict what is really the matter. Re-read and discuss the challenging vocabulary- provide pictures and relate words to children's own experiences, list synonyms. Retell the story which Emily told the witches.	 **Traction Man is Here** Mini Grey (Random House) Bring into school other kitchen equipment and encourage children to invent further adventures for Traction Man and Scrubbing Brush. Ask: Are the adventures real? Who made them up? Design Traction Man adverts or invent a new superhero or heroine. Cinderella: An Art Deco Fairy Tail 	Jack and the Baked Beanstalk  Describe the settings where the beans are trying to grow. Research the best conditions as to where the beans can grow. Produce an instruction leaflet as to how to care for a bean- use several information leaflets and seed packets in order to collect vocabulary such as verbs. 	**Paddington**  Where does Paddington travel to and by what method? Describe the character of Paddington. Show the journey map of Paddington's travels. Where does he go next? Write a recount of Paddington meeting the Brown family. Write as a character of choice (Paddington, Mrs Brown …) to Aunt Lucy about his safe arrival and the perils of his journey. The day the Crayons Came Home. 	Mr Majeika  Mr Majeika flew into the classroom- recount the event and retell this happening in their own classroom. Write a day in the life of a child in this classroom. Produce a book of his magic spells. Can the children make their own magic spell? Lost Species 

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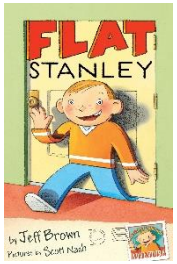
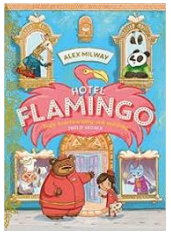
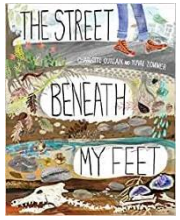
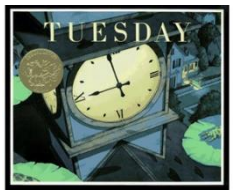
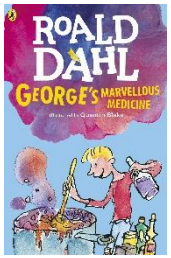
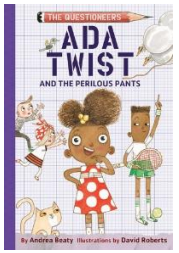
	 Use 'Role on the Wall' to collect insights into the family. Police reports from Chapter 2.Invite from Thomas. Invite the children to act as journalists in order to interview Stanley. News report for Chapter 4	Discuss font changes and their effect. Create list poems of nice/ scary things. Hotel Flamingo 		**The Flower** John Light (Child's Play) Why might books be dangerous? Why might a book be labelled 'do not read'? Discuss the two books mentioned in the border: 'Jack and the Beanstalk' and Alice in Wonderland. (Link to Traditional Stories) Ask: What do they have in common and how do they differ? Why were they chosen?  **Tuesday** David Wiesner Turn the opening pages into a story. As the detective, encourage the children to interview the man in pyjamas and write up a police report. Together role play the news report and make a film of the interview and news item.	George's Marvellous Medicine.  Link to work on famous scientist- eg. Louis Pasteur. Children to invent their own medicines using varied vocabulary. Record the day in the life of a germ as an adventure story.	Ada Twist 
Maths	**See White Rose Maths Overview Autumn Term** Place Value Number-Addition and Subtraction Measurement- Money		**See White Rose Maths Spring Term** Number- Multiplication and Division Statistics Geometry- Properties of Shape		**See White Rose Maths Overview Summer Term** Measurement-Length and Height Geometry- Position and Direction Consolidation and Problem Solving	

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<table>
<tr><td></td><td colspan="2">Number Multiplication and Division
Sorting and grouping living things (Science link)
Tally charts (Geography link)
Measurement in cm and bar Charts-Which ball is bounciest? – (Science link)
Exploring exercise –data and graphs (Science link)</td><td>Number- Fractions
Tally and graph to show mini beasts under a rock. (Science link)
Sort living things (Science link)</td><td>Measurement-Time
Measurement-Mass, Capacity and Temperature
Compass directions (Geography link)

Measurement of growth in plants in standard units/ graph of growth (Science link)</td></tr>
<tr><td>Science</td><td><u>Uses of everyday materials</u>

- Identify and compare the suitability of a variety of everyday materials for particular uses.

- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Autumn 1 and 2.</td><td><u>Uses of everyday materials (Covid-Response)</u>

- Distinguish between an object and the material from which it is made (moved from Year 1, Covid-19 Response).

- Identify and name a variety of everyday materials (moved from Year 1, Covid-19 Response).

- Describe simple physical properties of everyday materials (moved from Year 1, Covid-19 Response).

- Compare and group a variety of everyday materials based on simple physical properties (moved from Year 1, Covid-19 Response).

Autumn 1 and 2.</td><td><u>Living things and their habitats</u>

- Explore differences between living, dead and have never been alive.

- Identify how habitats provide basic needs for their plants and animals, and how they depend on each other.

- Identify and name a variety of plants and animals in their habitats, inc. microhabitats.

- Describe how animals obtain food through simple food chains.

Spring 1 and 2.</td><td><u>Plants</u>

- Observe and describe seed and bulb growth.

- Identify and describe plant growth requirements (water, light, temperature).

Summer 1 and 2.

<u>Animals inc. Humans</u>

- Notice how animals, including humans, have offspring which grow into adults.

- Identify and describe the basic needs of animals, including humans, for survival (water, food, air).

- Describe the importance of exercise, eating healthy amounts and hygiene.

Summer 2.</td></tr>
<tr><td></td><td colspan="2">Skills
Observing and Measuring: With help, use simple equipment provided.
Discussing and Questioning: Ask questions other than those beginning with Why?
Choosing and Approach: Experiment with given</td><td>Skills
Discussing and Questioning: Use scientific terminology some of the time.
Planning: With help, use simple texts to find information.
Fair Testing: With help, talk about what could affect a test.
Predicting: Sometimes predict the outcome of the investigation.
Recording Tables: With support, record results by drawing in</td><td>Skills
Discussing and Questioning: Take turns in discussion.
Choosing and Approach: Make comments about observed features of objects.
Planning: Using equipment given, make suggestions about what to look for.
Fair Testing: Show understanding of comparative language.
Predicting: Make a guess about what might happen.</td></tr>
</table>

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	apparatus. **Planning:** Using someone else's ideas, make a suggestion about what to do when asked. **Recording – Charts and Graphs:** With support, draw or stick objects onto a prepared chart. **Interpreting Results:** Describe what happened showing awareness of similarities and differences. **Evaluating Results:** Respond to questions about a task e.g. which leaf fell faster? **Scientists:** looking at the part science has played in the development of many useful things. **Health and Safety:** recognise that there are hazards in living things, materials and physical processes, and assess Stem Science through stories – See Website Hands surprise- Handa's Surprise would make a great starting point about the needs of living things linked to diet and the specific needs of humans. Once there were giants-Support children to understand that all animals, including humans, have offspring which grow into adults	simple table provided. **Interpreting Results:** Say if their guess was correct. **Evaluating Results:** Recognise results that are unexpected. Stem Science through stories – See website. Little Red Riding Hood -As Little Red Riding Hood is set in a wood, it makes a lovely starting point for finding out about habitats.	**Observing and Measuring:** Use more than one sense to describe their observations. **Recording – Charts and Graphs:** Draw, stick pictures or objects onto a prepared pictogram or other chart. o Use pictograms, draw bar charts with help, to display results. English link-The flower Frog and Toad Together
History	**Why Are Some Places Special?** NC Ref: Significant places in own locality. Focus: Thinking about historical significance, using primary sources. Sugggestions: Special places in the area: Visit and enquiry: Cathedral and St Cuthbert. Skills Order a more extensive list of events and objects. Tell the difference between fiction and historical fact. Information texts - English link	**Fantastic Firsts** NC ref: events beyond living memory that are significant globally or nationally. Focus Chronology over a longer timeframe, comparing events, writing about significance. Captain Scott and the Antarctic expedition of 1910.	**All Change? Holidays Now And Then** NC ref: Changes within living memory and beyond. Significant places in our own locality. Focus: Identifying and writing about change and its couses. Forming an interpretation, use of primary sources. Suggestions: Compare holidays now and in 1950's and Victorian Use of historic environment . Trip to Saltburn for locality and history study – Geog/ History

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Geography	**Why is My World Wonderful?** **Need MTP** Maps of Meerkat Mail Journeys (English link)	**Wherever Next?** Knowledge of locations, places and their features, human and physical processes and key terminology Pupils will develop knowledge of globally significant places: - Poles and Equator, looking at their location and some of the basic defining physical and human characteristics. Understanding of similarities and differences, interaction of people, processes and places Pupils will begin to develop an understanding of some features of the weather in hot and cold areas of the world and their effects. Working like a geographer: use of geographical information from maps, atlases, globes etc. Pupils will use world maps of different types and globes to identify the continents, oceans, poles and equator. Pupils will use simple locational and directional language to describe features on different maps. Pupils will use and label photographs of key features. Working like a geographer: use of fieldwork and observational skills to observe, measure and record. Pupils will use simple observational skills to study a physical feature – the weather – of their school's environment.	**What might we see on a holiday?** Geographical knowledge of locations, places, features and processes: location of the world's continents, the location of the equator, the location of the UK and its capitals, key vocabulary as relevant to the areas chosen as focus. Understanding of similarities and differences and interactions: comparison of the human and physical geography of two small areas. Working like a geographer – use of geographical information: Use of aerial photographs, use of atlases. Devising a simple map, using simple compass directions to describe location of features on a map. Focus : Small area of the North East and a small area of Kenya to develop knowledge of coasts and mountains. It encourages a problem solving/ decision making approach that gives a shape to the enquiry and encourages pupils to justify choices. The focus on comparison enables pupils to develop their knowledge about similarities and differences across human and physical Geography
D.T.	Skill: **Construction** Previous Learning: Simple Structures Design a bridge to support a weighted object (eg. toy car) from a set of materials, thinking about what makes them stronger, stiffer and more stable. Model, test and evaluate against the design criteria. **Science link:** Uses of everyday materials.	Skill: Sliders Previous Learning: Simple Sliders (Single) Design a moving model of a simple food chain with a series of sliders which model the transfer of energy between source, producer, prey and predator. Create a mockup of the design, improve and then make the final product. Science link: Living Things & their Habitats.	To be expanded/altered on by the Art Coordinator. Skill: Basic Templates and Joining Previous Learning: Weaving Series of lessons on puppet design and craft. Use basic patterns to create a 3D product from two identical fabric shapes. Use basic joining (gluing, running stitch [large-eyed needle]). Use basic finishing (glitter, sequins and fabric crayons). History link: Victorian toys (Punch & Judy).

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Art and Design	**3D** Work on a larger scale; show control to join materials; understand quantities of materials (Hot Air Balloons)	**PAINTING** Show control in use of colour; paint is used in different ways observational- use as a starting point as well as in sight	**PRINTING** Work with a range of materials and tools	**DRAWING** Observing & recording shapes patterns and textures;	**TEXTILES** Joining, positioning & manipulating materials with independence	**COLLAGE** Mixing paper & materials with different textures and appearance
P.E.	Games Piggy in the Middle QCA Gymnastics Families of Actions QCA	Games 3 Touch Ball QCA Athletics Colour Match Off, Up and Away	Dance How Does it Feel? Durham Gymnastics Assessing Level 1 / 2 Unit 2 Tasks 1 and 2 Durham	Games Kick Rounders Durham Dance Cat Dance QCA	Athletics Furthest Five, Take Aim And Pass the Baton QCA Dance	Games Mini Tennis 1 Durham OAA Shipwrecked QCA Gone Fishing Durham
Music	**Listening and Singing -** animal songs and rhymes using descriptive language. Animal word-rhythm grids **Travelling songs** **The sea and space**		**Listening and Singing -** travelling songs – adapted; Wheels on Bus / train…jungle trail, movement and actions/ pulse and rhythm **Animal songs** **Weather sequences**		**Listening and Experimenting with Sound -** world music/songs and dances. Junk Percussion Band? Africa- drumming S. America – Samba Asia – tuned pentatonic chimes etc. World music- Freedom songs- Hands feet heart.	
R.E.	Why is the Bible special to Christians? What can we learn from the story of St Cuthbert? How and why is light important at Christmas?		What does it mean to belong in Christianity? How do Christians celebrate Easter?		How Do Buddhists Show their Beliefs? What can we learn about our local faith communities?	
PHSCE/SMSC	**Whole School** **Community Ambassadors work – Approach Too** **Within class** **A new Adventure, a new Team.** Classroom charters, rights and responsibilities, aspirations and targets. Developing thinking skills and promoting fairness, equality and openness through P4C sessions and class		**Whole School** **Community Ambassadors work – Approach Too** **Within class** Developing thinking skills and promoting fairness, equality and openness through P4C sessions and class novels **Involvement** – inter and intra school sports events, after school clubs, school council		**Whole School** **Community Ambassadors work – Approach Too** **Within class** Developing thinking skills and promoting fairness, equality and openness through P4C sessions and class novels **Involvement** – inter and intra school sports events, after school clubs, school council **Assemblies- see whole school assemblies programme 2019-**	

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	novels **Living long and strong**- balanced diet, exercise and fitness **Involvement** – inter and intra school sports events, after school clubs, school council. **Assemblies- see whole school assemblies programme 2019-2020**	**Assemblies- see whole school assemblies programme 2019-2020**	**2020**
Computing	**Computer Science:** I can create simple programs. Know how to program a robot to achieve set goal (sequence of 6-7 instructions: maze, point collecting) Beebots – more complex routes. Make routes using precise instructions To develop further use a more complex robot eg Probot Probot used to develop mathematical language of ¼ turn / clockwise /anti clockwise. **IT:** Use technology purposefully to create, organise, store, manipulate and retrieve digital content. I can use technology purposefully to create, organise and store digital content. Can create and save digital content such as meaningful work in Word Processing e.g. Word/Publisher. Write a word document and include photos of different materials, explaining what they are used for and if they can be manipulated. Write a set of instructions on how to make pumpkin soup and include images in a word document.	**Computer Science:** Can implement an algorithm on a digital device e.g. independently be able to write a simple animation in Scratch Jun and can explain their program. Create a travel plan for a journey and a dance (resources on shared area). Create a story using Scratch Jun (resources on shared area). Begin to use block programming e.g. Scratch Junior (Alex, Daisy Dino) to complete a simple program. Alex (iPads) - Sequencing instructions and debugging to solve simple problems. **IT**: Use technology purposefully to create, organise, store, manipulate and retrieve digital content. I can use technology purposefully to create, organise and store digital content. Can create and save digital content such as meaningful work in Word Processing e.g. Word/Publisher. Famous Explorers Fact writing (English link) Write a section from Tuesday on Microsoft Word, include images from the story from online. Draw or modify a picture https://www.j2e.com/jit, Pic Collage or equivalent related to other work in the curriculum. Add a suitable picture into a piece of work.	**Computer Science:** I can debug more complex problems. e.g. a route on a Bee Bot / Blue Bot / Probot /Alex / Logo etc… maze. ProBot - more complex routes eg map of UK / Europe / World on the floor . Can you drive from London to Durham? Alex(iPads) - Sequencing and debugging harder problems (L10 plus) Scratch Junior Dance Planning http://code-it.co.uk/scratchjrdance **IT**: Use technology purposefully to create, organise, store, manipulate and retrieve digital content. I can use technology purposefully to retrieve and manipulate digital content. Can reopen and develop their work (e.g. word processing) and manipulate e.g. changing font, underlining etc. Edit previous word documents. Be able to save, retrieve and print work. For instance, create diary entries, character descriptions, and letters in role. Save them, amend them and then print them.
Online Safety and	Know devices that enable direct communication between people through images and text.	•Know what personal information is and that they should never share this with anyone they don't know.	•Know that they should tell a trusted adult if they are upset or worried about anything on a device.

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Digital Literacy. **Also see Education for a Connected World.**	Going Places Safely – Common Sense Media https://www.commonsensemedia.org/educators/lesson/going-places-safely-k-2 Jessie and Friends Think U Know – Episode 3 Playing Games https://www.thinkuknow.co.uk/professionals/resources/jessie-and-friends/	CEOP - Hector's World https://www.thinkuknow.co.uk/Teachers/Resources/ Common Sense Media https://www.commonsense.org/education/lesson/keep-it-private-k-2	Digi Duck - http://www.kidsmart.org.uk/teachers/ks1/sourcesduck/projet/digiduck-ebook.pdf •With support, be able to use a safe search engine e.g. Swiggle https://swiggle.org.uk/ Common Sense Media – ABC Searching https://www.commonsense.org/education/lesson/abc-searching-k-2