



# West Cornforth Primary School Curriculum Framework Overview Year 2 2018-2019

	Autumn	Spring	Summer
<b>Theme</b>	<b>WHO WAS HERE BEFORE ME? /WHAT ARE WE CELEBRATING</b>	<b>ARCTIC ADVENTURES</b>	<b>WANTED DOWN UNDER</b>
<b>National and whole school events</b>	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.
<b>Parental involvement</b>	Recap 2x, 5, 10x table Spellings Reading diaries <b>Class assembly- Celebrations</b>	3x table Spellings Reading diaries	Count in steps of 1,2,3, and 5 from 0 and in tens from any number Spellings Reading diaries <b>Class assembly- Down Under</b>
<b>Experiential opportunities</b>	Locomotion- National Railway Museum visit RE VISITORS: Reverend Paul Tyler - <a href="mailto:pgetyler@hotmail.com">pgetyler@hotmail.com</a> Captain Lynne Davis - <a href="mailto:captainlynne@gmail.com">captainlynne@gmail.com</a> <a href="mailto:lynnedavis@salvationarmy.org.uk">lynnedavis@salvationarmy.org.uk</a>		Durham Cathedral visit - With year 4 as part of RE unit on Northern Saints and St Cuthbert?
<b>English</b>	Recount - The Great Fire of London (History link)  Non- chronological reports Meerkat facts (Science link)	Diary entries Scott of the Antarctic (History link)  Narrative -Traditional Stories  Non- chronological reports - How are animals suited to their	Non- chronological reports - Nocturnal animals (Science link)  Explanation text - What do plants need to grow well? (linked to science)



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	<p>Poetry on a theme - animals (Science link)</p> <p>Explanation texts-linked to science- How do people change as they grow?</p>	<p>habitat? (Science link)</p> <p>Poetry- Pattern and rhyme</p>	<p>Fact files -Australia (Geography link)</p> <p>Stories from other cultures (Geography link)</p> <p>Poetry - traditional poems</p>
<p><b>Quality Texts</b></p>	<p><b>Traction Man is Here</b> 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.</p> <p><b>Pumpkin Soup</b> Helen Cooper (Corgi) Read and enjoy the images and story. Discuss how Cat and Squirrel's feelings change. Ask: When are they happiest and why? Role play as Duck, tell the story of what happened when you left the Pumpkin. Set the story to music</p> <p><b>Meerkat Mail</b> 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) Together draw a map of the story.</p> <p><b>Not Now Bernard</b> David McKee (Andersen Press) Re-read a number of times and then discuss. Let the children take it in turn to <b>role play</b> being Mum and Dad and talk about what has happened in the kitchen!</p>	<p><b>Amazing Grace</b> Stories from other cultures Mary Hoffman (Frances Lincoln) With the class tell or What sort of person is Grace? Where are the clues? In the story, are Raj and Natalie right? Which is the most important line in the story?</p> <p><b>Who's Afraid of the Big Bad Book?</b> Lauren Child (Orchard Books) Before reading this book it is essential to know the stories of Goldilocks, Rapunzel, Dick Whittington and Cinderella - Traditional stories.so start by retelling these stories or some of the wit will be lost! Children to try falling 'into a book' and becoming a character in a well-known fairy tale, but then alter what happens.</p> <p><b>Tuesday</b> 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.</p> <p><b>Gorilla</b> Anthony Browne (Walker Books) With the class make a list of strange things. Discuss the Dad and the Girl. Ask: What do they want? Talk about their relationship. Ask: Who is the gorilla? If you had to say what the book was about in one word, what word would you choose?</p>	<p><b>The Flower</b> 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?</p> <p><b>Frog and Toad Together</b> Arnold Lobel (HarperCollins) 1. Prepare model making lists with the class of what needs to be done and have children make 'job lists'. 2. Grow seeds: choose stories, poems, songs and play music for the seeds. 3. Bake cookies and discuss the need for 'will power'. 4. List brave characters for stories and discuss what it means to be brave. 5. What does the dream story mean? Finally, ask: What do the stories tell us about the different characters of Frog and Toad?</p> <p><b>The Owl Who Was Afraid of the Dark</b> Jill Tomlinson (Puffin) List and discuss fears about the dark saying: you are only afraid of the dark because you don't know about it. Role play Plop talking with the different characters. Write a <b>letter</b> to Plop to persuade him that the dark is actually friendly. Use an image of an owl (or the real thing if available) and draw in your 'nature sketch book' (Art link) Write list poems about the dark. Find out about other nocturnal animals and create constellations. Paint and create owl collages and masks. Revisit Owl Babies (Walker Books).</p> <p><b>Fantastic Mr. Fox</b> Roald Dahl: diary entries, character descriptions, letters in role, hot seating.</p>



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<p><b>Maths</b></p>	<p>See Lancashire Grid for Learning Curriculum 14</p> <p>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)</p>		<p>See Lancashire Grid for Learning Curriculum 14</p> <p>Tally and graph to show mini beasts under a rock. (Science link) Sort living things (Science link)</p>	<p>See Lancashire Grid for Learning Curriculum 14</p> <p>Compass directions (Geography link)</p> <p>Measurement of growth in plants in standard units/ graph of growth (Science link)</p>
<p><b>Science</b></p>	<p><b>Uses of Everyday Materials</b></p> <p>I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p><b>Animals including humans</b></p> <p>-</p> <p>I can notice that animals, including humans, have offspring which grow into adults</p> <p>I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p><b>Living things in their habitats</b></p> <ul style="list-style-type: none"> <li>I can notice that animals, including humans, have offspring which grow into adults</li> <li>I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul> <p>English link - Flabby tabby</p> <p><b>Skills</b></p> <p><b>Discussing and Questioning:</b> Use scientific terminology some of the time.</p> <p><b>Planning:</b> With help, use simple texts to find information.</p> <p><b>Fair Testing:</b> With help, talk about what could affect a test.</p> <p><b>Predicting:</b> Sometimes predict the outcome of the investigation.</p> <p><b>Recording Tables:</b> With support, record results by drawing in simple table provided.</p> <p><b>Interpreting Results:</b></p> <p>Say if their guess was correct.</p> <p><b>Evaluating Results:</b> Recognise results that are unexpected.</p> <p>Stem Science through stories - See website.</p> <p>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.</p>	<p><b>What plants need to grow and plants in the local environment.</b></p> <ul style="list-style-type: none"> <li>I can observe and describe how seeds and bulbs grow into mature plants</li> </ul> <p>I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p><b>Skills</b></p> <p><b>Discussing and Questioning:</b> Take turns in discussion.</p> <p><b>Choosing and Approach:</b> Make comments about observed features of objects.</p> <p><b>Planning:</b> Using equipment given, make suggestions about what to look for.</p> <p><b>Fair Testing:</b> Show understanding of comparative language.</p> <p><b>Predicting:</b> Make a guess about what might happen.</p> <p><b>Observing and Measuring:</b> Use more than one sense to describe their observations.</p> <p><b>Recording - Charts and Graphs:</b> Draw, stick pictures or objects onto a prepared pictogram or other chart.</p> <ul style="list-style-type: none"> <li>Use pictograms, draw bar charts with help, to display results.</li> </ul> <p>English link-The flower</p>
<p><b>Skills</b></p> <p><b>Observing and Measuring:</b> With help, use simple equipment provided.</p> <p><b>Discussing and Questioning:</b> Ask questions other than those beginning with <i>Why?</i></p> <p><b>Choosing and Approach:</b> Experiment with given apparatus.</p> <p><b>Planning:</b> Using someone else's ideas, make a suggestion about what to do when asked.</p> <p><b>Recording - Charts and Graphs:</b> With support, draw or stick objects onto a prepared chart.</p>				



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	<p><b>Interpreting Results:</b> Describe what happened showing awareness of similarities and differences.</p> <p><b>Evaluating Results:</b> Respond to questions about a task e.g. which leaf fell faster?</p> <p><b>Scientists:</b> looking at the part science has played in the development of many useful things.</p> <p><b>Health and Safety:</b> recognise that there are hazards in living things, materials and physical processes, and assess</p> <p>Stem Science through stories - See Website</p> <p>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.</p> <p>Once there were giants-Support children to understand that all animals, including humans, have offspring which grow into adults</p>		
<p><b>History</b></p>	<p>Past Events from the History of Britain. Celebrations and Remembrance.</p> <p><b>Who was here before me?</b> the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p><b>Events Beyond Living memory</b> E.g. The Great Fire of London</p> <p><b>Skills</b> Order a more extensive list of events and objects. Tell the difference between fiction and historical fact.</p> <p><a href="#">Information texts - English link</a></p>	<p><b>The lives of significant individuals</b> Scott of the Antarctic <a href="#">Recount/letters (English link)</a> Famous Explorers <a href="#">Fact writing (English link)</a></p> <p><b>Skills</b> Examine artefacts and suggest ways they might have been used. Gather information by questioning older people about their personal memories. Compare and contrast their own lives the lives of people in the past. Show a more sophisticated development of chronology by using terms concerned with the passing of time.</p>	



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<b>Geography</b>	<b>Fieldwork and Observations</b> Tally chart - observe local traffic and record. Analyse data. understand simple instructions related to distance and location - e.g. <i>further than, next to.</i> <b>Skills</b> <i>Understand the principles of maps and plans; that they are viewed from above.</i> <i>Begin to develop an awareness of space and distance.</i>  <a href="#">Maps of Meerkat Mail Journeys (English link)</a>		<b>Human and physical geography</b> Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. <a href="#">Information texts (English link)</a> <b>Locational Knowledge</b> - 7 continents and 5 oceans follow a story related to a pictorial map. <b>Skills</b> <i>Begin to develop an awareness of the wider world through stories, role play and discussion.</i> <i>Draw maps of real and imaginary places.</i>		<b>Place knowledge</b> - holidays in the UK and non-European country - Australia. Focus on similarities and differences. Use simple compass directions - NSEW. ask questions about the locality, from resources provided, e.g. <i>largescale maps, pictures.</i> <b>Skills.</b> <i>Begin to develop a more sophisticated vocabulary about the locality and its geographical features.</i> <i>Express views about the attractive/unattractive features of the locality.</i>	
<b>D.T.</b>	<b>Mechanism</b> Be an inventor. Make your own vehicle with wheels		<b>Structure</b> Design and make an Inuit boat		<b>Textiles</b> Design and make textile products- Animal puppet/ dolly spoon/peg puppet	
<b>Art and Design</b>	<b>3D</b> Work on a larger scale; show control to join materials; understand quantities of materials (Hot Air Balloons)	<b>PAINTING</b> Show control in use of colour; paint is used in different ways observational- use as a starting point as well as in sight	<b>PRINTING</b> Work with a range of materials and tools	<b>DRAWING</b> Observing & recording shapes patterns and textures;	<b>TEXTILES</b> Joining, positioning & manipulating materials with independence	<b>COLLAGE</b> Mixing paper & materials with different textures and appearance
<b>P.E.</b>	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



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<b>Music</b>	<b>Listening and Singing</b> - animal songs and rhymes using descriptive language. Animal word-rhythm grids <b>Travelling songs</b> <b>The sea and space</b>	<b>Listening and Singing</b> - travelling songs - adapted; Wheels on Bus / train...jungle trail, movement and actions/ pulse and rhythm <b>Animal songs</b> <b>Weather sequences</b>	<b>Listening and Experimenting with Sound</b> - 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.
<b>R.E.</b>	Why is the Bible special to Christians? How and why is light important at Christmas?	What does it mean to belong in Christianity?  How do Christians celebrate Easter?	What can we learn from the story of St Cuthbert? (moved from Autumn 1)
<b>PHSCE/S MSC</b>	<b>Within class</b> <b>A new Adventure, a new Team.</b> Classroom charters, rights and responsibilities, aspirations and targets. Developing thinking skills and promoting fairness, equality and openness through P4C sessions and class novels <b>Living long and strong-</b> balanced diet, exercise and fitness <b>Involvement</b> - inter and intra school sports events, after school clubs, school council, Beamish Harvest festival <b>Assemblies-</b> see whole school assemblies programme 2018-2019	<b>Within class</b> Developing thinking skills and promoting fairness, equality and openness through P4C sessions and class novels <b>Involvement</b> - inter and intra school sports events, after school clubs, school council  <b>Assemblies-</b> see whole school assemblies programme 2018-2019	<b>Within class</b> Developing thinking skills and promoting fairness, equality and openness through P4C sessions and class novels <b>Involvement</b> - inter and intra school sports events, after school clubs, school council <b>Assemblies-</b> see whole school assemblies programme 2018-2019
<b>Computing</b>	<b>Computer Science:</b> I can understand what algorithms are and how they are implemented as programs on digital devices and that they understand that programmes execute by following precise and unambiguous instructions.  Can implement an algorithm on a digital device e.g.	<b>Computer Science</b> - Create and debug simple programs. I can debug simple programs. Can sometimes correct errors in their programs e.g. can improve their Bee Bot route. Follow a beebot map - geographical maps to find places around the world to follow routes.	<b>Computer Science</b> - Use logical reasoning to predict the behaviour of simple programs. I can use logical reasoning to predict the behaviour of simple programs. Can sometimes predict the behaviour of a simple program on a Bee Bot. Follow a beebot map - geographical maps to find places



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	<p>independently be able to write a simple animation in Scratch Jun and can explain their program.  <i>Create a travel plan for a journey and a dance (resources on shared area).</i>  <i>Create a story using Scratch Jun (resources on shared area).</i></p> <p>I can create simple programs.          Can sometimes write a simple program e.g. program a Bee Bot to follow a simple route with some turns.          Follow a beebot map - geographical maps to find places around the world to follow routes.          I can debug simple programs.          Can reliably correct errors in their programs e.g. can improve their Bee Bot route.</p> <p><b>IT:</b>          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. <i>Write a word document and include photos of different materials, explaining what they are used for and if they can be manipulated.</i>  <i>Write a set of instructions on how to make pumpkin soup and include images in a word document.</i></p> <p><b>Digital Literacy:</b>  <b>SWGFL</b> <a href="https://digital-literacy.org.uk/curriculum-overview.aspx/#yr2">https://digital-literacy.org.uk/curriculum-overview.aspx/#yr2</a>          I can use technology safely and respectfully.          Can explain which websites, apps and games are safe and appropriate to use, and are not suitable for children.          Lesson 1: Staying Safe Online  <i>Literacy - Non-fiction Information texts</i></p>	<p><b>IT:</b>          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 <i>Fact writing (English link)</i>  <i>Write a section from Tuesday on Microsoft Word, include images from the story from online.</i></p> <p><b>Digital Literacy:</b>  <b>SWGFL</b> <a href="https://digital-literacy.org.uk/curriculum-overview.aspx/#yr2">https://digital-literacy.org.uk/curriculum-overview.aspx/#yr2</a>          I can keep personal information private when using technology.          Can explain what information is private and should not be shared with strangers          Lesson 4: Using Keywords  <i>Literacy - Non-fiction texts</i>          Idea: Create a class top trumps game, e.g. each pupil is allocated a country and must locate key information such as longest river, highest mountain, population and tallest building.</p> <p>I know I should ask for help if I feel unsure about any online content or contact and who to ask.          Knows to ask a trusted adult if they are worried or upset about anything they see on the internet.</p> <p>Lesson 3: Screen out the Mean          PSHE - SEAL - Say no to bullying to recognise how their behavior affects other people, to realize consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities.</p>	<p>around the world to follow routes. Can the children predict what is going to happen?</p> <p><b>IT:</b>          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.</p> <p><b>Digital Literacy:</b>  <b>SWGFL</b> <a href="https://digital-literacy.org.uk/curriculum-overview.aspx/#yr2">https://digital-literacy.org.uk/curriculum-overview.aspx/#yr2</a>          I can recognise common uses of information technology beyond school.          Can tell you why technology is used to do jobs  <i>Creating a supermarket to show the process of checking books in and out (resources on shared area).</i></p> <p>Lesson 5: Sites I Like          PSHE - SEAL - Relationships. Recognise what they like and dislike.</p>
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	<p>Lesson 2: Follow the Digital Trail PSHE - SEAL - Relationships Identify and respect the differences and similarities between people.</p>	<p>Idea: How does it feel? Use an online digital imagery tool such as photostory, animoto or <a href="http://edu.glogster.com/">http://edu.glogster.com/</a> to create an eposter to depict how it feels to be the victim of a bullying incident.</p>	
<p><b>Online Safety</b></p>	<p><b>Self-Image and Identity</b> - I can explain how other people's identity online can be different to their identity in real life. I can describe ways in which people might make themselves look different online. I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened; I can give examples of how I might get help.</p> <p><b>Online Relationships</b> - I can use the internet to communicate with people I don't know well (e.g. email a penpal in another school/ country). I can give examples of how I might use technology to communicate with others I don't know well.</p> <p><b>Online Reputation</b> - I can explain how information put online about me can last for a long time. I know who to talk to if I think someone has made a mistake about putting something online.</p>	<p><b>Online Bullying</b> - I can give examples of bullying behaviour and how it could look online. I understand how bullying can make someone feel. I can talk about how someone can/would get help about being bullied online or offline.</p> <p><b>Managing Online Information</b> - I can use keywords in search engines. I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections). I can explain what <b>voice activated searching</b> is and how it might be used (e.g. Alexa, Google Now, Siri). I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'. I can explain why some information I find online may not be true.</p>	<p><b>Health, Well-Being and Lifestyle</b> - I can explain simple guidance for using technology in different environments and settings. I can say how those rules/guides can help me.</p> <p><b>Privacy and Security</b> - I can describe how online information about me could be seen by others. I can describe and explain some rules for keeping my information private. I can explain what passwords are and can use passwords for my accounts and devices. I can explain how many devices in my home could be connected to the internet and can list some of those devices.</p> <p><b>Copyright and Ownership</b> - I can describe why other people's work belongs to them. I can recognise that content on the internet may belong to other people.</p>