

**Wouldham All Saints Church of England Primary School**

# **Year 2**

**Curriculum**



## **Statement of Curriculum Intent**

**January 2022**

"Learning is Natural

A love of learning is Normal

Real learning is Passionate Learning"

*Passionate learning values....*

"Questions above answers

Individuality above conformity

Creativity above memorising facts

Excellence above all else"

At Wouldham All Saints Church of England Primary School we strive to live out all of the above – everyday! We aim to set our learners free, open minds and foster independence and fully recognise that a 'set' curriculum can constrain and restrict and so we work hard to avoid this.

Our purposeful and ambitious curriculum, combined with high quality teaching and flexibility, ensures that children are led to be well rounded, empathetic young people who have a genuine passion for learning and enabled to live life in all its fullness.

Children need to Fly HIGH which summarises our school mission to ...

- ✿ Be HAPPY to be God's special children
- ✿ Strive to be IMPROVING all of the time
- ✿ Work hard at being GOOD at communicating
- ✿ With HIGH expectations of ourselves and each other

We 'make our best our standard' – pushing for excellence in all things.

At Wouldham All Saints Church of England Primary School we strive to enjoy our learning and make it as much fun and as meaningful and relevant to everyday life as possible. Great learning is highly memorable.

We provide a safe, calm, creative, inclusive and stimulating learning environment. Every child is recognised and valued as an individual – with interests, abilities and backgrounds that are unique. Teachers identify, support and capitalise on these qualities through their planning and selection of learning activities, involving each child as they journey together.

Being a Church of England school drives our Christian values of love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control which permeates all that we do – both in learning about ourselves and the wider world in which we live.

We are fortunate at Wouldham All Saints Church of England to have a modern, spacious learning environment. This is respected and used by all in school and we aim, through our curriculum, to foster respect for our world, and how we should care for it for the benefit of future generations, as well as our own.

Inviting classroom environments stimulate and support individuals as passionate learners – enabling independence, enquiry and creativity.

The curriculum is hung upon a contextual hook (aka our theme) which has been mapped in detail to ensure effective coverage, practice, application and transfer of skills – See it, Nail it, Use it and Move it! These themes change at least termly. The thematic approach allows the school to develop strong, memorable and meaningful learning across curriculum subjects.

All learning is routinely acknowledged and celebrated.

We embrace child initiated learning as well as learning beyond the classroom and school site. Activities to enrich and support learning go well beyond the classroom and include visits, community engagement, Forest School, library visits, cultural activities as well as visitors and specialists coming into the school.

We carefully structure activities that teach 'all of the children' and 'all of the child'.

We expect every child to:

- Enjoy learning
- Challenge themselves and engage with their learning
- Feel successful in their learning
- Show curiosity, creativity and independence in their learning
- Have time for learning skills, master them and then use and apply them effectively
- Have ownership of learning, enabling real passion
- Be able to evaluate and assess their own learning
- Recognise positive relationships and promote co-operation with others
- Explore Britain's cultural heritage and its significance for us today

All great journeys begin with a single step – we recognise that all of our children have individual starting points and that they need progressive steps that have been carefully planned out upon a clearly marked pathway to success. This pathway is driven by agreed 'way-points' of skills that are clearly defined targets to aim for.

We expect all children to work hard and demonstrate progress across all curriculum areas so that they are fully prepared for their 'next steps' in learning and ultimately the modern workplace. Where children face particular learning challenges we adapt our approach to meet their needs - supporting their individual achievement and progress without negatively impacting opportunities or their passion for learning.

### **Seen it Nailed it Used it Moved it**

Children are introduced to new skills, ideas and experiences which are guided by our curriculum framework. (Seen it!)

Opportunity is provided to practice these skills and experiences effectively, demonstrating confidence and ability in this learning. (Nailed it!)

Children are then pushed to using these skills in context, explaining how their learning has influenced their thinking and decision making. (Used it!)

A fully proficient learner will then be able to demonstrate the transfer of these skills and experiences across wider learning and activity with appropriate independence. (Moved it!)

Year 2 English		
Reading	Writing	Speaking & Listening
<p><u>Decoding/ Word Reading</u>  Children continue to apply phonic knowledge as the route to decode words until automatic decoding has become embedded and reading is accurate and fluent;  They focus especially on recognising alternative sounds for graphemes, including words of two or more syllables which contain those graphemes  They read many common exception words in the Y2 POS  Read most words without overt sounding and blending, when those words have been frequently encountered  They read aloud books closely matched to their improving phonic knowledge; texts include more sophisticated and challenging vocabulary</p> <p><u>Literal Understanding and Retrieval:</u>  Children begin to scan for key words in the text order to locate answers; begin to analyse the wording of a question in order to choose what to look for e.g. What did the princess do first when she arrived at the castle? Key words: first, princess, castle; sometimes can find answers where the question word does not match the text word  They learn to: navigate different paragraphs of information texts, locating the most suitable paragraph e.g. by reading subheadings or using other visual information, in order to retrieve solutions; recognise simple recurring literary</p>	<p><u>Handwriting</u>  Form and orientate lower-case letters the correct size relative to one another  Write capital letters and digits of the correct size, orientation and relationship to other letters e.g. Monday; 50p  Use spaces between words that reflect the size of the letters  Use diagonal and horizontal lines to join some lower-case letters when ready (not expected standard); this is indicated by secure letter formation and secure letter orientation  Respond to dictation from an adult, handwriting words in sentences</p> <p><u>Sentence Building:</u>  Mainly writes coordinating sentences, but with some subordination e.g. using because, when and if  Includes lists within sentences  Sometimes writes questions  Writes sentences in different forms e.g. statement, command, exclamation  Usually maintains tense e.g. simple past or present tense  Most sentences are demarcated with capital letters and end punctuation, including some question marks and exclamation marks for effect  Commas in lists</p>	<p><u>Key Skills</u>  Listen and respond  Ask relevant questions  Express clearly  Explain and justify  Describe clearly  Retell  Make links  Try out new vocabulary  Clarify  Recite by heart</p> <p>Listen and respond appropriately to adults and their peers  Ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary  Articulate and justify answers, arguments and opinions  Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p><u>Pupils should be taught to:</u>  develop pleasure in reading, by  Listen to, discuss and express views about a wide range of poetry, stories and non-fiction at a level beyond that at which they can read independently  Discuss the sequence of events in books and how items are related  Familiar with retelling stories</p>

<p>language; locate and discuss favourite words and phrases; read (and recite) a repertoire of poems including classical poetry; draw on vocabulary-knowledge to understand texts and solve problems; check the text makes sense as they read</p> <p><u>Inferential Reading Skills:</u> Children learn to make some inferences, answering “how” and “why” questions which may reach beyond the text guess feelings of characters and the reasons for these feelings, particularly when based on the child’s personal experiences eg, why Owl might be afraid of the dark Predict what might happen next, on the basis of what has been so far Explain their understanding of what is read to them, beyond that which is explicitly stated eg. Make a sequence of events or explain a moral or message Learn about cause and effect eg what has prompted a character’s behaviour Children discuss and clarify meanings of words, linking new meanings to known vocabulary provided by the teacher</p> <p><u>Response to Text:</u> Children learn to: develop their pleasure in reading by listening to, discussing and expressing views about a wide range of texts, including contemporary and classic poetry, stories and</p>	<p>Apostrophe for singular possession and contractions</p> <p><u>Text Building:</u> Sequence sentences and ideas to form a simple, coherent narrative* (oral and written) which makes sense In story-writing, sequence events to shape a simple story, sometimes adding own ideas to a familiar tale Sequence ideas correctly to record a real experience or event Sequence instructions in the right order, using some conjunctions for clarity Write to the purpose of the task, choosing content appropriately With guidance, write information about a given topic, organising into sections; Write a title and sometimes add subheadings for different sections Use a scaffold to write poems in different ways, using other poems as models</p> <p><u>Authorial Effect:</u> Communicate coherently with the reader: write for different purposes e.g. real events, personal experiences, stories, poems talk about who the audience will be plan out loud what they are going to write about write an account of connected events, real or imagined</p>	<p>Discuss and clarify the meaning of words Discuss favourite words and phrases Build a repertoire of poems to recite by heart, using intonation to make the meaning clear Ask and answer questions Participate in discussion about books and poems, taking turns and listening to others; explain and discuss their understanding.</p>
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<p>non-fiction at a level beyond their independent reading ability</p> <p>Participate in discussion about texts that are read to them and those they read for themselves, taking turns and listening to others</p> <p>Discuss the sequence of events in stories</p> <p>Retell these events orally, once the story has become familiar</p> <p>Talk about how different items or information in non-fiction texts are related</p> <p>Recognise simple recurring literary language e.g. once, long ago; far, far away; we shall have snow</p> <p>Clarify the meaning of words, linking new meanings to known vocabulary</p> <p>Discuss favourite words/phrases</p> <p><b>Fluency and Phrasing:</b></p> <p>Children learn to: continue to apply phonemic knowledge and skills until automatic decoding has become embedded and reading is fluent (e.g. purple-gold book band)</p> <p>Read unfamiliar words containing all common graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to word reading knowledge</p> <p>Recite familiar poems by heart</p> <p>Read many year 2 CE words automatically by sight</p> <p>Read most words quickly and accurately when they have been frequently encountered, without overt sounding and blending</p> <p>Check that the text makes sense to them as they read, and correct inaccurate reading</p>	<p>choose vocabulary appropriate to the purpose of the task</p> <p>use some vocabulary to enhance their writing for the reader, including in non-rhyming poems</p> <p>use expanded noun phrases to add details for the reader</p> <p>use punctuation for effect e.g. capitalised words (OH NO!), exclamation marks, question marks</p> <p>sometimes use subheadings to organise information</p> <p>evaluate their own and others' writing with adult and peers</p> <p>read aloud what they have written, with appropriate intonation to make the meaning clear</p>	
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Use expression appropriately to support the meaning of sentences, including those which use subordination



Year 2 Maths

**The White Rose scheme of work for teaching mathematics is used by our school.**

**The in depth description for each area and the stage of the year it should be taught can be found on the school's Maths Long Term Overview and is supported on the White Rose maths website - [Maths resources for teachers | White Rose Maths](#)**

Number	Geometry	Measure & Statistics
Place Value Addition and subtraction Multiplication and division Fractions	Properties of Shape Position and Direction	Statistics Length and Height Mass, Capacity and Temperature Time

**Year 2 Science**

<b>Branches of Science</b>	<b>Working Scientifically</b>	<b>History/ People</b>
<p><b>Animals including humans</b> Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p><b>Use of Everyday Materials</b> 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</p> <p><b>Living things and their habitats</b> Explore and compare the difference between things that are living, dead and things that have never been alive Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other</p> <p><b>Plants</b> Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p>	<p>Asking simple questions and recognising that they can be answered in different ways Observe closely, using simple equipment Perform simple tests Identify and classify Gather and record data to help in answering questions Use their observations and ideas to suggest answers to questions</p>	<p>Florence Nightingale (Nurse and founder of modern nursing)</p> <p>Charles Macintosh (Chemist and inventor of waterproof clothing)</p> <p>William Kirby (Father of modern entomology, the study of insects)</p> <p>Joseph Banks (Naturalist on Captain Cook’s voyage around the World)</p>

Year 2 ART & DESIGN		
Materials	Techniques	Artists/ Established works*
<p><b>Drawing</b> Exercise care and control over the materials they use (pencil, rubbers, crayon, pastels, chalk, charcoal, pen, felt tip).</p> <p><b>Painting</b> Use a brush with control to produce marks appropriate to the work, e.g. small brush for detail. In a range of paint styles (i.e. water colours, ready mixed paint etc.)</p> <p><b>Printing</b> Print using a variety of materials, objects using these within techniques.</p> <p><b>Textiles/ collage</b> Use fabrics and threads dependent on the colour, texture, length, size and experiment with manipulating the fabric (e.g. knotting, fraying, twisting) to support creating a piece of art work similar to the focus picture/ object/ aim.</p> <p>Use a range of materials with in a weave to create a pattern or picture.</p> <p>Gain a greater understanding of the materials that can be used in a collage to show different colours, textures and patterns.</p> <p><b>Sculpture</b> Build confidence and understanding using a variety of malleable media such as clay, papier mache, salt dough and Modroc.</p>	<p><b>Drawing</b> Uses line and tone to represent objects seen, remembered or imagined.</p> <p>Experiment with different drawing techniques (hatching, stippling, blending, shading, erasing) and begin to make choices about which to use and what to do next.</p> <p><b>Painting</b> Confidently mixes primary colours to make secondary colours as well as beginning to create different tones (adding white and black to a colour).</p> <p>Begin to control the types of marks made with a range of painting techniques, e.g. layering, mixing media and adding texture.</p> <p><b>Printing</b> Use a variety of techniques, e.g. carbon printing, relief, press and fabric printing and rubbings.</p> <p>Design patterns of increasing complexity and repetition.</p> <p><b>Textiles/ collage</b> To gain confidence in threading a needle and using more than one stitch (running or cross stich) to join pieces of material.</p> <p>Begin to identify and use different forms of textiles, e.g. weaving, sewing, collage, batik, tie dye.</p>	<p>Study the work of a range of great designers, artists and craft makers and understand the historical and cultural development of their art forms.</p> <p>Examine and evaluate creative works &amp; discuss using the language of art, craft and design</p> <p>Suggested artist: -</p>

<p>Use tools and equipment correctly in the right way to support final outcome of work.</p>	<p>Show further confidence with weaving, exploring and experimenting different patterns and textures that can be created.</p> <p>Use appropriate language to describe colours, media, equipment and textures.</p> <p>Sculpture Make design and plan a final piece that will have purpose. Being decisive in the different ways the material can be manipulated to create the purposeful final outcome.</p> <p>Shape, form, join, construct and model materials for a purpose, e.g. pot, tile from observation and imagination.</p> <p>Apply different techniques of adding patterns and texture to aid the final outcome of work.</p>	
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Year 2 Computing

Programming / control	Applying Word/Typing; Data Handling; Animation; Video Photography / digital art; Sound	Safe and responsible use
<p>I understand programs execute by following precise and unambiguous instructions</p> <p>I can create programs on a variety of digital devices</p> <p>I can debug programs of increasing complexity</p> <p>I can use logical reasoning to predict the outcome of simple programs</p>	<p>I can use the space bar only once between words and use touch to navigate to words letter to edit</p> <p>I can copy and paste images and text</p> <p>Use caps locks for capital letters.</p> <p>I can add images alongside text in a word processed document.</p> <p>I can dictate longer passages into a digital device with accurate punctuation.</p> <p>I can sort digital objects into a range of charts such as Venn diagrams, carroll diagrams and bar charts using different apps and software.</p> <p>I can orally record myself explaining what the data shows me.</p> <p>I can create a branching database using questions</p> <p>I can create multiple animations of an image and edit these together.</p> <p>I can create a simple stop motion animation.</p> <p>I can explain how an animation/flip book works</p> <p>I can write and record a script using a teleprompter tool.</p> <p>I can use tools to add effects to a video</p> <p>I can begin to use green screen techniques with support</p> <p>I can edit a photo (crop, filters, mark up etc)</p> <p>I can select and use tools to create digital imagery - controlling the pen and using the fill tool</p> <p>I can cut images with accuracy to layer on other images.</p> <p>Create a musical composition using software</p> <p>I can record my own sound effects.</p> <p>I can record my voice over a compositions to perform a song.</p>	<p>I can explain how other people’s identity online can be different to their identity in real life.</p> <p>I can describe ways in which people might make themselves look different online.</p> <p>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>

Year 2 Design & Technology

Design	Evaluate	Techniques
<p><u>Context, uses and purpose:</u> Recap – Look at a product and understand what it is, who it is used for and how it works.</p> <p>Identify where you might find a product</p> <p>Identify the materials used to make a product.</p> <p>Express opinions on a product.</p> <p>Explain why a product is suitable for a particular user.</p> <p>Explain who their product will be used for.</p> <p>Generate ideas using other people’s experiences and existing products. Ideas:</p> <p><u>Ideas:</u> Recap - Generating ideas through their own experiences. Create basic steps for designing and making a product. Communicate ideas through talking and drawing.</p> <p>Identify a purpose for their design.</p> <p>Identify a simple design criteria.</p> <p>Communicate ideas through observations and labelled drawings.</p> <p>Model ideas by exploring materials, components and construction kits and by making templates and mock-ups.</p> <p>Chose appropriate materials to use based on properties.</p>	<p><u>Own ideas and products</u> Recap – Develop an understanding of the word evaluate means. Talk about their design ideas and what they have made.</p> <p>Discuss how well their product works compared to their design idea.</p> <p>Evaluate their products against a design criteria.</p> <p>Identify how their product could be improved through a few simple changes.</p> <p><u>Existing products</u> Recap – Evaluate what products are. Evaluate who products are for. Evaluate what they like and dislike about products.</p> <p>Evaluate and explore a range of products.</p> <p>Evaluate what products are for.</p> <p>Evaluate how products are used.</p> <p>Evaluate where products might be used.</p> <p>Evaluate how products work.</p> <p>Evaluate what materials products are made from.</p>	<p>Recap – Discuss using construction kits, materials, textiles and mechanical components. Choose suitable equipment.</p> <p>Use vocabulary to begin to describe how a tool can be suitably used.</p> <p>With help measure, mark, cut and shape components with increasing accuracy.</p> <p>Start to join, assemble and combine materials in order to make a product.</p> <p>Use basic sewing techniques.</p> <p>Use hand tools safely and appropriately.</p> <p>Make simple changes to their design as they make.</p> <p>Begin to select tools and materials; use correct vocabulary to name and describe them.</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Demonstrate how to cut, shape and join fabric to make a simple product.</p> <p>Start to choose and use appropriate finishing techniques.</p> <p><u>Cooking and Nutrition</u> Recap - Know that all food comes from plants or animals. Know that food has to be farmed, grown elsewhere (e.g. home) or caught. Name and sort foods into the five groups in ‘The Eatwell Plate’. Recognise</p>

Select appropriate techniques explaining: First...  
Next... Last...

that everyone should eat at least five portions of fruit or vegetables every day and they can consume more than this. Prepare simple dishes without a heat source. Understand safety procedures for cooking with equipment. Understand hygiene rules for cooking.

Assemble or cook healthy ingredients.

Demonstrate how to use techniques such as cutting, peeling and grating.

Skills:

Know how to use simple techniques:

Peel - with a swivel peeler adult support.

Shape - with accuracy for a desired effect, e.g. basic bread roll.

Mix/stir - with increasing thoroughness to combine ingredients.

- whisk foods using a fork.

- rub in fat to flour.

- knead dough.

Spoon - ingredients into different containers with increasing accuracy and minimal spillage.

Measure - using different size measuring spoons, e.g. liquids.

- refer to ingredients in simple fractions, e.g. half, quarter.

Cut out - ingredients neatly with cutter.

- use a table knife to cut dough in equal portions, e.g. cheese straws.

		<p>Snip - fresh herbs, spring onions.</p> <p>Sift - sift flour in to a bowl.</p> <p>Cut - low resistance foods with a table knife in to equal pieces/slices, e.g. canned pineapple slices, sticks of pepper, mushrooms.</p>
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Year 2 Geography

Place and location knowledge	Human and Physical	Map work skills
<p>Name and locate                      ...the countries of the UK, their capital cities,                      ...the 7 continents and 5 oceans                      using simple maps / atlases /globes.</p> <p>Compare and contrast some characteristics of the 4 countries of the UK and describe how these places are similar and/or different.</p>	<p>Be confident in using 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</p> <p>Identify key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Follow directions (as yr 1 and include NSEW compass points )</p> <p>Locate and name on UK map major features e.g. London, River Thames, home location, seas.</p> <p>Devise a simple map; and use and construct basic symbols in a key                      Follow a route on a map.                      Use an infant atlas to locate places.</p> <p>Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)</p>

Year 2 History

Chronological Understanding	Historical Knowledge	Historical Enquiry and Interpretation
<p>Recount changes in own life over time.</p> <p>Put 3 people, events or objects in order using a given scale.</p> <p>Use words and phrases such as recently, before, after, now, later.</p> <p>Use past and present when telling others about an event.</p>	<p>Uses information to describe the past.</p> <p>Can describe differences between then and now and between ways of life at different times.</p> <p>Recounts main events from a significant life in history.</p> <p>Recognise why people did things, why events happened and what happened as a result.</p>	<p>Can look carefully at pictures or objects to find information about the past. Ask and answer questions such as: 'what was it like for a ....?', 'what happened in the past?', 'how long ago did .... happen?', Estimate the ages of people by studying and describing their features.</p> <p>Look at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet).</p> <p>Understand why some people in the past did things.</p>

EYFS / Yr1 / Yr2 French

We do not have a formalised curriculum for a modern foreign language within the Foundation Stage and Key Stage 1.  
Opportunities to lay foundations of understanding foreign languages and preparation to learn French in Key Stage 2 will take place.

Speaking and Listening

Hear and repeat individual words and phrases from different languages – eg greetings, happy birthday, welcome etc.

Reading and Writing

Recognise text can be from different languages including non-latin origin alphabet styles.  
Copy words from a different language.

Intercultural Understanding

Explain some similarities and differences between life in this country and life in other countries.

Year 2 Music

Listening & Exploring	Performing	Composing
<p><i>NC : Listen with concentration and understanding to a range of high-quality live and recorded music .</i></p> <p>Identify particular features when listening to music.            Associate sounds they hear with instruments.            Identify the pulse in a piece of music and tap along.            Listen carefully to recall short rhythmic patterns.            Recognise changes in timbre, dynamics and pitch.            Recognise and name different instruments by sight.            Verbally recall what they have heard with simple vocabulary – loud, soft, high, low.            Express what they like and dislike about a piece of music.</p>	<p><i>NC : Use voices expressively by singing songs, speaking chants and rhymes.</i></p> <p><i>Play tuned and untuned instruments musically</i></p> <p>Follow a melody using voice or an instrument.            Sing songs as an ensemble following the tune (melody) well.            Perform in an ensemble with instructions from the leader (e.g. hand signals to indicate pitch and duration of notes).            Play simple rhythmic patterns on an instrument.            Sing/clap a pulse increasing/decreasing in tempo.            Have control when playing instruments.            Perform musical patterns keeping a steady pulse.</p>	<p><i>NC : Experiment with, create, select and combine sounds using the inter-related dimensions of music. (pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.)</i></p> <p>Order sounds to create a beginning, middle and end.            Represent sounds pictorially with increasing relevance.            Choose sounds to achieve an effect (including use of technology).            Compose short melodic patterns using two or three notes (tuned instruments/voice).            Create short, rhythmic patterns – sequences of long and short sounds.            Create symbols to represent sounds.            Choose sounds to create an effect on the listener.</p>

Year 2 Physical Education

Games	Movement & Athletics	Swimming, Outdoor & Adventure
<p>Perform some dribbling skills with hands and feet using co-ordination.</p> <p>Pass a ball accurately (hands &amp; feet) over longer distances to a team mate.</p> <p>Combine stopping, pick up/collect &amp; send a ball accurately to other players.</p> <p>Make simple decisions about when/where to move in game to receive a ball.</p> <p>Control a stationary ball on a racket whilst moving around an area showing agility.</p> <p>Begin to tap the ball/shuttlecock back and forth to a partner with an open hand.</p> <p>Send a ball off a tee using a bat.</p> <p>Play two types of games to score: running around a series of hula hoops or forwards and backwards between hula hoops to improve agility.</p> <p>Stop moving when the 'bowler' has the ball.</p> <p>Play as a fielder and pass the ball back to bowler to make the runner stop.</p> <p>Follow rules for a game (carry the bat, don't overtake, run around the outside of the hula hoops).</p>	<p>Make body tense, relaxed, curled and stretched in a range of movements.</p> <p>Perform a sequence with changes in speed &amp; direction inc. 3 different actions.</p> <p>Be still on floor/apparatus showing tension and control.</p> <p>Link known shapes, travels, rolls, jumps to a balance using floor/apparatus.</p> <p>Climb apparatus safely and start to jump (safely) from different levels.</p> <p>Change speed, direction, level and rhythm.</p> <p>Move with control and coordination.</p> <p>Create a sequence by linking movements together.</p> <p>Comment on a dance – say something you liked about it and something that could be improved.</p> <p>Run for distance with enjoyment.</p> <p>Learn the best jumping techniques for distance (two feet, 1 foot step).</p> <p>Throw different objects in a variety of ways.</p> <p>Hurdle an obstacle and maintain effective running style.</p> <p>Complete an obstacle course with agility and control.</p>	<p>Forest School : Develop flexibility, strength, technique, control and balance through fundamental movement skills including climbing, crawling, swinging.</p> <p>Use range of tools.</p> <p>Swim England School Swimming &amp; Water Safety Award Level 3</p>

Year 2 PSHE

We use 'Jigsaw' as a whole-school approach as it embodies a positive philosophy and creative teaching and learning activities to nurture children's development as compassionate and well-rounded human beings as well as building their capacity to learn. Headings indicate the themed content with further details available through our subscription to the web resource.

<b>Being Me In My World &amp; Celebrating Difference</b>	<b>Dreams and Goals &amp; Healthy Me</b>	<b>Relationship &amp; Changing Me</b>
<p>Hopes and fears for the year                      Rights and responsibilities                      Rewards and consequences                      Safe and fair learning environment                      Valuing contributions                      Choices                      Recognising feelings</p> <p>Assumptions and stereotypes about gender                      Understanding bullying                      Standing up for self and others                      Making new friends                      Gender diversity                      Celebrating difference and remaining friends</p>	<p>Achieving realistic goals                      Perseverance                      Learning strengths                      Learning with others                      Group co-operation                      Contributing to and sharing success</p> <p>Motivation                      Healthier choices                      Relaxation                      Healthy eating and nutrition                      Healthier snacks and sharing food</p>	<p>Different types of family                      Physical contact boundaries                      Friendship and conflict                      Secrets                      Trust and appreciation                      Expressing appreciation for special relationships</p> <p>Life cycles in nature                      Growing from young to old                      Increasing independence                      Differences in female and male bodies (correct terminology)                      Assertiveness                      Preparing for transition</p>

Year 2 Religious Education

Old Testament	New Testament	Other Faiths
<p><u>Creation</u> - Children will know that Christians believe: God created the universe. The Earth and everything in it are important to God. God has a unique relationship with human beings as their Creator and Sustainer. Humans should care for the world because it belongs to God. Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible.</p>	<p><u>Incarnation</u> – Children will learn that: The Bible points out that his birth showed he was extraordinary (e.g. he is worshipped as a king, in Matthew) and that he came to bring good news (e.g. to the poor, in Luke). Christians celebrate Jesus’ birth; Advent for Christians is a time for getting ready for Jesus’ coming.</p> <p><u>Gospel</u> – Children will learn that: Christians believe Jesus is a friend to the poor and friendless. Christians believe Jesus’ teachings make people think hard about how to live and show them the right way.</p> <p><u>Salvation</u> – Children will learn that: Christians believe Jesus builds a bridge between God and humans. Christians believe Jesus rose from the dead, giving people hope of a new life.</p>	<p><u>Islam</u> – Children will learn: Some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah. A story about the life of the Prophet Muhammad. To recognise some objects used by Muslims and suggest why they are important. To identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel. Ideas and examples of cooperation between people who are different.</p>