



Our Curriculum in Year 2

The Year 2 curriculum encourages children to become active learners. There are many opportunities for learning through practical tasks, observations and discussions; following the children's own ideas where possible to promote thinking skills and learning through discovery. We use the broad topics below to link a number of curriculum areas together.



Our plans for our main themes currently are:

Autumn Term	Spring Term	Summer Term
Seas and Oceans	Greenland	Living Things
The Great Fire of London	Year 2 Zoo	Castles

English

We have daily English sessions developing the skills of spoken language, reading, writing, spelling, punctuation, vocabulary, grammar and handwriting. Phonic skills, for both reading and spelling, are taught in short sessions; following the Letters & Sounds programme. All work is planned to match the needs of the individual child through grouping or the task set.

Writing and Handwriting

Children learn to write in styles appropriate to a variety of purposes. We support them in formulating and refining their ideas, often rehearsing their writing orally first. There is a focus on basic punctuation and grammar, as appropriate to each child and we provide structure and support in assisting the children to understand how to improve their own writing by focusing on very specific skills. Joined writing is taught through dedicated handwriting sessions, and encouraged in all writing activities. Spelling is taught in the context of phonic word families and in topic words linked to specific activities.

Reading

There are many contexts in which the children develop reading skills. Each child will read to an adult on a fortnightly basis and their reading sets and levels adjusted as appropriate. We aim to ensure each child also takes part in a guided reading session once a fortnight, where the children work in a small group under the guidance of a teacher or teaching assistant. We encourage decoding using the children's phonics skills, but also aim to develop a deep understanding of what they are reading. We encourage lots of discussion and oral comprehension, moving on to written comprehension activities as the year progresses. We also aim to foster a love of language and reading by sharing books for pleasure and reading to the children as often as we can. We strongly encourage reading at home on a regular basis; where you can discuss stories, learn new facts and discover different ways to 'work out' unknown words. The children have an opportunity each day to change their reading book if they have finished it; they do not need to re-read it many times.

Spoken Language

We support children in developing their spoken language skills by providing continuous opportunities for questions and answers, discussion and listening to each other's ideas with respect. We encourage active listening whilst others are sharing information. We value the use of talk in all aspects of learning; aiming to develop the children's vocabulary by exploring new words through the topics we meet as well as modelling a diverse range of vocabulary. We frequently use "talk partners" in all subjects and particularly value the use of Talk for Writing, which helps to develop children's written skills. Drama is valued within English lessons as a tool for developing confidence and practising spoken language skills.

Maths

We have daily maths lessons. Work is tailored to meet the individual current learning needs of each child through grouping and differentiated tasks, thus ensuring that they meet the objectives at the right stage for their own mathematical development. Each stage of learning builds on and extends previous learning. We support the children in developing a secure understanding of number including ordering numbers, odd and even numbers, number bonds and place value. We begin with extending the strategies for effective addition and subtraction, moving on to multiplication (including times tables) and division as the children are ready. We place much emphasis on using a variety of recording methods alongside the use of equipment and verbal explanations of how they worked out the answer. We enjoy lots of problem solving activities that require the children to apply the number skills they are developing. We emphasise the role of maths in everyday life and try to apply mathematical skills across the curriculum.

We use the White Rose Maths Hub (WRMH) schemes of learning as our medium term planning documents. These schemes support a mastery approach to teaching and learning. All pupils have access to the same curriculum content and should deepen their conceptual understanding by tackling challenging and varied problems. Similarly with calculation strategies, pupils must not simply rote learn procedures but demonstrate their understanding of these procedures through the use of concrete materials and pictorial representations.

The principle of the concrete-pictorial-abstract (CPA) approach is that for pupils to have a true understanding of a mathematical concept, they need to master all three phases. Reinforcement is achieved by going back and forth between these representations. We complement the WRMH scheme with other useful resources, such as Maths- No Problem! and Nrich.

Pupils' mental maths is fundamental to the application of skills in other areas of mathematics. This ranges from number bonds to times tables and division facts. Therefore, pupils take part in 'Maths Badges' to encourage and maintain the knowledge of these mental maths areas.

Science

Throughout the Science curriculum we aim to encourage the children to ask thoughtful, inquisitive questions, set up experiments and develop fair tests to find answers. In the Autumn term we consider the properties of different materials including wood, glass and plastic. During the Spring term we learn about food groups and how to stay healthy, before thinking about the basic needs of animals and humans. In the Summer term we explore habitats, food chains and set up an experiment to discover the needs of plants.

Computing/Information Technology

We teach computing both through discrete Computing lessons and through making use of laptops and iPads in other lessons. We aim to include illustration, research and animation, alongside basic skills in the correct use of ICT equipment and word processing. Knowledge and understanding of e-safety (e.g. keeping personal information private, where to go for help etc) is emphasised at all times. Computer science is learned through building on prior knowledge of algorithms and debugging; children will use an iPad app to program their own animations!

Art

Our Art sessions will mainly be connected to our thematic work. The children will develop their knowledge and understanding of art/craft and design. They will communicate in visual form using a range of media, recording what they observe, remember and imagine. We hope to study art from different periods, traditions and cultures and will begin to identify, compare and experiment with some of the methods used by specific artists.

Music

In Music sessions, we will be using percussion and tuned instruments to explore the inter-related dimensions of music. These include making long and short sounds, exploring tempo and changing pitch. We will also learn the words and melodies to a variety of songs throughout the year as well as listening to a range of music with concentration and understanding.

Design and Technology

The DT curriculum sees us testing a variety of joining techniques to explore which is best for particular materials. During the year we will also plan and make a variety of objects. We build on our knowledge of materials and apply this to design, making and testing a raft to see how well it floats. During our Fire topic we learn about the work of Christopher Wren as a designer. In Spring we also learn about different types of axles and use this research to design a wheelchair. Later in the year we create a working drawbridge, complete with winding mechanism! We will also be developing our food technology skills to complement our knowledge of healthy and balanced diets.

History and Geography

Initially we will concentrate on the British coast; looking at maps, planning a town and using a key to identify important parts of the map. We will then begin to explore sea creatures and their habitats. Our Fire topic covers the excitement of the Great Fire of London. In the Spring term we study the life and work of Mary Seacole and Louis Braille using short videos, the internet, pictures and books. We will also be learning about a significant local historical character – St Edmund. Our History curriculum concludes with our summer topic on castles, whilst in Geography we will be looking at continents, climates, plant life and animal habitats.

Physical Education

In the Autumn we teach outside games and creative dance each week. In the Spring we practice outside multi-skills with a qualified Sports Coach, and attend swimming lessons at the local leisure centre each Tuesday. Swimming sessions are taught in small groups focusing on water safety and confidence, alongside correct techniques. In the Summer our indoor sessions will focus on gymnastics and our outdoor focus will be athletics in practice for our Sports Day.

In games we teach skills and strategies that apply to many different sports. We teach how to control equipment and our bodies. In dance we aim to develop control, use imagination, work with others and express ourselves to perform with confidence and precision. In gymnastics we learn basic movements to create and perform simple sequences on the floor, using mats and on apparatus.

Personal and Social Education

We cover our PSHE curriculum through discussions, circle-time, watching short video clips, listening to stories, involvement in charity events and direct teaching. Although we have specific PSHE sessions much of the curriculum is covered in a cross-curricular manner and many issues are addressed when circumstances provide a timely opportunity. In this way we can support children in developing the skills to manage their feelings and relationships with their peers. Main topics for the year are Building Healthy Relationships, Building Healthy Bodies, Building Healthy Environments, Building Healthy Communities and Building a Healthy Future.

Religious Education

We will continue to follow Suffolk's Agreed Syllabus for RE this year. We explore what some families believe about God, the natural world and human beings. In the Spring we will look at important symbols and artefacts. In the Summer we will explore the roles of religious teachers and leaders and study some stories that are important to certain religious groups. As part of the Agreed Syllabus we focus mainly on Christianity and Judaism.

Philosophy

The main aim of the Philosophy is to develop and expand thinking skills. There is a focus on listening to peers express their views and learning how to appreciate, respect and respond to them in a thoughtful and appropriate manner. The techniques used have had positive impacts on discussions across the curriculum and we will continue to develop our teaching of philosophy as the year progresses.