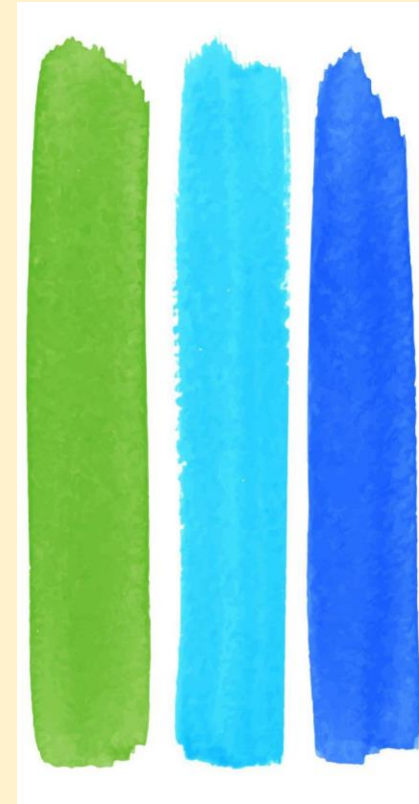




## **Year 2 Curriculum Information**

**30<sup>th</sup> September 2024**



## Parent Drop-in Mornings



Parents are invited in to school half termly to meet the teacher and spend time in the classroom with your child.

As well as this, we have our parents evenings in November and March.

The next parents evenings will be on Tuesday 19<sup>th</sup> and Thursday 21<sup>st</sup> November 3:30-6:30pm. You will receive a letter very soon giving you time slot options to book with your child's teacher.

# The School Day 8:20am - 3pm



Time	Lesson
8:20 - 8:45	Register / Morning Work
8:45 - 9:05	Book Club
9:05 - 9:10	Transition Time / Brain Break
9:10 - 9:30	Phonics
9:30 - 9:45	Handwriting
9:45 - 10:00	Teacher Led Outdoor Sensory Break
10:00 - 10:45	English / Maths
10:45 - 11:00	Playtime
11:00 - 11:45	English / Maths
11:40 - Midday	Number Sense
Midday - 13:00	Dinner Time
13:00 - 13:10	Register
13:10 - 13:25	Flashback / Assembly
13:25 - 14:30	Topic
14:30 - 14:50	Story
14:50 - 15:00	Prepare for home time
15:00	Home time

Forest School starts at 9.30am.

Blue Base - Tuesday

Green Base - Thursday

The afternoon may alter to accommodate each class's PE session.

Assemblies:

Monday - curriculum

Tuesday - singing

Wednesday-Friday - class flashback sessions to revisit key knowledge and vocabulary from current and previous topics.



The early years children follow the Early Years Foundation Stage Statutory Framework.

Our Key stage One children follow the National Curriculum.

# The National Curriculum

The National Curriculum for Key Stage One is defined by subjects.

For each subject, there is knowledge and skills that need to be taught.

English, maths and science are split into year 1 and 2.



## Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

### Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

### Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

### Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use 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
  - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

### Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

## Schemes That We Use



We have invested in schemes of learning. The ones we use are approved by the Department for Education. This reduces workload for the subject leaders and provides school with quality planning and resources to follow.

We use:

White Rose Maths Scheme

Sheffield SACRE Scheme (Standing Advisory Council for Religious Education) - the children will learn from the principal religions represented in the UK; Christianity, Islam, Hinduism, Sikhism, Buddhism, Judaism

Jigsaw - which covers Personal, Social, Health and Economics as well as Relationships and health education.

## Schemes That We Use



Little Wandle Phonics Scheme

We buy into the Arches School Sport Partnership Programme and follow the Get Set 4 PE scheme.

Out of the Ark Music Scheme

Teach Computing Scheme

# Our Subject Leaders



Subject/s	Subject Leader
Jane Barnes Headteacher	Designated Safeguarding Lead / Designated Mental Health Lead / Pupil Premium Lead / Attendance Officer / Security Lead
Jo Jones Deputy Head	English / Art / Special Educational Needs Coordinator
Matt Shaw	Reading/ Phonics
Susan Jones Key Stage 1 Lead	Geography / History / Design and Technology
Gail Hutt	Music / Religious Education / Spiritual, Moral, Social, Cultural / Personal, Social, Health and Economic
Alice Craven	Science
Helen Downham Early Years Lead	Maths
Corey Clarke	Physical Education
Sarah Hawley	Computing



## Ofsted Focus



The focus is currently on the Intent, Implementation and Impact of the curriculum.

Intent – What we intend to teach your children.

Implementation – The teaching!

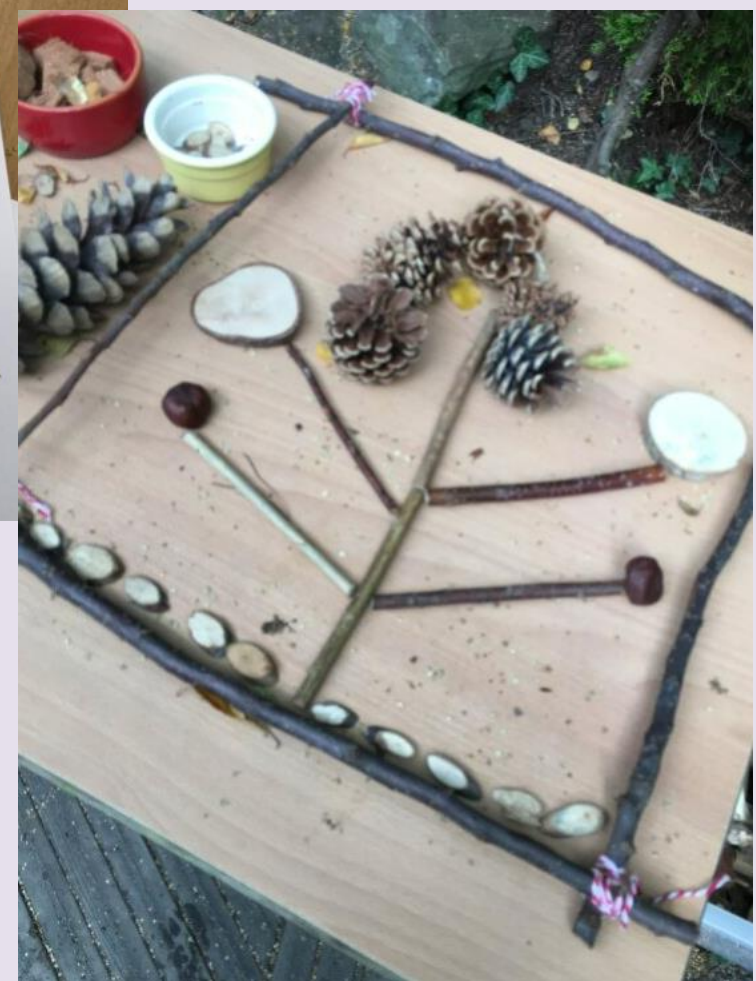
Impact – Do the children know more? Can they do more? Do they remember more?



*Tell me and I'll forget. Show me and I'll remember.  
Involve me and I'll understand.*

Each class has one day of Forest School every week.

Teachers and our Forest School practitioner plan closely together.



This half term we are teaching all of our Art in the garden, alongside other subjects such as Science and Music.

Forest School is the golden thread that weaves its way through the curriculum.

# Intent - Our Learning Challenge Curriculum Questions



<b>Autumn 1</b>	EYFS: What Makes Me Special? KS1: What Makes Me Special?
<b>Autumn 2</b>	EYFS: What Were Toys Like in the Past? KS1: What Were Toys Like in the Past?
<b>Spring 1</b>	EYFS: Can You Sing a Rainbow? KS1: Who Lives in a Castle?
<b>Spring 2</b>	EYFS: Who Lives in a Castle? KS1: How Does Your Garden Grow?
<b>Summer 1</b>	EYFS: How Do Bees Make Honey? KS1: How Do Bees Make Honey?
<b>Summer 2</b>	EYFS: How Does Your Garden Grow? KS1: What Lives in the Ocean?



We have a two year teaching cycle.



# Intent - Medium Term Plans. An example...



Autumn 1 2024-25 Cycle B

Whole School Overview with Science



Week	1	2	3	4	5	6	7	8
	2.9	9.9	16.9	23.9	30.9	7.10	14.10	21.10
Key Question	What Makes Me Special?							
School Value	Concentrate, work hard and be proud of your achievements.							
Links to careers	artist, road safety manager, environmentalist, textile designer, fitness expert, dietician							
Enrichment opportunities		Visit to Good Taste						
SMSC Links	Vote for new school councillors  Choose School Ambassadors	Fairtrade Fortnight	14 <sup>th</sup> World First Aid Day (16 <sup>th</sup> assembly and basic first aid in classroom)		3 <sup>rd</sup> World Poetry Day	10 <sup>th</sup> world Mental Health Day	14 <sup>th</sup> -20 <sup>th</sup> Recycle Week	
British Values	Democracy and Rule of Law							
Themed days			<u>Staying Safe</u> - Road safety - Basic first aid - What to do in an emergency					

# Intent - Medium Term Plans. An example...



Autumn 1 2024-25 Cycle B

Whole School Overview with Science

Themed assemblies		Jane - school rules and values	16 <sup>th</sup> Basic First Aid - parent or St John's Ambulance?	Susan <a href="#">Who was Nelson Mandela?</a> <a href="#">Who was Nelson Mandela? - BBC Bitesize</a>	3 <sup>rd</sup> - 9am Assembly. Classes to perform poetry? <a href="#">The Achievements of Floella Benjamin KS1 Black British History: Floella Benjamin - BBC Teach</a>	Jane - 7 <sup>th</sup> Assembly for World Mental Health Day	Susan <a href="#">Who is Lauren James?</a> <a href="#">Lauren James: The amazing life of the superstar Lioness - BBC Newsround</a>	21 <sup>st</sup> - Gail - harvest
				23 <sup>rd</sup> , 30 <sup>th</sup> , 14 <sup>th</sup> - Black History Month-Susan <b>The lives of significant individuals who have contributed to national and international events &amp; achievements</b> <ul style="list-style-type: none"> <li>I understand that people often cause change and this can have long term impact.</li> </ul>				<b>Express ideas and insights into religious and world views:</b> <ul style="list-style-type: none"> <li>B1 - Ask and respond to questions about what communities do and why.</li> </ul>
Golden Thread Forest School			<b>Science</b> - Seasonal change. Adopt a tree and sketch it.	<b>Music</b> - Sounds in the environment.	<b>Geography/PSHE</b> - Litter pick.	<b>PE</b> - Fundamentals - Balancing.	<b>Science</b> - Working scientifically.	<b>Fire day</b>
			<b>Art</b>	<b>Art</b>	<b>Art</b>	<b>Art</b>	<b>Art</b>	<b>Fire Day</b>
Forest School Activities					Whole class Litter Pick!			
Lesson	1	2	3 FS garden	4	5	6	7 FS garden	8

# Intent - Medium Term Plans. An example...



Autumn 1 2024-25 Cycle B

Whole School Overview with Science

National Curriculum KS1	Seasonal changes Animals, including humans.							END POINT
Substantive Knowledge	<p><u>Animals, including humans</u></p> <p><u>Y1</u> To know, identify, name, draw and label basic parts of the human body.</p> <p><u>Animals, including humans</u></p> <p><u>Y2</u> To know and describe the basic needs of animals, including humans, for survival (water, food, air, shelter, sleep).</p>	<p><u>Animals, including humans</u></p> <p><u>Y1</u> To know which part of the body is associated with which sense.</p> <p><u>Animals, including humans</u></p> <p><u>Y2</u> To know and describe the basic needs of animals, including humans, for survival (water, food, air, shelter, sleep).</p>	<p><u>Seasonal changes</u></p> <p>To observe changes across the four seasons.</p> <p>To observe and describe weather associated with the seasons and how the day length varies.</p>	<p><u>Animals, including humans</u></p> <p><u>Y1</u> Identify, name, draw and label basic parts of the human body and say which part of the body is associated with which sense.</p> <p><u>Animals, including humans</u></p> <p><u>Y2</u> to know and Describe the importance for humans of hygiene and eating the right amounts of different types of food.</p>	<p><u>Animals, including humans</u></p> <p>Y1: Identify, name, draw and label basic parts of the human body and say which part of the body is associated with which sense.</p> <p><u>Animals, including humans</u></p> <p>Y2 Describe the importance for humans of exercise.</p>	<p><u>Working scientifically</u></p> <p>✓ Asking simple questions and recognising that they can be answered in different ways.</p> <p>✓ Observing closely using simple equipment.</p> <p>✓ Performing simple tests.</p> <p>✓ Gathering and recording data to help in answering questions.</p>	<p>FS</p> <p><u>Working scientifically</u></p> <p>✓ Asking simple questions and recognising that they can be answered in different ways.</p> <p>✓ Observing closely using simple equipment.</p> <p>✓ Performing simple tests.</p> <p>✓ Gathering and</p>	



# Intent - Medium Term Plans



Autumn 1 2024-25 Cycle B

Whole School Overview with Science

	Y1	<b>Identify, observe and describe.</b>						
	Y2	<b>Describe, compare and contrast, reason</b>						
<b>Key Stage 1</b>	Lesson:	Lesson:	Lesson FS garden:	Lesson:	Lesson: Discovery dog template.	Lesson FS garden:	<b>To share their fluency of knowledge about animals including humans.</b>	
	<p>Y1: Working in mixed ability groups, draw around the children and invite them to label the basic body parts with their peers</p> <p>Can you put body parts into a sentence that explains their <u>purpose?</u></p> <p>Y2: to know and describe the basic needs of animals,</p>	<p>Y1: (across 2 sessions)</p> <p>As a class, use the drawings from the previous week to discuss which sense is linked to which part of the body.</p> <p><b>Five mini investigations:</b></p> <ol style="list-style-type: none"> <li>1. Feely bag</li> <li>2. Smelling pots</li> <li>3. Taste test</li> <li>4. Pin the tail on the donkey.</li> <li>5. Sound behind a screen. Can they identify the screen?</li> </ol>	<p>All children to adopt and draw class tree. Predict how they think their tree will change across the year.</p>	<p>(across 2 sessions)</p> <p>Recap on the five senses and how they are linked to each body part.</p> <p><b>Five mini investigations:</b></p> <ol style="list-style-type: none"> <li>1. Feely bag</li> <li>2. Smelling pots</li> <li>3. Taste test</li> <li>4. Pin the tail on the donkey.</li> <li>5. Sound behind a screen. Can they identify the screen?</li> </ol>	<p>What do you think is our most used sense? Why do you think this?</p> <p>As a class, recap the 5 senses. Tell <u>chn</u> that next week we will be doing an investigation into how many things we can find in the garden linked to each sense. In groups fill out discovery dog template.</p> <p>Y2: Discuss the importance of exercise. See DE Animals <u>includig humans</u> 1 lesson 5(slides 4-14)</p> <p>Discovery dog: Which form of exercise makes our heart beat the fastest?</p>	<p>Senses sorting activity. Go around the garden and find something associated with each sense.</p> <p>Y2: Investigating exercise. <u>Chn</u> to investigate different forms of exercise, find their pulse and write down how</p>		

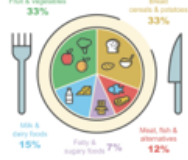


# Intent - Medium Term Plans

Autumn 1 2024-25 Cycle B

Whole School Overview with Science



	<p>including humans, for survival (water, food, air, shelter, sleep).</p> <p>See DE animals including humans 1 lesson 1 slides 6-13</p> <p><u>Chn</u> to use their knowledge of what animals need to survive to create a 'how to look after my pet' booklet. AC happy to bring in pet hamster to talk about how I look after it!</p>	<p>Y2: See DE animals including humans 1 lesson 2 slides 6-12</p> <p><u>Chn</u> to create a poster showing the basic needs of humans.</p>		<p>Y2: Discuss the 5 main food groups with the class.</p>  <p>Discuss slides (4-14) from <u>Animals</u> including humans lesson 4.</p> <p>Ask the children to create a healthy plate of <u>food</u>. The children could create their plate of healthy food by making food out of craft materials and sticking them onto a paper plate.</p> <p>Ask the children to discuss which of the foods on their plates are fresh, pre-cooked or processed. Does this make their plate more or less healthy?</p>		<p>many beats in 20 seconds.</p>	
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# Intent - Medium Term Plans



<b>WEEK</b>		1 4 <sup>th</sup> Sept	2 8 <sup>th</sup> Sept	3 18 <sup>th</sup> Sept	4 25 <sup>th</sup> Sept	5 2 <sup>nd</sup> Oct	6 9 <sup>th</sup> Oct	7 16 <sup>th</sup> Oct
<b>National Curriculum KS1</b>		<u>Human and physical geography</u> <ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the UK.</li> <li>Use basic geographical vocabulary.</li> </ul> <u>Geographical skills and fieldwork</u> <ul style="list-style-type: none"> <li>Use simple locational and directional language to describe the location of features and routes on a map.</li> <li>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>						<b>END POINT</b>
<b>Substantive Knowledge</b>			To know part or all of my home address and how to send a letter.	To know that my school is in Broomhill and Broomhill is in Sheffield.	To know some of the roads, businesses and buildings local to my school.	To look at maps and aerial pictures of Broomhill and describe its location and features.	To know some of the human and physical features of my local area.	
<b>Concepts</b>		season, weather, change, observe. name, address, street, road, school, garden, house, flat, apartment, building, shop, business, local area, park, hospital aerial view, map, up, down, left, right, across, behind, above, below human, physical, trees, cars, countryside, city label, annotate						
<b>Disciplinary skills</b>	<b>KS1</b>		To use information to write out their address and send a postcard.	To use maps and photographs to look at the location of our school and the city of Sheffield.	To go on a walk of the local area, locating road names and buildings. To use positional language when	To use aerial photographs to draw a map of the school grounds and local area.	To use maps to find the human and physical features of the local area.	



The subject leader will:

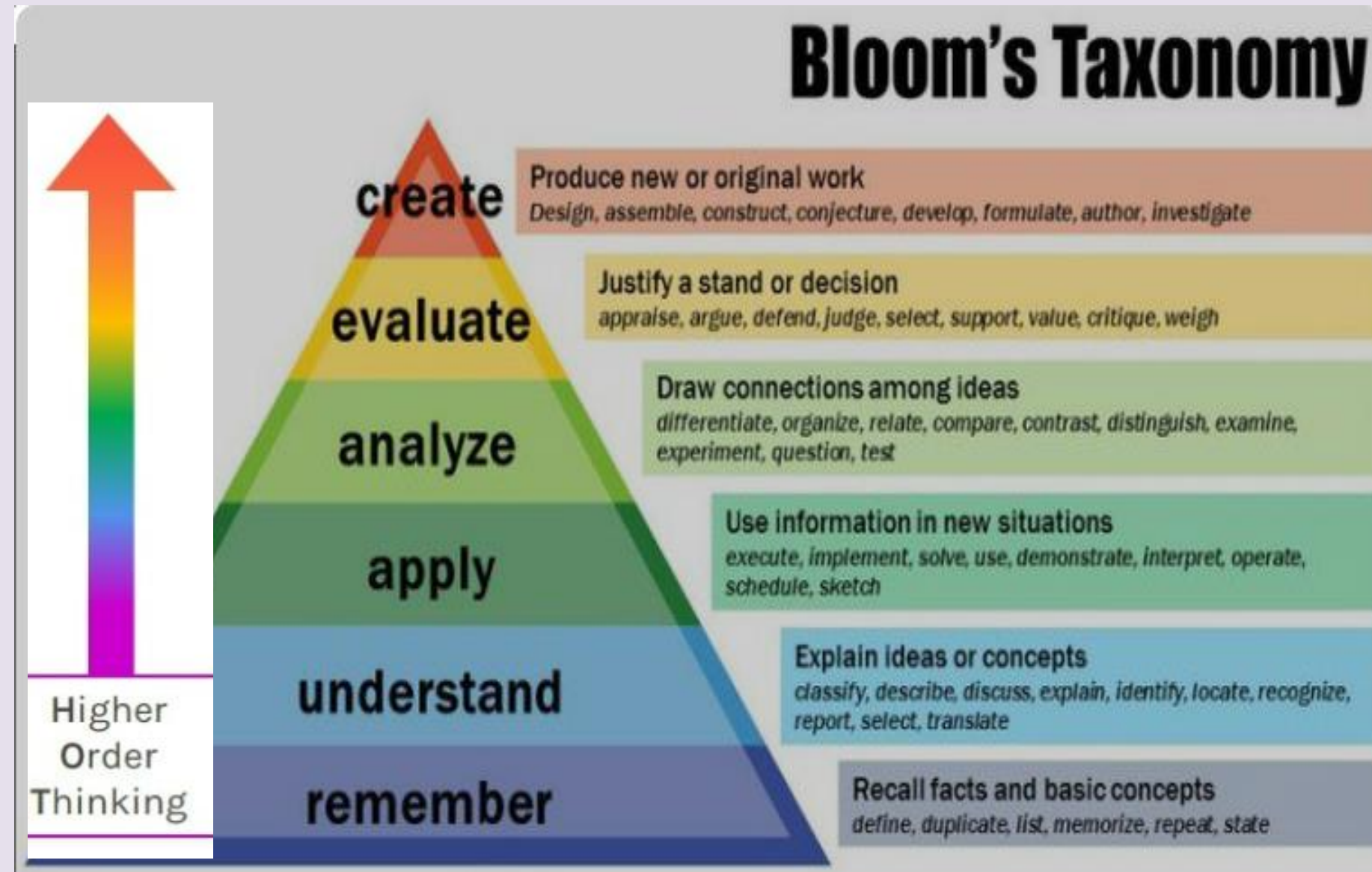
- Check that evidence matches exactly to the intent.
- Check that the children have retained and can recall what they have learned.
- Ensure that any gaps are filled with intervention groups or by re-teaching for those children who haven't retained the learning.



# Challenge - Higher Order Thinking.



- Questioning
- Extension activities
- Problem solving
- Flashbacks



# Assessment



Teachers do formative assessments daily, in every lesson. This might be in the form of questioning, quizzes, whiteboards, flashcards, etc.



Summative assessment is done at the end of a block of learning and will involve measuring the retention and recall of previous learning.

Statutory assessments are the Reception Baseline and Year 1 Phonics Screening Check.

SATs are no longer statutory in Year 2.



By the end of year 2, your child will have completed the key stage 1 curriculum.

At the end of the year the children will be assessed as:

WTS – working towards the expected standard

EXS – working at age related standard

GD – working at greater depth within the standard

# Reading



Reading – focus on fluency and comprehension.  
Book Club - replaces guided reading. It has two important purposes; one is to hear every child read every day and the other is to focus on a different reading comprehension skill each day; Prediction, Retrieval, Inference, Vocabulary and Sequencing.



It is expected that children in year 2 will move from phase books with a focus on phonics, to colour banded books or free reading.

By the end of year 2, children should be reading white/lime banded books.

Book Club focuses on comprehension skills, particularly retrieval and inference.



# Reading

## Working towards the expected standard

The pupil can:

- read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes\*
- read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)\*
- read many common exception words\*.

In a book closely matched to the GPCs as above, the pupil can:

- read aloud many words quickly and accurately without overt sounding and blending
- sound out many unfamiliar words accurately.

In a familiar book that is read to them, the pupil can:

- answer questions in discussion with the teacher and make simple inferences.



## Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes\*
- read most common exception words\*.

In age-appropriate<sup>1</sup> books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words<sup>2</sup>
- sound out most unfamiliar words accurately, without undue hesitation.

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read.

## Working at greater depth within the expected standard

The pupil can, in a book they are reading independently:

- make inferences
- make a plausible prediction about what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read.





Phonics – Year 2 spelling rules.

We also continually revisit graphemes from phase 5 and learn the year 2 common exception words.



Writing – we follow the teaching sequence:  
immerse – analyse – skills – plan – write – edit

From spring 1 the children begin to complete independent writing and we collect evidence towards the end of key stage expectations.

Letter formation and spelling is important. Not a best fit model.



## Working towards the expected standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words\*
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.

## Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words\*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.



## Working at greater depth

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly^
- spell most common exception words\*
- add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)\*
- use the diagonal and horizontal strokes needed to join some letters.



We move the children from:  
practical – pictorial – abstract

We spend as much time as the children need on each aspect to embed new learning and key concepts.



We do daily mental and oral sessions to rehearse mental calculation knowledge and number facts.

The children work with numbers up to 100 and are expected to be adding and subtracting with exchange by the spring term.

Need an ‘efficient strategy’.



## Working towards the expected standard

The pupil can:

- read and write numbers in numerals up to 100
- partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources<sup>1</sup> to support them
- add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g.  $23 + 5$ ;  $46 + 20$ ;  $16 - 5$ ;  $88 - 30$ )
- recall at least four of the six<sup>2</sup> number bonds for 10 and reason about associated facts (e.g.  $6 + 4 = 10$ , therefore  $4 + 6 = 10$  and  $10 - 6 = 4$ )
- count in twos, fives and tens from 0 and use this to solve problems
- know the value of different coins
- name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).

## Working at the expected standard

The pupil can:

- read scales\* in divisions of ones, twos, fives and tens
- partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
- add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g.  $48 + 35$ ;  $72 - 17$ )
- recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If  $7 + 3 = 10$ , then  $17 + 3 = 20$ ; if  $7 - 3 = 4$ , then  $17 - 3 = 14$ ; leading to if  $14 + 3 = 17$ , then  $3 + 14 = 17$ ,  $17 - 14 = 3$  and  $17 - 3 = 14$ )
- recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
- identify  $\frac{1}{4}$ ,  $\frac{1}{3}$ ,  $\frac{1}{2}$ ,  $\frac{2}{4}$ ,  $\frac{3}{4}$  of a number or shape, and know that all parts must be equal parts of the whole
- use different coins to make the same amount
- read the time on a clock to the nearest 15 minutes
- name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.



## Working at greater depth

The pupil can:

- read scales\* where not all numbers on the scale are given and estimate points in between
- recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts
- use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g.  $29 + 17 = 15 + 4 + \square$ ; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc.)
- solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?')
- read the time on a clock to the nearest 5 minutes
- describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).



Each class teacher will send a weekly learning outline via Teams or email.

This will include:

- a brief outline of what the children will be learning
- a list of spellings (common exception words and spelling rule)
- any useful worksheets for those who would like to do some
- extra practise at home.



## Communication



Our main mode of communication will be via the newsletter.

As always, this will have all the dates you might need.



We will occasionally send a text for urgent communication or as a reminder.

The teachers intend to put the learning overview onto Teams Classroom but, in the meantime, it will arrive via email.

## How can You Get Involved?



You can help your child in a variety of ways:

- Listen to your child read as often as possible.
- Read to your child regularly - reading quality texts to your child will enhance their vocabulary.
- Problem solve with your child.
- Spend quality time with your child and have fun!

