



West Cornforth Primary School Curriculum Framework Overview Year 2 2019-2020

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



West Cornforth Primary School Curriculum Framework Overview Year 2 2019-2020

<p>Quality Texts</p>	<div data-bbox="488 379 667 582" data-label="Image"> </div> <p>Traction Man is Here Mini Grey (Random House) Bring into school other kitchen equipment and encourage children to invent further adventures for Traction Man and Scrubbing Brush. Ask: Are the adventures real? Who made them up? Design Traction Man adverts or invent a new superhero or heroine.</p> <div data-bbox="414 766 582 933" data-label="Image"> </div> <p>Pumpkin Soup 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> <div data-bbox="392 1125 571 1268" data-label="Image"> </div> <p>Meerkat Mail Emily Gravett (Macmillan) Begin by finding out a bit about meerkats and the other animals, such as jackals. (Science link) Watch meerkats on film with the class. Write a newspaper article about Sunny's visit to one of the places in the book. Write postcards from other visits that he made. (Geography link)</p>	<div data-bbox="922 379 1160 574" data-label="Image"> </div> <p>Tuesday David Wiesner Turn the opening pages into a story. As the detective, encourage the children to interview the man in pyjamas and write up a police report. Together role play the news report and make a film of the interview and news item.</p> <div data-bbox="1232 758 1400 1013" data-label="Image"> </div> <p>The Owl Who Was Afraid of the Dark 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 letter 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.</p> <p>NON FICTION link: Captain Robert Falcon Scott Diaries Biographies Non Chronological reports- Antarctic and animals .</p>	<div data-bbox="1608 379 1825 614" data-label="Image"> </div> <p>The Flower John Light (Child's Play) Why might books be dangerous? Why might a book be labelled 'do not read'? Discuss the two books mentioned in the border: 'Jack and the Beanstalk' and Alice in Wonderland. (Link to Traditional Stories) Ask: What do they have in common and how do they differ? Why were they chosen?</p> <div data-bbox="1736 798 1937 1037" data-label="Image"> </div> <p>Frog and Toad Together Arnold Lobel (HarperCollins)</p> <ol style="list-style-type: none"> 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?
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West Cornforth Primary School Curriculum Framework Overview Year 2 2019-2020

	<p>Together draw a map of the story. Who's Afraid of the Big Bad Book? 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>HISTORY Recounts - Durham Cathedral trip link</p> <p>Polar Express</p>		 <p>Fantastic Mr. Fox Roald Dahl: diary entries, character descriptions, letters in role, hot seating.</p>	
<p>Maths</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>Science</p>	<p>Uses of Everyday Materials</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</p>	<p>Animals including humans</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</p>	<p>Living things in their habitats</p> <p>I can explain the differences between things that are living, dead, and things that have never been alive.</p> <p>I can explain that most living things live in habitats which suit them and depend on each other.</p> <p>I can name some plants and animals in their habitats including micro-habitats.</p> <p>I can explain how animals get their food from plants and other animals using a simple food chain</p> <p>Skills</p> <p>Discussing and Questioning: Use scientific terminology some of the time.</p>	<p>What plants need to grow and plants in the local environment.</p> <p>I can observe and describe how seeds and bulbs grow into mature plants</p> <p>I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p>Skills</p> <p>Discussing and Questioning: Take turns in discussion.</p> <p>Choosing and Approach: Make comments about observed features of objects.</p> <p>Planning: Using equipment given, make suggestions about what to look for.</p>



West Cornforth Primary School Curriculum Framework Overview Year 2 2019-2020

	<p>made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Planning: With help, use simple texts to find information. Fair Testing: With help, talk about what could affect a test. Predicting: Sometimes predict the outcome of the investigation. Recording Tables: With support, record results by drawing in simple table provided. Interpreting Results: Say if their guess was correct. Evaluating Results: Recognise results that are unexpected. Stem Science through stories - See website. Little Red Riding Hood -As Little Red Riding Hood is set in a wood, it makes a lovely starting point for finding out about habitats.</p>	<p>Fair Testing: Show understanding of comparative language. Predicting: Make a guess about what might happen. Observing and Measuring: Use more than one sense to describe their observations. Recording - Charts and Graphs: Draw, stick pictures or objects onto a prepared pictogram or other chart. o Use pictograms, draw bar charts with help, to display results. English link-The flower Frog and Toad Together</p>
<p>History</p>	<p>Why Are Some Places Special? NC Ref: Significant places in own locality. Focus: Thinking about historical significance, using</p>	<p>Fantastic Firsts NC ref: events beyond living memory that are significant globally or nationally.</p>	<p>All Change? Holidays Now And Then NC ref: Changes within living memory and beyond. Significant places in our own locality.</p>	



West Cornforth Primary School Curriculum Framework Overview Year 2 2019-2020

	<p>primary sources. Suggestions: Special places in the area: Visit and enquiry: Cathedral and St Cuthbert.</p> <p>Skills Order a more extensive list of events and objects. Tell the difference between fiction and historical fact.</p> <p>Information texts - English link</p>	<p>Focus Chronology over a longer timeframe, comparing events, writing about significance.</p> <p>Captain Scott and the Antarctic expedition of 1910.</p>	<p>Focus: Identifying and writing about change and its causes. Forming an interpretation, use of primary sources. Suggestions: Compare holidays now and in 1950's and Victorian Use of historic environment .</p> <p>Trip to Saltburn for locality and history study - Geog/ History</p>
Geography	<p>Why is My World Wonderful?</p> <p>Need MTP</p> <p>Maps of Meerkat Mail Journeys (English link)</p>	<p>Wherever Next?</p> <p>Knowledge of locations, places and their features, human and physical processes and key terminology Pupils will develop knowledge of globally significant places: - Poles and Equator, looking at their location and some of the basic defining physical and human characteristics.</p> <p>Understanding of similarities and differences, interaction of people, processes and places</p> <p>Pupils will begin to develop an understanding of some features of the weather in hot and cold areas of the world and their effects.</p> <p>Working like a geographer: use of geographical information from maps, atlases, globes etc. Pupils will use world maps of different types and globes to identify the continents, oceans, poles and equator. Pupils will use simple locational and directional language to describe features on different maps. Pupils will use and label photographs of key features.</p> <p>Working like a geographer: use of fieldwork and observational skills to observe, measure and record. Pupils will use simple observational skills to study a physical feature - the weather - of their school's environment.</p>	<p>What might we see on a holiday?</p> <p>Geographical knowledge of locations, places, features and processes: location of the world's continents, the location of the equator, the location of the UK and its capitals, key vocabulary as relevant to the areas chosen as focus.</p> <p>Understanding of similarities and differences and interactions: comparison of the human and physical geography of two small areas.</p> <p>Working like a geographer - use of geographical information: Use of aerial photographs, use of atlases. Devising a simple map, using simple compass directions to describe location of features on a map.</p> <p>Focus : <i>Small area of the North East and a small area of Kenya to develop knowledge of coasts and mountains. It encourages a problem solving/ decision making approach that gives a shape to the enquiry and encourages pupils to justify choices. The focus on comparison enables pupils to develop their knowledge about similarities and differences across human and physical Geography</i></p>
D.T.	Mechanism	Structure Design and make own chocolate bar packaging - maths/ Eng link .	Textiles Design and make textile products- Animal puppet/ dolly spoon/peg puppet History Link - Punch and Judy



West Cornforth Primary School Curriculum Framework Overview Year 2 2019-2020

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



West Cornforth Primary School Curriculum Framework Overview Year 2 2019-2020

	<p>novels</p> <p>Living long and strong- balanced diet, exercise and fitness</p> <p>Involvement - inter and intra school sports events, after school clubs, school council.</p> <p>Assemblies- see whole school assemblies programme 2019-2020</p>	<p>Assemblies- see whole school assemblies programme 2019-2020</p>	<p>2020</p>
<p>Computing</p>	<p>Computer Science: I can create simple programs.</p> <p>Know how to program a robot to achieve set goal (sequence of 6-7 instructions: maze, point collecting) Beebots - more complex routes. Make routes using precise instructions To develop further use a more complex robot eg Probot</p> <p>Probot used to develop mathematical language of $\frac{1}{4}$ turn / clockwise /anti clockwise.</p> <p>IT: Use technology purposefully to create, organise, store, manipulate and retrieve digital content. I can use technology purposefully to create, organise and store digital content. Can create and save digital content such as meaningful work in Word Processing e.g. Word/Publisher. Write a word document and include photos of different materials, explaining what they are used for and if they can be manipulated. Write a set of instructions on how to make pumpkin soup and include images in a word document.</p>	<p>Computer Science: 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.</p> <p>Can implement an algorithm on a digital device e.g. independently be able to write a simple animation in Scratch Jun and can explain their program. Create a travel plan for a journey and a dance (resources on shared area). Create a story using Scratch Jun (resources on shared area).</p> <p>Begin to use block programming e.g. Scratch Junior (Alex, Daisy Dino) to complete a simple program.</p> <p>Alex (iPads) - Sequencing instructions and debugging to solve simple problems.</p> <p>IT: Use technology purposefully to create, organise, store, manipulate and retrieve digital content. I can use technology purposefully to create, organise and store digital content. Can create and save digital content such as meaningful work in Word Processing e.g. Word/Publisher. Famous Explorers Fact writing (English link) Write a section from Tuesday on Microsoft Word, include images from the story from online. Draw or modify a picture https://www.j2e.com/jit, Pic Collage or equivalent related to other work in the curriculum. Add a suitable picture into a</p>	<p>Computer Science: I can debug more complex problems. e.g. a route on a Bee Bot / Blue Bot / Probot / Alex / Logo etc... maze.</p> <p>ProBot - more complex routes eg map of UK / Europe / World on the floor . Can you drive from London to Durham?</p> <p>Alex(iPads) - Sequencing and debugging harder problems (L10 plus)</p> <p>Scratch Junior Dance Planning http://code-it.co.uk/scratchjrdance</p> <p>IT: Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>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>Be able to save, retrieve and print work.</p> <p>For instance, create diary entries, character descriptions, and letters in role. Save them, amend them and then print them.</p>



West Cornforth Primary School Curriculum Framework Overview Year 2 2019-2020

		piece of work.	
<p>Online Safety and Digital Literacy.</p> <p>Also see Education for a Connected World.</p>	<p>•Know devices that enable direct communication between people through images and text.</p> <p>Going Places Safely - Common Sense Media https://www.common sense media.org/educators/lesson/going-places-safely-k-2</p>	<p>•Know what personal information is and that they should never share this with anyone they don't know.</p> <p>Jessie and Friends Think U Know - Episode 3 Playing Games https://www.thinkuknow.co.uk/professionals/resources/jessie-and-friends/</p> <p>CEOP - Hector's World https://www.thinkuknow.co.uk/Teachers/Resources/</p> <p>Common Sense Media https://www.common sense.org/education/lesson/keep-it-private-k-2</p>	<p>•Know that they should tell a trusted adult if they are upset or worried about anything on a device.</p> <p>Digi Duck - http://www.kidsmart.org.uk/teachers/ks1/sourcesduck/projet/digiduck-ebook.pdf</p> <p>•With support, be able to use a safe search engine e.g. Swiggle https://swiggle.org.uk/</p> <p>Common Sense Media - ABC Searching https://www.common sense.org/education/lesson/abc-searching-k-2</p>