

St Luke's CE Primary – Curriculum Overview

Year 2 Autumn 1



Curriculum Aims

The purpose of our curriculum is to:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens for the 21st century.

Curriculum Approach

- Learning reviewed daily (retrieval practice);
- New content taught in small chunks;
- Effective teacher questioning;
- Lots of teacher modelling;
- Regular opportunities for children to think, apply and practise key skills and knowledge;
- Support for difficult tasks;
- Develop long term memory, whilst respecting the limitations of the working memory.

Discrete Learning Subjects

Main Learning Focus in English/phonics (Read, Write Inc.)

Grammarsaurus – nouns, verbs, subject, pronouns,

Speaking and listening.

- Participation in class and group discussions
- Explaining and justifying
- Opinions about texts

Reading

- Reading during phonics lesson
- Using reading skills to obtain information
- Reading comprehension

Writing

- I can plan my writing by writing down my ideas or talking about them.
- I can write the correct spelling and punctuation in simple sentences I hear my teacher say.
- I can use capital letters and full stops to show where sentences start and end and sometimes use question marks.

Grammar and Punctuation

- To use 'and' to join clauses
- Different sentence types – statements, commands, exclamations, questions
- Commas in a list

Spelling

- Year 1 and 2 common exception words.
- ge and dge at the end of words
- c before e, i and y
- kn and (less often) gn at the beginning of words
- wr at the beginning of words
- -le at the end of words

Handwriting

- Form lower-case letters correctly following Read, Write Inc, scheme.



Main Learning Focus in Mathematics:

Children will learn to:

- Counting objects to 100.
- Representing numbers to 100.
- Tens and ones.
- Representing numbers on a place value grid.
- Comparing numbers
- Ordering numbers
- Counting in 2s, 5s and 10s.
- Counting in 3s.
-



Main Learning Focus in Science:

- What is light?
- How can we see objects?
- What is between night and day?
- Which materials are reflective?
- How are shadows formed?
- How can you change the size of a shadow?



Main Learning Focus in Computing:

Online safety and Painting Pictures.

- To explore 2Paint A Picture.
- To look at the work of Impressionist artists and recreate them using the Impressionism template.
- To look at the work of pointillist artists such as Seurat.
- • To recreate pointillist art using the Pointillism template.
- To look at the work of Piet Mondrian and recreate it using the Lines template.
- To look at the work of William Morris and recreate it using the Patterns template.
- To look at some surrealist art and create your own using the eCollage function in 2Paint A Picture.



Main Learning Focus in Religious Education:Who is a Christian and what do they believe?

- Describe what they think about what Christians believe and think is important
- Talk about their own ideas about God
- Retell a story that shows what Christians might think about God
- Talk about some ways that Christians describe God and Jesus
- Talk about why God and Jesus are important for Christian people
- Think, talk about and ask some thoughtful questions about how the Bible influences Christians and what influences them
- Describe some beliefs and stories that are important to Christians.

Main Learning Focus in History:Great Fire of London

- How can we safely build a fire?
- What were the problems with London in 1666?
- What happened and how do we know?
- What did eyewitnesses say about the Great Fire?
- What are causes and consequences?
- Why did the Great Fire of 1666 spread so easily?

Main Learning Focus in Art: Tell a story

- To develop a range of mark-making techniques.
- I can experiment with charcoal to draw different marks.
- I can understand a word and explain how I can draw it.
- I can describe how an object feels.
- I can try out different drawing materials.
- To develop observation drawing.
- I can recognize and describe shapes in an object to start a drawing.
- I can look carefully to add details.
- To understand how to apply expressions to illustrate a character.
- I can sketch a new character, adding expressions, details and texture.
- To develop illustrations to tell a story.
- I can create and draw imaginary scenes.

Main Learning Focus in PSHE: Me and my relationship

- Our ideal classroom
- How are you feeling today?
- Bullying or teasing?
- Don't do that!
- Types of bullying
- Being a good friend
- Let's all be happy!

Main learning Focus in Music: Contrasting Dynamics - Space

- Use their voice to create a variety of sounds.
- Use dynamics to create an atmosphere.
- Collaborate with peers to contribute to a group soundscape.
- Correctly identify changes in dynamics.
- Show changes in dynamics using bodies and vocals.
- Compare two pieces of music using musical vocabulary to describe the changes in dynamics.
- Interpret music in a visual form.
- Identify and discuss patterns in different pieces of music.
- Successfully create and play patterns, notating them.
- Create and play a simple pitch pattern accurately.

Main learning Focus in French: Greetings

- Say 'hi' and 'hello' in French.
- Say 'my name is...' in French.
- Ask somebody in French how they are feeling and give a reply.
- Say 'goodbye' and 'see you later' in French.

Main learning Focus in PE:

Outdoor – PE Football (Tuesday)

- Stopping a ball with the sole and inside of feet
- Pass the ball to a partner P,P,P, Plant, Pass Point to help with accuracy
- Dribble the ball with the inside of feet, keeping the ball close to their body- dribble into a space
- Improve tackling by using adapted games- introduce intercepting play
- Scoring in a variety of ways and begin to use in a game situation
- Begin to include some basic tactics for attacking and defending in conditioned games
- Play an adapted and conditioned games 5v5.

Inside – Gymnastics (Wednesday)

- Can perform shapes with a strong body and control
- Perform jumps (straight, star, tuck jump) with control and a strong body
- Perform a tuck rock, tuck roll, forward roll and dish/arch roll
- Perform a balance on one or more parts of body
- Perform a bunny hop – hands flat with straight arms
- Perform a sequence on apparatus– (roll, jump and balance)
- Moving on and off apparatus with strong body and control