



## 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	Australia	In The Garden
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 daily sessions following the Twinkl Phonics programme.

#### Writing

At Sebert Wood, we use 'The Write Stuff', by Jane Considine, to drive the development of our pupils' writing skills. 'The Write Stuff' follows a method called Sentence Stacking where there is an emphasis on vocabulary, sentence structure and developing 'chunks of sense'.

An individual lesson is based on a sentence model, broken into three learning chunks. Each learning chunk has three sections:

**Initiate** section – a stimulus to capture the children's imagination and set up a sentence.

**Model** section – the teacher models a sentence(s) demonstrating the thoughts and processes of a writer and articulates writing choices.

**Enable** section – the children write their sentence, following the model.

A class sentence stack is created to celebrate children's sentences. This helps children to clearly see how a piece of writing is crafted and built before independently writing. At the end of the unit of learning, children apply the skills they have learnt to their own piece of independent writing. After completing their independent piece of writing, the children have a dedicated session to edit their work. The final stage is to 'publish' their writing, where pupils are given the opportunity to demonstrate their best writing and presentation skills.

#### Reading

There are many contexts in which the children develop reading skills. Each child will read to an adult on a fortnightly basis with their books corresponding to the phonics taught. We encourage decoding using the children's phonics skills, but also aim to develop a deep understanding of what they are reading. 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. The children have an opportunity each day to change their reading book if they have read it twice.

#### 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. Experience days are 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. 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 Mastering Number, focussing on embedding basic number skills.

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**

We teach computing both through discrete Computing lessons using the iLearn2 programme and through making use of laptops and iPads in other lessons. We aim to include digital art, 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 and design. They will communicate in visual form using a range of media, recording what they observe, remember and imagine. We 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. We will also be developing our food technology skills to complement our knowledge of healthy and balanced diets.

## **History and Geography**

In History we learn about the events of the Great Fire of London, and focus on the story of King Edmund as an example of local history. We also cover the discovery of Australia and compare seaside visits in Victorian times with modern day visits.

In Geography we learn the names of continents, seas and oceans. We study key vocabulary for human and physical geography, linking these to our topics of the sea and Australia. We write a study comparing Australia's geography with that of our local area. We draw aerial maps of coastal areas and the Great Fire of London. We use a visit to the Abbey Gardens to identify tourist attractions in our local area.

## **Physical Education**

In the Autumn we teach ball games, target games and creative dance. In the Spring we practice invasion games and gymnastics. In the Summer our indoor sessions will focus on fitness and teambuilding and our outdoor focus will be athletics, net and wall games.

Outdoors 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, 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 feelings, how we act towards others, healthy eating and risks.

## **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.