

## The curriculum in Year Two

### English

The overarching objective for English at St Adrian's is to promote high standards of language and literacy by equipping children with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. Our curriculum for English aims to ensure that all children:

- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- use phonic skills and keyword recognition to read with increasing fluency and intonation and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- articulate their ideas and structure them in speech and writing
- use the school handwriting font to write clearly, accurately and coherently, rereading to check for meaning and adapting language and style for a range of contexts, purposes and audiences

Where possible, our aims for English are achieved by making connections with other curriculum areas and providing children with purposeful contexts in which to extend their learning.

### Maths

The principal focus of mathematics teaching in key stage 1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This should involve working with numerals, words and the four operations, including with practical resources [for example, concrete objects and measuring tools].

At this stage, pupils should develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. Teaching should also involve using a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money.

By the end of year 2, pupils should know the number bonds to 20 and be precise in using and understanding place value. An emphasis on practice at this early stage will aid fluency.

Pupils should read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge at key stage 1.

### Religious Education

Throughout the school, we follow the 'Come and See' scheme of work, which covers an extensive range of theological studies. As well as learning through weekly RE sessions, this thematic approach enables RE to be taught through other subject areas, thereby providing the children with opportunities to make connections.

The themes for Year Two are:

Beginnings, Signs & symbols, Preparations, Books, Thanksgiving, Opportunities, Spread the word, Rules and Treasures.

In addition, children in Year Two also learn about Judaism and one other of the major world religions.

## Science

Our science curriculum in Year Two is taught through four themes.

In *Uses of Everyday Materials* children learn about the uses of everyday materials including wood, plastic, metal, glass, brick, paper and cardboard. Children then go on to compare the suitability of different everyday materials for different purposes. They explore how objects made of some everyday materials can change shape and how the recycling process is able to reuse some everyday materials numerous times.

Through *Animals Including Humans* children learn about how humans and other animals are born, grow and change, and what we need to survive and be healthy. They classify different kinds of animal babies, learn about the basic needs that are shared by humans and animals, and research the differing needs of animals within our care. Focusing on their own experiences, children explore the need for humans to eat a varied diet, to keep themselves clean, and to take regular exercise.

In *Living Things and Their Habitats* children will learn about a variety of habitats and the plants and animals that live there. They learn to tell the difference between things that are living, dead and things that have never been alive, and apply this in a range of contexts. They make observations of a local habitat and the creatures that live there, investigating conditions in local microhabitats and how they affect the minibeasts found within them.

Through *Plants* children have the opportunity to closely study plants and trees in the natural environment, taking measurements and making observational drawings. Children plant a seed and a bulb and compare them as they grow. They record changes in their plants in words and pictures, take measurements throughout the unit and finally draw bar charts to show the growth of the two plants. Children set up a comparative experiment to observe what plants need to grow well, and watch the germination process first hand by growing cress. Children begin to learn about plants we eat, and understand that farming involves creating the right conditions for food crops to grow.

The children will complete their science learning through a series of practical investigations which they plan and carry out independently, thinking of their own questions and the best way to record their results.

## Computing

Our learning in computing teaches children to understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation. Children learn to analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve problems.

In learning about e-safety, we teach children to be responsible, competent, confident and creative users of information and communication technology.

In Year Two, children's learning is developed through six projects: creating a simple computer program to move a character around a screen, exploring how simple computer games work, learning the basics of digital photography, researching a topic to produce a short multimedia presentation, sending and receiving basic emails, recording and classifying simple data that they have gathered.

Our computing curriculum is supported by the award-winning *Switched on Computing* resource.

## History

Children are taught to develop an awareness of the past, using common words and phrases relating to the passing of time. They learn where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.

Children's knowledge and understanding of history is developed in Year Two through exploration of three topics: Remembrance Day, The Great Fire of London and the history of travel.

## Geography

In Year Two, children develop their knowledge about the world, the United Kingdom and their locality. They learn to 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.

Geography is taught through three topics: *Around the World* (continents and major oceans of the world), *The Seaside* and *Island Life* (St Lucia).

## Design Technology

Children continue to work through the design and make process, developing their technical knowledge and skills in Year Two to work with a range of materials including food. Over the three terms children design and make a hand puppet, design and create a moving vehicle and are taught to make a healthy pizza.

## Art

Our art curriculum in Year Two teaches children to improve their mastery of art and design techniques, including drawing, painting and sculpture. Children learn to use sketch books to record their observations and to use them to review and revisit ideas.

Over the three terms children learn how to draw a self-portrait, study and recreate different building designs and create paper sculptures (including jewellery and tropical fruits).

## PE

Our PE curriculum in Year Two is taught by both the class teacher and our PE coach.

Children learn to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. They begin to apply these in a range of activities by participating in team games. Children learn to perform dances using simple movement patterns and also develop control, strength and balance through working on the large apparatus, both inside and out.

In the summer term children are taught swimming at Westminster Lodge.