



**Year Two
Curriculum booklet
2021-22**

Year Two

In Key Stage One we build the foundations of a child's future. Year 2 is the final year in Key Stage One. The children continue to build upon the progress they have made in Year 1 and prepare for life in Key Stage Two.

To quote Aristotle, 'Give me a child until seven and I will show you the man.' Within the Lower School we have high expectations of the children and value academic rigour. However, we recognise the absolute essential nature of curiosity, sense of wonder and magic within the curriculum. We hope to inspire self-motivated children with a real thirst for knowledge. Our Year 2 pupils have an exciting creative curriculum. Our curriculum is planned to suit the needs of each individual using a cross-curricular approach to learning. This level of creativity is what wills the children to do their very best every day and enthuses them to the point where learning goes beyond the school gates. No task is without purpose, and each string of the National Curriculum is cleverly interwoven into topics that provide the breadth to teach a range of subjects in an engaging way.

English

English focuses on developing each child's ability to understand and use language as an integral part of learning in all areas. This enables them to interact effectively with the world around them, to express themselves creatively and to communicate confidently (through Talking and Listening, and Reading and Writing) using a variety of skills and media. Language and Literacy are fundamental prerequisites for thinking, learning and interacting in personal, social and work contexts throughout life. Literacy is therefore key to learning, enjoyment and personal growth.



Fine Motor group

This is a short, quick-paced session where the children work on their fine motor control, their pencil grip and their handwriting. The children complete hands-on activities which focus on motor skill development by improving the muscles in the fingers and hands, strengthening hand grip, and developing wrist movement to aid writing.



English

English lessons are book led, meaning we are aspiring authors, inspired by authors, surrounded by quality texts. We use the 'Jane Considine' approach to writing, where all skills are taught and practised simultaneously at sentence level, building up full texts together, with the freedom to 'deepen the moment' at every opportunity. This perfect balance of support and independence means that the children are able to flourish as writers. Three times a week, pupils take part in 'free writing' which enables them to practise their skills within a topic of their choice.



Drama with Miss Anderson

The boys have a weekly drama lesson in our beautiful theatre. Drama and public speaking is a way of promoting confidence and self expression. The boys learn not only the art of performance but also have the opportunity to create scenery and props for their plays.

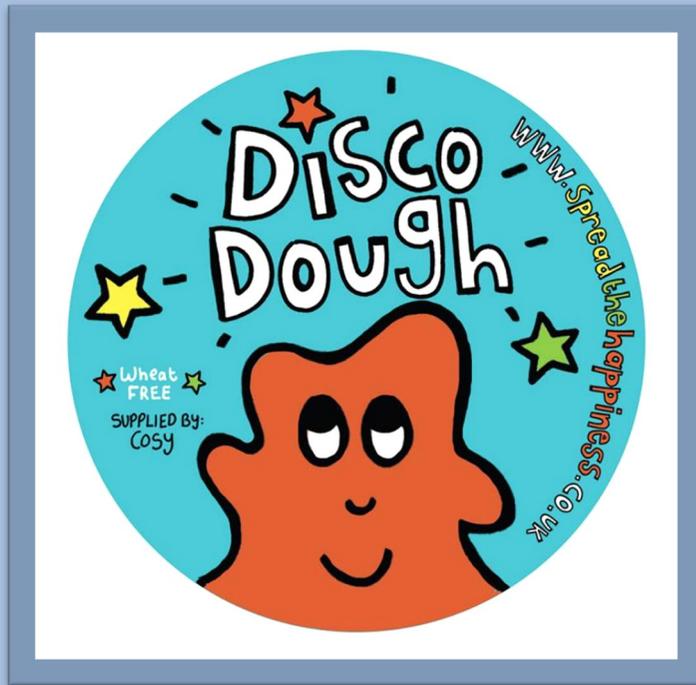
Phonics, Spellings & Punctuation

Year 2 follow the Jane Considine spelling programme, which interleaves phonics knowledge, spelling pattern-finding investigations and punctuation practice. This is taught daily, for 30mins, ensuring that excellence in spelling is of a high priority.

Reading Comprehension

Evidence suggests that children who read for enjoyment every day develop a broader vocabulary, increased general knowledge and a better understanding of other cultures. In fact, reading for pleasure is more likely to determine whether a child does well at school than their social or economic background. In addition to their daily individual reading session, children in Year 2 also take part in 'Book Talk', ensuring a solid understanding of their reading. Pupils are guided through rich and frequent conversations about books to become skilled at both interpretation and the development of robust and authentic personal responses.





Dough disco

Dough disco uses the neuroscience approach of tapping. By completing movements with playdough to music it aids the children's motor skills and their ability to write. Dough disco is used as a fun warm up to handwriting sessions.

a b c d e f g h i
j k l m n o p q r
s t u v w x y z

Handwriting

The cursive script avoids confusion in young children about whether to begin a letter at the top or the bottom. This causes fewer letter reversals when writing. When writing in the joined script, the pencil is on the paper for the whole word, giving a very fluent style which is attractive to the eye. The fluency established by the early use of joined up letters helps the child to express ideas in written form more readily.

Mathematics

Mathematics is the development and application of mathematics across the curriculum and in real-life situations. Numeracy skills help pupils to make informed and responsible choices and decisions throughout their lives. Mathematics and Numeracy includes Processes in Mathematics, Number, Measures, Shape and Space and Handling Data. Pupils engage in a wide range of purposeful activities that involve them in different modes of mathematical learning. These include playing, exploring and investigating, doing and observing, talking and listening, asking questions, reflecting, drafting, reading and recording.



Mathematics

Mathematics teaches children how to make sense of the world around them by developing their abilities to reason with numbers, calculate and solve problems.

We encourage each child's enjoyment of this subject by allowing time for investigation and exploration and by demonstrating its role in our everyday lives. Maths lessons are guided by 'White Rose Maths' but always with the opportunity to explore concepts in more detail through play and problem solving. Concrete resources are used in every lesson to 'cement' their learning through visual and practical learning.

Topic lessons

The title 'topic' is an umbrella title for Science, History, Art, ICT, DT and Geography. We cover topic objectives by adopting a 'creative curriculum' approach.

A creative curriculum approach encourages:

Skills development: embedding learning and curriculum skills that children will need in later life.

Cross-curricular links that encourage creativity: establishing links that require children to use their learning and skills imaginatively within applied contexts.

Meeting children's needs and interests: an inclusive approach in which children are able to receive appropriate challenge and bespoke extension work.

Every term, we talk to the children to find out what their interests are and what they want to learn. Then the teachers build the curriculum around the children's interests, meaning no two Lower School terms are ever the same. Children will not be taught an 'off the shelf' lesson that is rolled out year after year, ignoring the children's interests.



Topic

This year, Year 2 will be transported on a literary journey. Each of our topics will be based on a high quality book, and inspire learning in art, geography, history and science. The children then have an opportunity to continue their own learning during C.O.O.L time.

Music with Mrs Barlow

The value of music in the KS1 lies in its contribution to enjoyment and enrichment and for its social benefits. High quality music education enables lifelong participation in, and enjoyment of music. Music is a twice weekly fun session where children are provided with opportunities to explore music, using a variety of songs and some musical instruments.

Theology, philosophy and religion with Mrs U

In KS1 the TPR curriculum will be delivered though a circle time format. Boys are introduced to the different main world religions and discover similarities and differences between them. The RE curriculum helps prepare children to become global citizens as to study religion is to delve into how religion interacts with all of these facets of our world.



French with Mrs Moss

Our aim is to give children self-confidence to communicate naturally and spontaneously in French. We show the children that learning a foreign language can be recreational and fun. To this end, a lot of stimulating activities are employed, such as finger rhymes, short stories, songs and games using puppets. At this young age, it is purely oral work and activities that give a chance for all children to be motivated and to achieve.



Wild Child Charter

We encourage children to explore their environment in order to develop healthy bodies and minds, encourage social skills, improve motivation and concentration and develop a respect for the natural world. The natural environment is used to stimulate imagination, creativity and investigation. They will learn to work independently and also in groups. This offers the children the opportunity to take risks, take care and take responsibility whilst having fun.



PE with Mr Maher

Children have four sessions weekly with Mr Maher. Sessions labelled games involve ball skills and working with others. Gymnastic activities include travel, weight bearing, body control and jumping. We also have dance which is often related to our topics. In every session we aim to improve our fitness and have fun.



Chimp Tea Party

The children take part in circle time based on Steve Peter's chimp paradox where they discuss a range of different issues from making friendships, resolving arguments, feeling good about themselves, special people in their lives and managing and identifying feelings. The Circle times link to the Show Me Five rules. We also have a weekly class forum where we discuss the learning of the week and reflect on it.

Assemblies

On Monday we have Headmaster's assembly which sets the tone for the week. On Tuesdays we have a department assembly that links to the circle time curriculum. On Thursdays we join the Upper School in the chapel and on Friday we have Huzzah assembly which celebrates children who have followed the Show Me Five rules and achieved academically or made marked progress throughout the week.