



Wellington
PREP SCHOOL

Year 2

Curriculum Planning

Enclosed you will find a brief summary of the Year's curriculum planning for your child.

We hope you will find the information interesting and useful. It is important to note that this should not be used as a tick list. Flexibility is always important in education and it is quite possible that teachers may deviate from their plan for several very good reasons.

As always, please feel free to discuss anything further with your teacher should you need to.

ENGLISH

Autumn Term

Reading

- Read Write Inc. – includes group reading, comprehension, phonics work and spelling
- Individual reading with class teacher, teaching assistant or a trained parent volunteer three times a week
- Read aloud with flow, intonation and expression
- Encourage discussion and prediction about the text
- Introduce a variety of texts - fiction, non-fiction and poetry
- Weekly visits to the School Library
- Ongoing homework; to read regularly at home

Comprehension

- Read Write Inc. includes essential activities linked to group reading and texts used in writing
- Listening to and sharing a 'class' story
- Comprehension activities once a week

Writing/Transcription

- Read Write Inc. – Each session can include written comprehension when appropriate.
- The children will also learn to use the resources, Mighty Writer and No-nonsense Grammar, to develop their understanding of sentence structure. will also be used to in a three-week planning sequence for The Bear and the Piano by David Litchfield, children arrive to class to discover an advert and, after being given tickets, attend a 'concert' of piano music. They then write statements as predictions before going on to use contracted verbs to write letters of advice. After drawing on the author's use of language to create noun phrases, the children write a short news report before briefly bouncing out into a non-fiction piece where they research their chosen member of an 'Animal Orchestra'. This new character becomes the main protagonist in an own version narrative.
- In a three-week teaching sequence based on the text, Rosie Revere, Engineer, the children begin by designing their own suspension/ opening bridges. They then write a short explanation about how their bridge works, using verbs in their progressive form. These designs are sent off as competition entries. Disappointingly, the children discover that they haven't won the competition and that, in fact, a man called Horace Jones has won. In order to console the class, the first few pages of Rosie Revere, Engineer are read, and the children discover that another child has experienced similar disappointments due to inventions that she has made not working. The children make inferences about the character using the technique of Thought-Tapping and then go on to write dictated letters of advice using a range of contracted verbs and spelling the common exception words could, should and would. Following a Lucky Dip Description activity to create expanded noun phrases and a Sentence Sort, where children identify commands, statements and exclamations, the children write a school report for Rosie. They then receive a letter from Rosie asking for help with writing a series of leaflets about the engineering of famous landmarks. She knows that

they are visiting Tower Bridge* – can they research this landmark and write a leaflet? **After** their visit, the children write an advert for the exhibit, explore how the machinery in the engine room functions and then create a plan for their leaflet. They then write their leaflet over several days, finishing off with the inclusion of Bubbles of Speech in the voice of Rosie Revere, where they use verbs in their contracted forms once again.

*The focus on Tower Bridge may change to Clifton Suspension Bridge, for example.

- In a two-week sequence for The Great Fire of London by Emma Adams and James Weston Lewis, in which the children explore London in the present and the past, through the story of the great fire. Children compare the London of today and the London of 1666, using past and present tense. They explore the cause of the fire of London through interviewing the baker, Thomas Farriner, planning and recording appropriate questions, and design safety posters using imperative verbs to write commands. They then write diary entries from the point of view of the cat that Samuel Pepys saw being rescued from the ashes, drawing on the skills and knowledge they have practiced during the unit.
- Diary entry as Samuel Pepys for Topic work, which will focus on the children's scientific knowledge of materials to describe the way that the fire spread
- Poetry – Firework poetry linked to topic
- Based on a week's worth of work around the poem and the text of The Polar Express, the children will have analysed a narrative poem and identified rhyming couplets with a view to creating their own. They will also have participated in role-play and written a narrative stemming from an imagined experience based on a book and a film.

Spelling

- Weekly written spelling tests and children practise new and previous words using Spellzone (focusing on particular blends and patterns)
- Individual keywords

Spoken Language

- Take part as speakers and listeners in a group
- Ask and respond to questions
- Participate in role play and drama

Handwriting

- Begin to learn joins for a progressive cursive scheme of work

Spring Term

Reading

- Regular reading – individual, group, paired and class
- Develop a variety of strategies to increase fluency, accuracy and comprehension when reading
- Explore a variety of texts including fiction, non-fiction and poetry
- Weekly library visits
- Launch our Pre-prep reading challenges

Writing

- Read Write Inc – four times a week. Includes reading, written and oral comprehension, and phonics work
- Non-fiction – letter writing to Plymouth Aquarium
- Explorers story writing
- Focus on the book – When Ocean Meets Sky - Setting and character descriptions, labels, diary entry, postcard, captain's log, instructions, dialogue, extended fantasy narrative

- Sea creature explanation texts & Non-chronological leaflet using the book Wolves by Emily Gravett

Spoken Language

- To be able to take part as speakers and listeners in a group
- To ask and respond to questions.
- Performing poetry

Spelling –

- Weekly spelling tests (focusing on particular blends and patterns). Individual keywords and group spelling sessions

Handwriting

- Continue to practise joined handwriting, using correct formation and orientation

Summer Term

Reading

- Read Write Inc – Includes reading, comprehension, phonics work and spelling
- Regular reading – individual, group and class
- Develop a variety of strategies to increase fluency, accuracy and comprehension when reading
- Explore a variety of texts including fiction, non-fiction and poetry
- Weekly library visits

Writing

- Read Write Inc - Includes written and oral comprehension, as well as writing based on RWI book read in reading sessions
- Instructions
- Writing recounts
- Postcards
- Seaside poetry
- Grammar – imperative verbs, adjectives, time openers and conjunctions, use of full stop, exclamation mark, question marks and apostrophes
- Written comprehension
- Spoken Language-To be able to take part as speakers and listeners in a group or pair. To explain and justify a point of view and build on other pupils' ideas. To ask and respond. to questions. To explain likes and dislikes

Spelling

- Weekly spelling tests (focusing on particular patterns and rules). Individual keywords

Handwriting

- Continue to practise joining handwriting, using correct formation and orientation

MATHEMATICS

The scheme 'Maths – No Problem!' incorporates the use of concrete aids, manipulatives, problem solving and group work. It meets the requirements of the 2014 National Curriculum. This research-based approach revisits concepts in a 'spiral' curriculum and focuses on teaching to a mastery level so that children develop a deep understanding of mathematical concepts.

Autumn Term

- Counting to 100 through different steps including counting up in 10s
- Comparing numbers using place value knowledge
- Exploring numbers to see patterns within 100

- Addition and subtraction using number bonds diagrams as well as the standard column method
- Multiplication of 2, 5 and 10, including patterns in multiplication and commutative law
- Division of 2, 5 and 10, looking at different ways of sharing and grouping
- Investigate links between multiplication and division and odd and even numbers
- Measuring lengths and using them in real-life contexts

Spring Term

Mass

- Learn about mass in the context of kilograms and grams
- Read scales, to compare the weight of different objects
- Solve word problems in the context of mass

Temperature

- Gain experience in measuring temperature
- Learn about Celsius and how to read thermometers
- Look at what kinds of temperatures we can measure

Picture Graphs

- Read, interpret, analyse and construct pictograms
- Relate information in tally charts and tables to pictograms

Word Problems

- Introduce bar models
- Re-enforce addition and subtraction skills
- Link Maths to real life contexts

Money

- Writing amounts
- Counting and comparing amounts
- Understand equivalent amounts
- Calculate total amounts and change

2D Shape

- Compare and sort shapes according to the number of sides, vertices or lines of symmetry
- Manipulate shapes including moving and turning them or using them for patterns

Summer Term

Mass

- Learn about mass in the context of kilograms and grams
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SCIENCE

Autumn Term

Materials

- Recognise and investigate the uses and properties of a range of materials
- Find out about the origin of a range of materials including inventors of some manmade materials
- Compare manmade and natural materials
- Look at buildings and the materials used to construct them
- Children will also look at the importance of recycling and how materials can be re-used for everyday use

Spring Term

Habitats

- Explore the seven life processes: movement, respiration, sensitivity, nutrition, excretion, reproduction, growth
- Visit National Marine Aquarium
- Understand that animals and plants are found in different habitats that provide for their basic needs
- Handle living creatures and plants with care
- Carry out a simple enquiry, collecting evidence to answer a question
- Find out about and construct simple food chains, using some of the vocabulary e.g. producer, consumer, prey, predator, herbivore, carnivore and omnivore
- Predict what might be found in different local habitats and micro habitats

Humans and other animals

- Understand the human life cycle that they grow and are able to do more things as they get older
- Notice that animals, including humans, have offspring which grow into adults
- Revisit the basic needs of animals

Summer Term

- Visit to Plymouth Aquarium to investigate sea life habitats
- Keeping ourselves healthy: diet, exercise and hygiene
- Observe and describe how seeds and bulbs grow into mature plants
- Find out and describe how plants need water, light and a suitable temperature to grow

GEOGRAPHY

Autumn Term

Homes and Houses

- Find out about houses in other parts of the world and how location affects building styles and materials
- Simple mapping including identifying landmarks and 'birds eye view'

Spring Term

- Begin to know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- Oceans of the world
- Create a film explaining about local habitats
- To comment on aspects of the environment
- Use and interpret animal distribution maps
- Use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- Create and follow maps

Summer Term

- Use geographical vocabulary with regard to the coast
- Locate different resorts and discuss why people go the seaside
- To make observations and comparisons about the character and features of a place
- To use geographical vocabulary, ask geographical questions and communicate their findings in different ways
- Use an atlas
- Know the names of the continents and the 5 main oceans

HISTORY

Autumn Term

Great and Ghastly events

- Learn about the Great Fire of London - its origins, course and impact
- Explore the Gunpowder Plot - its causes, protagonists and significance
- Two accompanying workshops with Somerset Museum

Spring Term

Explorers

- Find out about Christopher Columbus' life and journeys
- Explore the impact of his voyages
- Learn about the achievements of Neil Armstrong, Amelia Earheart, Ibn Battutta and the influence they had on the world
- Draw comparisons between different explorers

Victorian Seaside

- Investigating seaside holidays in the past and drawing comparisons with those we have today

- Using different sources to investigate the past

Houses and Homes

- Visit to Escot Saxon Village to explore houses and homes in Anglo-Saxon times

Summer Term

Significant Individuals

- Learn about the life and legacy of Nelson Mandela
- Explore the life and achievements of Mahtama Ghandi

RELIGIOUS STUDIES

Autumn Term

- My community
- Harvest –What does it mean to me?
- Introducing Judaism
- The message of Christmas

Spring Term

- Rules and Responsibilities
- Beginnings and Endings

Summer Term

- Learning about Jesus; the stories Jesus told and the miracles he performed
- Rites of passage

PERSONAL, SOCIAL HEALTH AND ECONOMIC EDUCATION (PSHEE)

PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, preparing them for life and work in modern Britain. PSHE education aims to develop skills and attributes such as resilience, self-esteem, risk-management, team-working and critical thinking in the context of learning, which is grouped into three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing). These three core themes are taught throughout the academic year. PSHE education permeates the curriculum across the school. Many topics are covered on a daily basis as they may arise, such as dealing with friendships and relationships. Other cross curricular links are made, where relevant, in specific subjects, e.g. topics encountered when reading a class story. Whole school themes are delivered through whole school and section assemblies.

Autumn Term

Health and Wellbeing

- Staying Safe
- Internet Safety - E-Safety
- Consequences
- Aspirations

Relationships

- Friendships
- Fair and Unfair
- Right and Wrong
- Co-operation and Negotiation
- Emotions and feelings

Living in the Wider World

- Our School - Class and Golden Rules
- Role of School Council and election of Councillors
- Belonging

Spring Term

Health and Wellbeing

- Hygiene, including Dental hygiene
- The Human body
- Similarities and differences between boys and girls
- Growing up-changing needs
- Exercise
- Drug safety- to know that all household products, including medicines, can be harmful if not used properly

Relationships

- Understand their role in the class community.
- Recognise, name, manage and express feelings in a positive way

Living in the Wider World

- Develop a sense of belonging in the wider Community

Summer Term

Health and Wellbeing

- Responsibility
- Emotions understanding different moods
- Love
- Sadness

Relationships

- Behaviour
- Empathy
- Teasing

Living in the Wider World

- Local citizenship, our area and caring for the community
- Money-choices, enterprise

In addition to the PSHEE curriculum

- Our school and exploring common goals
- Discussion of School Council Minutes and suggestions to improve the school
- Exploring feelings and relationships through drama, circle time and discussion

FRENCH

Autumn Term

- Revision of greetings, introduce greetings for different times of day
- Learn about where France is, map of France
- Eiffel Tower information and DT challenge
- Numbers to 20 - Quel âge as-tu?
- Revise colours then play pellmanism with colour cards and the French word
- Revision of numbers and body parts - play body game
- Read 'Bonjour Berthe' to revise colours
- Introduce supermarket vocabulary from 'Berthe Va Au Supermarché'
- Introduce vocabulary from the story 'Berthe Fait Une Pizza'
- Design own pizzas using vocabulary learnt in previous lesson
- The Christmas story in French
- Colours and numbers Christmas colouring revision

Spring Term

- Read 'Berthe Fait une Pizza'
- Pets - read animal story in French 'Petit Chien se Trouve un Ami'
- Revise body parts- 'Je suis trop gros'
- Clothes
- Days of the week, read 'Max et Mathilde'

Summer Term

- Foods – revise fruits and introduce vegetables
- Vegetable game – j'aime, je n'aime pas
- Shopping – role play with vegetables
- Revise numbers through rhymes
- Revise weather – Read 'Quel temps fait-il, Berthe?'
- Time (o'clock) – Play 'Quelle heure est-il Monsieur Le Loup?'
- Left and right (treasure maps and mazes)
- Revise colours, numbers, body parts, left and right – Play Twister in French

COMPUTING

Autumn Term

The children will reflect on how is information technology (IT) being used for good in our lives? With an initial focus on IT in the home, learners explore how IT benefits society in places such as shops, libraries, and hospitals. Whilst discussing the responsible use of technology, and how to make smart choices when using it.

Through the lessons in a unit on digital photography, learners will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real.

- Microsoft Word
- Basic functions of Microsoft Word
- Experiment with fonts, text size and text effects

Spring Term

During Computing this term, we will continue to follow the 5 curriculum strands:

- Programming
- Data handling
- Multimedia
- Technology in our lives
- E-Safety
-

Summer Term

This term, the children will continue to develop skills in mouse control and keyboard skills. We will also be covering the following:

- Questions and answers and representing information
- Developing awareness of different types of questions, how they can be asked and how ICT can be used to answer them using different types of software
- Learning that some programs used to present data cannot provide the answers to some specific questions
- Realising that programs have limitations and that it is knowledge of the facilities and tools offered that helps us to select the most appropriate tool for a task
- Learning how to ask questions that can be answered with yes or no responses
- Working with a binary tree program to practise questioning skills

MUSIC

Autumn Term

- Focused listening to develop understanding of the musical elements of pitch, rhythm, dynamics and instrumentation (using Classical 100)
- Children will participate in class singing and will learn simple songs
- Children will explore a variety of percussion instruments and use them to accompany their singing – working to develop a strong sense of pulse
- Children will learn, rehearse and perform songs for the Harvest Festival and Christmas Nativity

Spring Term

- The children will learn and perform Jonah Man Jazz. This will involve children from yr 1-6
- During afternoon sessions we will learn and rehearse songs from the classic children's cantata by Michael Hurd ready for performance towards the end of term

- Curriculum lessons will continue to focus on Mussorgsky's Pictures at an Exhibition following a live concert performance of the work during the second week of term. We will focus on learning to talk about music in terms of metre, tonality, dynamics, range and instrumentation. In the second half of term the children will use a variety of instruments to compose and perform their own pieces

Summer Term

- Pupils will learn songs for the Mad Hatter's tea party
- Pupils will revisit Mussorgsky's Pictures at an Exhibition in readiness for the live event

DRAMA

Autumn Term

- Getting to know you games /name games. Using familiar story to encourage group to work together in preparation of Nativity. Establish rules of Drama. Going on a Bear Hunt, re-enacting the story in parts and adding actions.
- Nativity - to prepare and perform for an audience working alongside Y1. Establish roles within the play for all to play a character from stars, wisemen, shepherds and sheep plus M&J and Donkey.

Spring Term

- Follow-my-leader and copying activities are good for young children and help to build confidence in a non-threatening way.
- Adapt well-known party games – such as musical statues – into a drama game by asking children to 'freeze as characters from a book, film, or story' or to 'freeze as emotions'.
- Simple movement activities, such as mirrors, robots, statues, etc. will increase spatial awareness and develop concentration skills
- Develop ideas based around different story books being covered within class.
- Great examples would be something like We are Going on a Bear Hunt or The Gruffalo
- Work on small role play pieces based on plot, students have a chance to devise, develop and play.

Summer Term

Dance Focus – students will develop choreography for a performance point

ART and DESIGN TECHNOLOGY

Autumn Term

Sketching techniques - tone and shade
 Observational sketches tied to topic work
 Printing

Spring Term

- To introduce and use colour mixing correctly using a variety of media. To know what is meant by primary, secondary and complementary colours
- To comment on how well-known artists, use colour to good effect in their paintings, particularly complementary colours. To use colour mixing skills
- To review what they and others have done and say what they think and feel about it
- 'Take One Picture' in conjunction with the National Gallery - whole-school project

Summer Term

- To record from first-hand experience patterns in nature
- To work on a large multi-media collage project, using a range of materials and processes and collaborating with others
- To continue with Take One Picture project
- To review what they and others have done and say what they think and feel about it

PHYSICAL EDUCATION

Autumn Term

- Swimming - developing water confidence and begin developing stroke technique
- Fundamental Movement Skills, hopping, skipping, sidestepping, running, agility, balance and coordination
- Personal, social, cognitive and creative skills
- Ball skills – bouncing, rolling, passing, moving, hitting a target. Individual and partner work
- Movement mornings
- Dance - Developing rhythm and learning a range of movements to music

Spring Term

- Swimming - developing water confidence and begin developing stroke technique
- Wellbeing - Developing a range of movements, coordination, balance
- Ball skills – bouncing, rolling, passing, moving and hitting a target. Individual and partner work
- Movement mornings
- Dance - Developing rhythm and learning a range of movements to music

Summer Term

- Swimming - continuation of previous two term, building further on swimming technique and moving towards swimming float free
- Cricket and Tennis based skills - striking, catching, fielding, throwing

- Athletics - Running, jumping, throwing
- Preparation for sports day
- Movement mornings
- Dance - Developing rhythm and learning a range of movements to music