

Hartsfield Year 2 Curriculum

Year 2 Art – Learning Objectives	Autumn	Spring	Summer
• to use a range of materials creatively to design and make products	Revisit	Revisit	Revisit
• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Revisit	Revisit	Revisit
• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Revisit	Revisit	Revisit
• learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Revisit	Revisit	Revisit
Year 2 Art - Curriculum	Autumn	Spring	Summer
	<p>Andy Goldsworthy</p> <ul style="list-style-type: none"> •Who is Andy Goldsworthy? • Study the works of Andy Goldsworthy •Can you use natural materials to create your own Andy Goldsworthy picture? 	<p>Fire!</p> <ul style="list-style-type: none"> •Mixing and creating variation to create fire colours • Observation of buildings (black and white). Collage using strips of black. • Silhouettes and outlines / negative spaces. Use to 	<p>Van Gogh, LS Lowry and Monet</p> <ul style="list-style-type: none"> •Artist study for each artist, their background, styles, themes and inspiration. Our personal likes and dislikes – critique. •Our own art inspired by: The Japanese Garden (Monet) using watercolours,

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	<ul style="list-style-type: none"> • Do curves and spirals work well together? • Create works of art using natural objects. • Is clay a good medium for artwork? • Do reflections enhance art? • Sculpt like Andy Goldsworthy. • Record their work as photographs • Evaluate and discuss work. 	<p>complete London's Burning pictures.</p> <ul style="list-style-type: none"> • Create dragon paintings using watercolours starting with a head. • Collage: Dragon's eye study. • Mother's Day paintings of daffodils using watercolours. 	<p>focus on short brush strokes of watercolours.</p> <ul style="list-style-type: none"> • Our own art inspired by: Sunflowers, focus on shading using oil pastels. • Our own art inspired by LS Lowry, focus on creating depth using different sizes of people and buildings using collage.
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Year 2 Computing - Learning Objectives	Autumn	Spring	Summer
• understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions	Revisit		
• create and debug simple programs	Revisit		
• use logical reasoning to predict the behaviour of simple programs	Revisit		
• use technology purposefully to create, organise, store, manipulate and retrieve digital content		Revisit	Revisit
• recognise common uses of information technology beyond school	Revisit	Revisit	Revisit
• use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Revisit	Revisit	Revisit
Computing - Curriculum	Autumn	Spring	Summer
	We are Games Testers <ul style="list-style-type: none"> • What makes a good game? • Research a sample of easy games. 	Wordprocessing Use BBC Bitesize Dance Mat Typing to practise wordprocessing skills.	We are Zoologists <ul style="list-style-type: none"> • Collect data about insects. • Edit and organise insect photos.

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	<ul style="list-style-type: none">• Understand that computers can be used to create games.• Suggest a range of improvements which could be made to a game. <p>We are Astronauts.</p> <ul style="list-style-type: none">• Consider previous use of simple programmable toys.• Develop an understanding of what is needed in a set of simple instructions.• Create simple algorithms to instruct and direct.• Understand how to change and improve algorithms.• Self-assess.	<p>We are Researchers</p> <ul style="list-style-type: none">• Use safe methods to find things out.• To understand how to make detailed and safe searches on a search engine.• Be able to use mind mapping software.• Begin to understand how search engines can influence users. <p>PowerPoint</p> <p>Use PowerPoint and Kiddle search engine to research and create a presentation.</p>	<ul style="list-style-type: none">• Create graphs from data and answer questions. <p>We are photographers</p> <ul style="list-style-type: none">• Understand safe use of photographs on the internet.• Recognise what makes a good photograph.• Take photographs.• Review, edit and manipulate their own images.
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Year 2 Design Technology - Learning Objectives	Autumn	Spring	Summer
Design <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria 	Revisit	Revisit	Revisit
<ul style="list-style-type: none"> generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology 	Revisit	Revisit	Revisit
Make <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] 	Revisit	Revisit	Revisit
<ul style="list-style-type: none"> select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics 	Revisit	Revisit	Revisit
Evaluate <ul style="list-style-type: none"> explore and evaluate a range of existing products 	Revisit	Revisit	Revisit
<ul style="list-style-type: none"> evaluate their ideas and products against design criteria 	Revisit	Revisit	Revisit
Technical Knowledge <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable 	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 	Introduce	Revisit	Revisit
Cooking & Nutrition <ul style="list-style-type: none"> use the basic principles of a healthy and varied diet to prepare dishes 	Revisit		
<ul style="list-style-type: none"> understand where food comes from. 	Introduce		Revisit

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Year 2 Design and Technology - Curriculum	Autumn	Spring	Summer
	<p>Moving Pictures Part 1</p> <ul style="list-style-type: none"> • Gingerbread man sliders – what is a slider and how to make one and incorporate into a picture • Jack and the Beanstalk levers – what is a lever and how to make one and incorporate into a picture <p>Christmas Creations</p> <ul style="list-style-type: none"> • Cards with moving parts • Calendars (drawing the four seasons) <p>Food tech</p> <ul style="list-style-type: none"> • Christmas cooking 	<p>Moving Pictures Part 2</p> <ul style="list-style-type: none"> • How to make a desert animal picture with Pivots • How to add wheels and an axle. <p>Food Tech</p> <ul style="list-style-type: none"> • Designing a healthy wrap • Making and creating a healthy wrap. <p>Easter</p> <ul style="list-style-type: none"> • Easter cards with moving parts 	<p>Sewing a pouch.</p> <ul style="list-style-type: none"> • Use a running stitch – practice on different fabrics. • Join 2 pieces of felt with a running stitch. • Design and cut out a template. • Join the front and back of a purse with running stitch. • Decorate the purse with various pieces of felt. • Evaluate and critique their design.

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Year 2 Geography – Learning Objectives	Autumn	Spring	Summer
Locational Knowledge <ul style="list-style-type: none"> name and locate the world’s seven continents and five oceans 	Revisit		Revisit
<ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 	Revisit	Revisit	Revisit
Place Knowledge <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country 	Revisit	Revisit	Revisit
Human & Physical Geography <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 	Revisit	Revisit	Revisit
Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather 	Revisit	Revisit	
<ul style="list-style-type: none"> key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	Revisit		
Geographical Skills & Fieldwork <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage 	Revisit		Revisit
<ul style="list-style-type: none"> use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map 	Introduce		Revisit

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<ul style="list-style-type: none"> • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key 	Introduce		Revisit
<ul style="list-style-type: none"> • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	Introduce		Revisit
Year 2 Geography - Curriculum	Autumn	Spring	Summer
	<p>Continents and Oceans</p> <ul style="list-style-type: none"> • Understand the difference between towns, counties, countries, continents and hemispheres. • Understand the difference between the continents and oceans. • To locate and name the 7 continents. • To locate and name the 5 oceans. • To describe differences between continents and identify some features and landmarks. • To answer 'What if' questions such as 'What if the Arctic Ocean started to warm up?' 	<p>Recap Continents and Oceans</p> <ul style="list-style-type: none"> • Recap The UK and its capital cities, locating them on a map • The Poles and Equator – what are they and where are they on a 2d map and 3d globe • Hot and cold places to live – do humans live everywhere on our planet? • Links with science with animal habitats and adaptations – how can humans adapt their environments to live everywhere on earth • Focus on Antarctica, deserts (hot and cold) and rainforests 	<p>A Contrasting Country</p> <ul style="list-style-type: none"> • Can humans live in the middle of a river? • Compare homes in Kampong Ayer water village with our homes. • Locate Kampong Ayer, Brunei and UK on a map. • Recognize the Equator on maps. • Learn to use Google Earth, globes and atlases. • Recognise similarities between the facilities in Baldock and Kampong Ayer. • Identify seasonal and daily weather patterns in the UK and compare them with Kampong Ayer. • Compare the school in Kampong Ayer to Hartsfield.

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Year 2 English Learning Objectives

Spoken Language

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Reading: Word Reading

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

Reading: Comprehension

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
 - discussing the sequence of events in books and how items of information are related
 - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
 - being introduced to non-fiction books that are structured in different ways

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- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - making inferences on the basis of what is being said and done
 - answering and asking questions
 - predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Writing: Transcription:

Spelling (see English Appendix 1) Pupils should be taught to: spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
 - learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
 - learning to spell common exception words
 - learning to spell more words with contracted forms
 - learning the possessive apostrophe (singular) [for example, the girl's book]
 - distinguishing between homophones and near-homophones
 - add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- 10 English – key stages 1 and 2 20 Statutory requirements
- apply spelling rules and guidance, as listed in English Appendix 1
 - write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Writing: Handwriting

Handwriting Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

Writing: Composition:

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Pupils should be taught to:

- develop positive attitudes towards and stamina for writing by:
- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes
- consider what they are going to write before beginning by:
- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.

Writing: Vocabulary, Grammar & Punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
- learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- learn how to use:
- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- the grammar for year 2 in English Appendix 2
- some features of written Standard English
- use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

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Year 2 English– Termly Curriculum Overview		
Autumn	Spring	Summer
<p>See weekly/daily plans for detail:</p> <p>Writing inspired by:</p> <ul style="list-style-type: none"> • Sally and the Limpet – Simon James • Narrative - Little Red Riding Hood by Lucy Rowland • Narrative - My Christmas Star by the BBC • Stardust by Jeanne Willis • Grandad’s Island • Write simple information texts incorporating labelled pictures and diagrams. • Spelling, punctuation and vocabulary in line with Year 2 expectations. • Editing and presenting work. • Increasing vocabulary • Independent writing and editing • Writing with stamina • Writing their own versions of through their own work and making improvements and editing. • Using the spelling rules and knowledge learnt in phonics and spelling lessons to spell and to correct words. <p>Guided Reading and Comprehension Reading—Daily individual, group and whole class reading, including:</p> <ul style="list-style-type: none"> • Burglar Bill • Cops and Robbers • Patrick • Mr Magnolia • Amazing Grace • Emily Brown and the Thing 	<p>See weekly/daily plans for detail:</p> <p>Writing inspired by:</p> <ul style="list-style-type: none"> • Dragon stories and passages of text. • Poetry: Portrait of a Dragon If I were an Artist • Narrative – George and the Dragon by Christopher Wormell • The Owl Who was Afraid of the Dark - Jill Thomlinson Information Texts and Historical Fiction • The Great Fire of London (non-fiction). • Vlad and the Great Fire of London • Writing a diary from the point of view of a rat. • Write simple information texts incorporating labelled pictures and diagrams. • Spelling, punctuation and vocabulary in line with Year 2 expectations. • Editing and presenting work. • Increasing vocabulary • Investigating fears • Independent writing and editing • Writing with stamina • Writing their own versions of through their own work and making improvements and editing. • Using the spelling rules and knowledge learnt in phonics and spelling lessons to spell and to correct words. <p>Guided Reading and Comprehension Reading—Daily individual, group and whole</p>	<p>See weekly/daily plans for detail:</p> <p>Writing inspired by:</p> <ul style="list-style-type: none"> • Big Cats – non chronological report writing • Desk Diddler – Poetry • A Crow’s Tale - Naomi Howarth • The Building Boy - Ross Montgomery & David Litchfield • Pirates • The Day the Crayons Quit - Drew Darwell • SATs Preparation • Write simple information texts incorporating labelled pictures and diagrams. • Spelling, punctuation and vocabulary in line with Year 2 expectations. • Editing and presenting work. • Increasing vocabulary • Independent writing and editing • Writing with stamina • Writing their own versions of through their own work and making improvements and editing. • Using the spelling rules and knowledge learnt in phonics and spelling lessons to spell and to correct words. <p>Guided Reading and Comprehension Reading—Daily individual, group and whole class reading, including:</p> <ul style="list-style-type: none"> • The Giraffe, The Pelly and Me by Roald Dahl • The Enormous Crocodile by Roald Dahl

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<ul style="list-style-type: none"> •Meerkat Mail Gorilla •The Flower •Who’s Afraid of the Big Bad Wolf •The Enormous Turnip •Mathilda by Roald Dahl •Pinocchio by Michael Morpurgo •Flat Stanley <p>Spelling, Grammar, Punctuation and Handwriting</p> <ul style="list-style-type: none"> •Year 2 daily spelling lessons. • Spelling, punctuation and vocabulary in line with Year 2 expectations. 	<p>class reading, including:</p> <ul style="list-style-type: none"> •Various dragon stories, poetry and information books about dragons and the myths surrounding dragons. •The Enormous Crocodile – Roald Dahl •The Giraffe, The Pelly and Me – Roald Dahl The Solar System (non-fiction) •Penguin Loves Dragon <p>Spelling, Grammar, Punctuation and Handwriting</p> <ul style="list-style-type: none"> •Year 2 daily spelling lessons. • Spelling, punctuation and vocabulary in line with Year 2 expectations. 	<ul style="list-style-type: none"> • Charlie and the Chocolate Factory by Roald Dahl • Charlotte’s Web by E.B White <p>Spelling, Grammar, Punctuation and Handwriting</p> <ul style="list-style-type: none"> •Year 2 daily spelling lessons. • Spelling, punctuation and vocabulary in line with Year 2 expectations.
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Year 2 Geography – Learning Objectives	Autumn	Spring	Summer
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<ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 	Revisit	Revisit	Revisit
Place Knowledge <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country 	Revisit	Revisit	Revisit
Human & Physical Geography <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 	Revisit	Revisit	Revisit
Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather 	Revisit	Revisit	
<ul style="list-style-type: none"> key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	Revisit		
Geographical Skills & Fieldwork <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage 	Revisit		Revisit
<ul style="list-style-type: none"> use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map 	Introduce		Revisit

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<ul style="list-style-type: none"> • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key 	Introduce		Revisit
<ul style="list-style-type: none"> • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	Introduce		Revisit
Year 2 Geography - Curriculum	Autumn	Spring	Summer
	<p>Continents and Oceans</p> <ul style="list-style-type: none"> • Understand the difference between towns, counties, countries, continents and hemispheres. • Understand the difference between the continents and oceans. • To locate and name the 7 continents. • To locate and name the 5 oceans. • To describe differences between continents and identify some features and landmarks. • To answer ‘What if’ questions such as ‘What if the Arctic Ocean started to warm up?’ 	<p>Recap Continents and Oceans</p> <ul style="list-style-type: none"> • Recap The UK and its capital cities, locating them on a map • The Poles and Equator – what are they and where are they on a 2d map and 3d globe • Hot and cold places to live – do humans live everywhere on our planet? • Links with science with animal habitats and adaptations – how can humans adapt their environments to live everywhere on earth • Focus on Antarctica, deserts (hot and cold) and rainforests 	<p>A Contrasting Country</p> <ul style="list-style-type: none"> • Can humans live in the middle of a river? • Compare homes in Kampong Ayer water village with our homes. • Locate Kampong Ayer, Brunei and UK on a map. • Recognize the Equator on maps. • Learn to use Google Earth, globes and atlases. • Recognise similarities between the facilities in Baldock and Kampong Ayer. • Identify seasonal and daily weather patterns in the UK and compare them with Kampong Ayer. • Compare the school in Kampong Ayer to Hartsfield.

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Year 2 History – Learning Objectives		Spring	Summer
<p><i>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</i></p> <p>Pupils should be taught about:</p>			
<ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 			Revisit
<ul style="list-style-type: none"> • events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] 	Revisit	Revisit	Revisit
<ul style="list-style-type: none"> • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] 	Revisit	Revisit	Revisit

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• significant historical events, people and places in their own locality	Revisit	Revisit	Revisit
History - Curriculum	Autumn	Spring	Summer
	<p>Communication Then and Now</p> <ul style="list-style-type: none"> • Egyptian Hieroglyphics • William Caxton and the Printing Press • Morse Code • Alexander Graham Bell and the Telephone • Tim Berners-Lee and the World Wide Web • Comparing William Caxton and Tim Berners-Lee <p>Comparing communication from the Egyptians to Tim Burners-Lee</p>	<p>The Titanic</p> <ul style="list-style-type: none"> • What was the Titanic? • Investigating who travelled on the Titanic and why? • What led up to the ship sinking? • What has this event in history done to change things now? • Links between the Great Fire of London and The Sinking of the Titanic (Great Fire of London covered in English lessons) 	<p>The History of Baldock</p> <ul style="list-style-type: none"> • The Tesco building – its history and uses over the years • The Romans and Baldock – why were they here and how do we know? • It's a child's life – being a child in Baldock 100 years ago • Street names – Why are certain Baldock streets called what they are? • Living Memory – can we talk to anyone about growing up in Baldock?

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Maths - Learning Objectives YEAR 2	Autumn	Spring	Summer
	<p>Place Value</p> <ul style="list-style-type: none"> • Place value within 20 (recap) and then 50. • Part-Part-Whole within 20 (recap) and then 50. • Place value within 100. • Part-Part-Whole within 100 • Addition and subtraction: 1 digit from 2 digit using varied calculation methods. <p>Fluency (daily)</p> <ul style="list-style-type: none"> • Number bonds • 1-digit addition • 1-digit subtraction • Number magnitude within 20, 50 and then 100. • Count in multiples of 2,5 and 10. <p>Addition and Subtraction</p> <ul style="list-style-type: none"> • Add a 2 digit to a 2-digit number • Subtract a 2 digit from a 2-digit number • Use number facts to add 3 numbers • Calculate complements of 100. • 2 operations with money <p>Multiplication and Division</p> <ul style="list-style-type: none"> • Make equal groups • Add equal groups • Arrays Fluency (daily) • Number bonds • Addition • subtraction • Number magnitude within 100. • Count in multiples of 2,5 and 10 then times tables. 	<p>Multiplication and Division</p> <ul style="list-style-type: none"> • Sharing equally. • Division using tables • Data and statistics: tally's and pictograms. • Data and statistics: pictograms and block diagrams. • Properties of shape: 2D and 3D • Arithmetic Fluency and Problem solving throughout <p>Fractions: $\frac{1}{2}$ of shape amount and measure.</p> <ul style="list-style-type: none"> • $\frac{1}{4}$ and $\frac{1}{3}$ of shape amount and measure. • Non-Unit fractions and equivalence. • Problem solving with fractions. • Data and statistics. • Daily fluency: Use all 4 operations fluently with atomicity. 	<p>Weeks 1-4:</p> <ul style="list-style-type: none"> • Fractions: $\frac{1}{2}$, $\frac{1}{4}$ $\frac{1}{3}$ and $\frac{3}{4}$ of shape amount and measure. <p>Weeks 5 & 6:</p> <ul style="list-style-type: none"> • Heights and lengths m, cm with subtraction. <p>Week 7: Subtraction problems within measure.</p> <p>Afternoon Maths</p> <ul style="list-style-type: none"> • Properties of 3D shapes. • Comparisons of measure. Daily fluency: • Use all 4 operations fluently with atomicity. <p>Measure: Weight</p> <ul style="list-style-type: none"> • Measure: Capacity • Measure: Temperature • 4 operations and problem solving within measure. • Time • Fluency: 4 operations.

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Year 2 Music - Learning Objectives	Autumn	Spring	Summer
• use their voices expressively and creatively by singing songs and speaking chants and rhymes	Revisit	Revisit	Revisit
• play tuned and detuned instruments musically	Introduce	Revisit	Revisit
• listen with concentration and understanding to a range of high-quality live and recorded music	Revisit	Revisit	Revisit
• experiment with, create, select and combine sounds using the inter-related dimensions of music.	Introduce	Revisit	Revisit
Year 2 Music - Curriculum	Autumn	Spring	Summer
	<p>Following <i>Charanga</i> scheme</p> <ul style="list-style-type: none"> • Games • Singing • Playing • Improvisation • Composition • Listening to and discussing music • How it can affect and help our moods and emotions. <p>Hands, Feet, Heart</p> <ul style="list-style-type: none"> • Warm-up Games • Flexible Games <ul style="list-style-type: none"> • Sing the song Hands, Feet, Heart • Practice for the end-of-unit performance • Play instrumental parts Impvise • Play composition within the song • Practice for the end-of-unit performance • Christmas songs 	<p>Following <i>Charanga</i> scheme</p> <ul style="list-style-type: none"> • Games • Singing • Playing • Improvisation • Composition • Listening to and discussing music • How it can affect and help our moods and emotions. <p>I Wanna Play in a Band</p> <ul style="list-style-type: none"> • Warm-up Games • Flexible Games <ul style="list-style-type: none"> • Sing the song I Wanna Play in a Band • Practice for the end-of-unit performance • Play instrumental parts Impvise • Play composition within the song • Practice for the end-of-unit performance 	<p>Following <i>Charanga</i> scheme</p> <ul style="list-style-type: none"> • Games • Singing • Playing • Improvisation • Composition • Listening to and discussing music • How it can affect and help our moods and emotions. <p>Friendship Song</p> <ul style="list-style-type: none"> • Warm-up Games • Flexible Games <ul style="list-style-type: none"> • Sing the song Friendship Song • Practice for the end-of-unit performance • Play instrumental parts Impvise • Play composition within the song • Practice for the end-of-unit performance

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Year 2 PE - Learning Objectives	Autumn	Spring	Summer
<ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities 	Revisit	Revisit	Revisit
<ul style="list-style-type: none"> • participate in team games, developing simple tactics for attacking and defending 	Revisit	Revisit	Revisit
<ul style="list-style-type: none"> • perform dances using simple movement patterns. 	Revisit	Revisit	Revisit
Year 2 PE - Curriculum	Autumn	Spring	Summer
	<p>Ball Skills</p> <ul style="list-style-type: none"> • Roll a ball to hit a target • Co-ordination and to stop a rolling ball. • Technique and control when dribbling a ball with your feet. • Control and technique when kicking a ball. • Co-ordination and technique when throwing and catching. • Control and co-ordination when dribbling a ball with your hands. <p>Sending and Receiving</p> <ul style="list-style-type: none"> • Roll a ball towards a target. • Track and receive a rolling ball. • Stop, send and receive a ball with your feet. 	<p>Invasion games</p> <ul style="list-style-type: none"> • Understand what being in possession means and support a teammate to do this. • Use a variety of skills to score goals. • Develop stopping goals. • How to gain possession of the ball. • Understanding of marking an opponent. • Apply simple tactics for attacking and defending. <p>Striking and Fielding games</p> <ul style="list-style-type: none"> • Track a rolling ball and collect it. 	<p>Net and Wall games</p> <ul style="list-style-type: none"> • Develop racket familiarisation. • Develop placing an object. • Use the ready position to defend space on court. • Returning a ball with hands. • Returning a ball using a racket. • Move an opponent to win a point. <p>Athletics</p> <ul style="list-style-type: none"> • Develop the sprinting action. • Jumping for distance. • Technique when jumping for height.

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	<ul style="list-style-type: none"> • Throwing and catching skills. • Send and receive a ball using a racket <p>Gymnastics</p> <ul style="list-style-type: none"> • Perform gymnastic shapes and link them together. • Use shapes to create balances. • Link travelling actions and balances using apparatus. • Demonstrate different shapes, take off and landings when performing jumps. • Rolling and sequence building. • Sequence work on apparatus. <p>Dance</p> <p>THEME: The Secret Garden</p> <ul style="list-style-type: none"> • To remember, repeat and link actions to tell the story of my dance • To develop an understanding of dynamics and how they can show an idea. • Use counts of 8 to help you stay in time with the music. <p>THEME: The Circus</p> <ul style="list-style-type: none"> • To copy, remember and repeat actions using facial expressions to show different characters. 	<ul style="list-style-type: none"> • Accuracy in underarm throwing and consistency in catching when fielding a ball. • Accuracy with overarm throwing to send a ball over a greater distance and limit a batter's score. • Striking for distance and accuracy. • To develop decision making to get a batter out. • Decision making when under pressure. <p>Dance</p> <p>THEME: The Rainforest</p> <ul style="list-style-type: none"> • Copy, repeat and create actions in response to a stimulus. • Copy, create and perform actions considering dynamics. • Create a short dance phrase with a partner showing clear changes of speed. <p>THEME: Jack Frost</p> <ul style="list-style-type: none"> • To copy, repeat and create movement patterns in response to the theme. • To create and perform using unison, mirroring and matching with a partner. • To remember and repeat actions and dance as a group. 	<ul style="list-style-type: none"> • Throwing for distance. • Throwing for accuracy. • Technique when taking part in an athletics carousel. <p>Fitness</p> <ul style="list-style-type: none"> • understand how to run for longer periods of time without stopping. • co-ordination and timing when jumping in a long rope. • individual skipping. • circuit to develop stamina and agility. • explore exercises that use your own body weight. • 'ABC,' agility, balance and co-ordination. <p>Fundamentals</p> <ul style="list-style-type: none"> • To develop balance, stability and landing safely. • To explore how the body moves differently when running at different speeds. • To develop changing direction and dodging.
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	<ul style="list-style-type: none">• To explore pathways and levels.• To remember and rehearse our circus dance showing expression and character.	Yoga <ul style="list-style-type: none">• To copy and repeat yoga poses.• To develop an awareness of strength when completing yoga poses.• To develop an awareness of flexibility when completing yoga poses.• To copy and remember actions linking them into a flow.• To create a flow and teach it to a partner.• To explore poses and create a yoga flow.	<ul style="list-style-type: none">• To develop and explore jumping, hopping and skipping actions.• To develop co-ordination and combining jumps.• To develop combination jumping and skipping in an individual rope.
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Year 2 PSHE – Learning Objectives

Me and My Relationships

- Suggest actions that will contribute positively to the life of the classroom;
- Make and undertake pledges based on those actions.
- The conventions of courtesy and manners.
- Use a range of words to describe feelings;
- Recognise that people have different ways of expressing their feelings;
- Identify helpful ways of responding to other's feelings.
- Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two;
- Identify situations as to whether they are incidents of teasing or bullying.
- Understand and describe strategies for dealing with bullying:
- Rehearse and demonstrate some of these strategies.
- Explain the difference between bullying and isolated unkind behaviour;
- Recognise that that there are different types of bullying and unkind behaviour;
- Understand that bullying and unkind behaviour are both unacceptable ways of behaving.
- Recognise that friendship is a special kind of relationship;
- Identify some of the ways that good friends care for each other.
- Recognise, name and understand how to deal with feelings (e.g. anger, loneliness);
- Explain where someone could get help if they were being upset by someone else's behaviour.

Valuing Difference

- Identify some of the physical and non-physical differences and similarities between people;
- Know and use words and phrases that show respect for other people.
- Recognise and explain how a person's behaviour can affect other people.
- Identify people who are special to them;
- Explain some of the ways those people are special to them.
- Explain how it feels to be part of a group;
- Explain how it feels to be left out from a group;
- Identify groups they are part of;
- Suggest and use strategies for helping someone who is feeling left out.
- Recognise and describe acts of kindness and unkindness;
- Explain how these impact on other people's feelings;
- Suggest kind words and actions they can show to others;
- Show acts of kindness to others in school.
- Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted);
- Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.

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Keeping Myself Safe

- Understand that medicines can sometimes make people feel better when they're ill;
- Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell;
- Explain simple issues of safety and responsibility about medicines and their use.
- Identify situations in which they would feel safe or unsafe;
- Suggest actions for dealing with unsafe situations including who they could ask for help.
- Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.
- Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;
- Identify the types of touch they like and do not like;
- Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.
- Recognise that some touches are not fun and can hurt or be upsetting;
- Know that they can ask someone to stop touching them;
- Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.
- Identify safe secrets (including surprises) and unsafe secrets;
- Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.
- Identify how inappropriate touch can make someone feel
- Understand that there are unsafe secrets and secrets that are nice surprises
- Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.

Rights and Responsibilities

- Describe and record strategies for getting on with others in the classroom.
- Explain, and be able to use, strategies for dealing with impulsive behaviour.
- Identify special people in the school and community who can keep them safe;
- Know how to ask for help.
- Know the importance of keeping personal information private, when online and only talking to people they know in real life;
- Know that they can tell an adult they trust if anything happens that makes them worried.

Being My Best

- Understand and give examples of things they can choose themselves and things that others choose for them;
- Explain things that they like and dislike, and understand that they have choices about these things;
- Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.
- Explain how germs can be spread;
- Describe simple hygiene routines such as hand washing;
- Understand that vaccinations can help to prevent certain illnesses.
- Explain the importance of good dental hygiene;
- Describe simple dental hygiene routines.
- Understand that the body gets energy from food, water and oxygen;
- Recognise that exercise and sleep are important to health.

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<p>Growing and Changing</p> <ul style="list-style-type: none"> • Demonstrate simple ways of giving positive feedback to others. • Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. • Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); • Understand and describe some of the things that people are capable of at these different stages. • Identify which parts of our body are private • Explain that our genitals help us make babies when we are older • Understand that we mostly have the same body parts but how they look is different from person to person. • Explain what privacy means • Know that you are not allowed to touch someone’s private belongings without their permission • Give examples of different types of private information 			
PSHE - Curriculum	Autumn	Spring	Summer
	<ul style="list-style-type: none"> • Recognise the importance of dental care to our health • Understand that being clean is important to our health. • How to take care with medicines. • Understand how diseases are spread and can be controlled. • Know that they have a responsibility for their own health and that of others. 	<p>To understand what improves and harms the local natural and built environment,</p> <ul style="list-style-type: none"> • Learn about some of the ways people look after them. • Discuss what children do already to improve the environment and what more could be done. • Zones of Regulation <p>Look at a variety of scenarios to explore how best to approach problems.</p> <ul style="list-style-type: none"> • Pocket money and spending • Wealth and poverty • Mother’s Day • Fire safety • Bullying 	<p>To understand when physical contact is acceptable or unacceptable.</p> <ul style="list-style-type: none"> • Understand the term ‘responsibility’ and apply it to different contexts, including looking after each other and caring for our pets. <p>Discuss ways to keep healthy.</p> <ul style="list-style-type: none"> • Understand how different sports work different parts of the body. • Learn about change and loss through the topics of bereavement, separation, moving home and changing classes. • Sex and Relationships week

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Year 2 RE – Learning Objectives	Autumn	Spring	Summer
Beliefs and practices <i>Recall and name</i> different beliefs and practices including festivals, worship, rituals and ways of life in order to find out about the meanings behind them	Introduce		
Sources of wisdom <i>Retell and suggest</i> meanings to some sources of wisdom and stories of faith and belief, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come		Introduce	
Symbols and actions <i>Recognise</i> how and why symbols and actions express religious meaning, appreciating some similarities between communities	Introduce		
Prayer, worship and reflection <i>Respond and reflect</i> on what individuals and communities do and why, so that pupils begin to understand what prayer, worship and reflection means to a religious community	Introduce	Revisit	
Identity and belonging <i>Notice and talk</i> about how groups express their identity and belonging: listen to and talk with people, including leaders who belong to a faith community, about how their commitment affects their lives		Introduce	
Ultimate questions <i>Explore</i> questions about belonging, meaning and truth so that they can express their own ideas and opinions using creative media			Introduce

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<p>Human responsibility and values <i>Respond</i> to stories and real life examples of how and why people show care and concern for humanity and the world</p>			<p style="text-align: center;">Introduce</p>
<p>Justice and fairness <i>Reflect</i> on ideas about what is right and wrong and consider how spiritual and moral values influence the behaviour and choices of themselves and of others</p>			<p style="text-align: center;">Introduce</p>
<p>RE – Curriculum</p>	<p style="text-align: center;">Autumn</p>	<p style="text-align: center;">Spring</p>	<p style="text-align: center;">Summer</p>
	<p>Religious Symbols</p> <ul style="list-style-type: none"> •Discuss and look at various symbols, •Why is a light/water/tree such an important religious symbol? •Compare the symbols of Christianity and Islam. <p>Places of Worship</p> <ul style="list-style-type: none"> •Compare buildings and places of worship •Are there any symbols that identify each place of worship? <p>Prayer</p> <ul style="list-style-type: none"> •How and why do some Muslims wash and pray in a daily pattern? •How Muslims prepare for prayer? 	<p>Prayer</p> <ul style="list-style-type: none"> •In what ways do we show thanks to others? •How do different religions say ‘thank you’? •What did Jesus teach about prayer? (Luke 11:1-4 & Matthew 6:9-13) •Why do Christians all over the world pray ‘The Lord’s Prayer’? •In what ways do different religious people share actions when praying? •Children to participate in period of stillness and reflection. <p>Faith Leaders</p>	<p>Creation Stories</p> <ul style="list-style-type: none"> •Jewish story of creation. •Christian story of creation. •Compare this is the Muslim version of how the world was created. <p>Uniqueness</p> <ul style="list-style-type: none"> •What makes human beings so unique? •Are elephants more important than humans? Why are we different? •What can humans do that makes us different? •How we can live together when we are all so different?

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	<ul style="list-style-type: none"> ●Why does a prayer mat become holy when a Muslim prays on it? ●prayer in different religions. ● Understand the need to be thankful and appreciate our natural world. ● Learn about harvest traditions. ● Learn about festivals of light. 	<ul style="list-style-type: none"> ●Why do religious communities need leaders? ●Do children know names of leaders of any religious groups? ●leadership qualities. ●What roles does a Christian leader have? Are they all within the church building? 	<p>Special Books</p> <ul style="list-style-type: none"> ●What special books do the children possess? ●Why is the Torah holy and sacred for Jews? ●How and why are some stories important for religious people? <p>Images of God and Heaven</p> <ul style="list-style-type: none"> ●What do Christians believe God is like? ●What are his qualities? ●What might heaven be like?
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Year 2 Science - Learning Objectives	Autumn	Spring	Summer
Working Scientifically , pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:			
• asking simple questions and recognising that they can be answered in different ways	Introduce	Revisit	Revisit
• observing closely, using simple equipment	Introduce	Revisit	Revisit
• performing simple tests	Introduce	Revisit	Revisit
• identifying and classifying	Introduce	Revisit	Revisit
• using their observations and ideas to suggest answers to questions	Introduce	Revisit	Revisit
• gathering and recording data to help in answering questions.	Introduce	Revisit	Revisit
Living Things & Their Habitats	Introduce		Revisit
• explore and compare the differences between things that are living, dead, and things that have never been alive			
• identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other	Introduce		Revisit
• identify and name a variety of plants and animals in their habitats, including micro-habitats	Introduce		Revisit
• describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	Introduce		Revisit
Plants			Introduce
• 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 and stay healthy.			Introduce
Animals, Including Humans	Introduce		Revisit
• notice that animals, including humans, have offspring which grow into adults			

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<ul style="list-style-type: none"> • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) 	Introduce		Revisit
<ul style="list-style-type: none"> • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	Introduce		Revisit
Uses of Everyday Materials <ul style="list-style-type: none"> • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses 		Introduce	
<ul style="list-style-type: none"> • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 		Introduce	

Year 2 Science - Curriculum	Autumn	Spring	Summer
	Animals including humans Living things and their Habitats <ul style="list-style-type: none"> • Dead or Alive? • Microhabitats • Go Large! - larger habitats • Food chains • Designing and making a bug hotel • Adapting to a habitat • Lifecycle of chicks • Hatching and eggs • Babies: differences and similarity in adults and young. • Survival: What do animals including humans need for survival? • Healthy Hearts: the benefits of exercise • Deep inside my dinner: healthy eating and main food groups • A healthy picnic: healthy eating and main food groups. 	Everyday Materials <ul style="list-style-type: none"> • Absorbency—Mopping Up • Absorbency—Different materials. • Waterproofing materials. • Material properties—Printing • Recycling materials. • Squash, Bend, Twist & Stretch • Bouncy Balls • Stretchy fabrics • Rigidity • Tough and flexible • The strongest paper • Building Bridges 	Plants <ul style="list-style-type: none"> • Exploring the differences between things that are living, dead, and things that have never been alive. • Describing how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. • Observe and describe how seeds, beans and bulbs grow into mature plants • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. • Food chains.