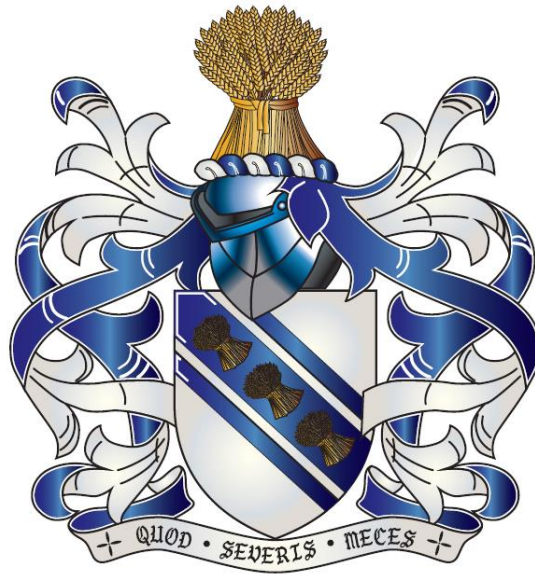


# The Bliss Charity School



*The Bliss Charity School aims to provide a caring, secure and enriching experience; each child is encouraged to develop strong personal, academic, physical and creative skills for lifelong learning.*

## Year 2 Curriculum (2017-2018)









## 1. The Curriculum at The Bliss Charity School

At The Bliss Charity School we believe that children learn best when lessons are fun, enjoyable and relevant. Our creative, topic-driven curriculum aims to deliver the aims of the early years foundation stage framework (<http://bit.ly/2wz4mCS>) and the national curriculum for key stage 1 and key stage 2 (<http://bit.ly/1ciqczZ>) in an engaging, cross-curricular way, giving our pupils a broad and balanced range of enriching learning experiences as they progress through the school.

Our curriculum is topic-based, with subject-specific content and objectives from the national curriculum threaded together into six termly topics per year group. While there is some discrete subject-based teaching, most learning at The Bliss Charity School is linked together through the topics for each term.

## 2. Year 2 Topics – 2017-2018

	<b>Term 1</b> <i>September 5<sup>th</sup> 2017</i> – <i>October 20<sup>th</sup> 2017</i>	<b>Term 2</b> <i>October 31<sup>st</sup> 2017</i> – <i>December 20<sup>th</sup> 2017</i>	<b>Term 3</b> <i>January 4<sup>th</sup> 2018</i> – <i>February 9<sup>th</sup> 2018</i>	<b>Term 4</b> <i>February 19<sup>th</sup> 2018</i> – <i>March 29<sup>th</sup> 2018</i>	<b>Term 5</b> <i>April 17<sup>th</sup> 2018</i> – <i>May 25<sup>th</sup> 2018</i>	<b>Term 6</b> <i>June 4<sup>th</sup> 2018</i> – <i>July 20<sup>th</sup> 2018</i>
	<i>Dungeons and Dragons</i>	<i>Toys</i>	<i>Space</i>	<i>Chocolate</i>	<i>Amazing Animals</i>	<i>Around the World in 35 Days</i>
<b>Class 2</b>						

## 3. Further information about the Year 2 curriculum

Termly class newsletters provide more detailed information about the content of the topics. Once published, these are emailed home to parents/carers and they are available on the 'Class 2' page in the 'Pupils' section of our school website ([www.bliss.northants.sch.uk](http://www.bliss.northants.sch.uk)).

Whole-school newsletters provide further information about the children's learning in general. These are published throughout the year; they are emailed home to parents/carers and they are available on the 'Newsletters' page in the 'Parents' section of our school website.

Our *twitter* feed (@BlissCharitySch) is used to give an immediate insight into the children's day-to-day learning, celebrating successes and achievements throughout the school.

The subject-specific objectives that underpin the Class 2 topics are available below (section 5). These statements form the 'expected standards' for each subject in Year 2 – they are used by school staff to plan the Class 2 topics and to make assessments.

## 4. Published schemes used in Year 2

In Year 2, we use some published schemes of work to support the delivery of our curriculum:

<b>Area of the curriculum</b>	<b>Name of the scheme</b>	<b>Overview</b>
Phonics	<i>Read, Write Inc. Phonics</i>	<i>Read, Write Inc. Phonics</i> is a structured and systematic approach to teaching phonics. The programme meets the higher expectations of the national curriculum – see <a href="http://bit.ly/2vtjyoO">http://bit.ly/2vtjyoO</a>
Spelling	<i>Read, Write Inc. Spelling</i>	<i>Read, Write Inc. Spelling</i> for Years 2 to 6 has been specially created to meet the higher demands of the national curriculum. Spelling rules are introduced by aliens from an exciting online spelling planet – see <a href="http://bit.ly/2vtgPf6">http://bit.ly/2vtgPf6</a>
Handwriting	<i>Kinetic Letters</i>	<i>Kinetic Letters</i> is a systematic, holistic approach to the teaching of handwriting: it combines physical, body-strengthening exercises and motor skills preparation with dynamic movements for learning letter shapes and sensory experiences for memory and recall – see <a href="http://kineticletters.co.uk/">http://kineticletters.co.uk/</a>

## The 'expected standard' by the end of Year 2 at The Bliss Charity School

### English - Reading: Year 2

Read accurately most words of two or more syllables.

Read most words containing common suffixes.

Read most common exception words.

Read words (in age-appropriate books) accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute.

Sound out most unfamiliar words (in age-appropriate books) accurately, without undue hesitation.

Construct meaning whilst reading independently, self-correcting where the sense of the text is lost.

Demonstrate understanding of what is read independently, or listened to, by drawing on own knowledge and the vocabulary provided.

Check that a familiar book (which they can already read accurately and fluently) makes sense to them.

Locate specific information on a given page in response to a direct question (such as key events/characters' names; or key information on a non-fiction page).

Provide simple explanations about events or information, e.g. why a character acted in a particular way.

Demonstrate understanding of a wide range of poetry, stories and non-fiction that is read independently and more challenging books that are listened to, through identification of key aspects of the text.

Identify sequences of events in texts and offer simple explanations of how items of information relate to one another.

Answer questions and make some inferences on the basis of what is being said and done in a familiar book (which they can already read accurately and fluently).

Make inferences on the basis of what has been read, said and done.

Make predictions on the basis of what has been read so far, using a range of clues (e.g. experience of books written by same author; books on a similar theme; title, cover and blurb).

Compare similarities and differences between texts/books in terms of characters, settings and themes.

Demonstrate a positive attitude to reading, by frequently reading for pleasure (both fiction and non-fiction).

Recognise and understand the different structures of non-fiction books that have been introduced (i.e. using contents or index pages to locate information in a non-fiction text).

Explain their own opinions about texts they have read, participating in discussions that take account of what others say.

Recite some poems by heart, using some intonation to help make the meaning clear.

### English – Spoken Language: Year 2

*The statements for Spoken Language (below) apply to all years. The content should be taught at a level appropriate to the age of the pupils. Teacher assessments must focus on each pupil's ability to communicate across a range of contexts and to a range of audiences. This includes work in pairs, small/large groups and as a whole class. Attention should also be paid to increasing pupils' vocabulary – see the National Curriculum for English (Appendix 1).*

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.

### English – Writing: Year 2

Write a narrative about their own and others' experiences (real and fictional) after discussion with the teacher.
Describe characters, settings and action with some adventurous word choices and expanded noun phrases.
Group related ideas and information into simple paragraphs.
Use statements, questions, exclamations and commands in their writing.
Write extended sentences with the use of co-ordination (e.g. and, but, or, so).
Write sentences that use of subordination (e.g. although, as, because, even though, if, when).
Write with subject-verb agreement.
Use the present and past tense, mostly consistently, including the progressive form.
Begin some sentences without using an article or pronoun.
Use capital letters and full stops correctly to demarcate sentences, on most occasions.
Use question marks correctly to demarcate sentences, on some occasions.
Use exclamation marks correctly to demarcate sentences, on some occasions.
Use commas in a list.
Use apostrophes to show possession.
Use apostrophes to show contraction.
Understand and apply age-appropriate grammatical terminology accurately.
Apply most spelling rules/patterns from KS1 (Y1/2) correctly, including some words with contracted forms and added suffixes (-ment, -ness, -ful, -less, -ly)
Correctly spell many example words and common exception words from the KS1 (Y1/2) programme of study.
Correctly spell many words by segmenting them into phonemes and representing them with graphemes.
Produce legible handwriting: letters (upper & lower case) and digits formed to the correct size, shape & orientation; and appropriate word spaces.
Use diagonal and horizontal strokes needed to join letters in some of their writing.

### Mathematics<sup>1</sup>: Year 2

Count in steps of 2, 5 and 10 from 0, forward and backward, use counting strategies and recall of multiplication tables.
Count in steps of 3 from 0, forward and backward.
Compare and order numbers from 0 up to 100; use <, > and = signs.
Solve problems with number facts and place value from the Year 2 curriculum.
Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.
Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
Recall and use number bonds and related subtraction facts within 20.
Recognise, find, name and write fractions for halves, quarters and thirds of a length, shape, set of objects or quantity.
Demonstrate an understanding of place value and number.
Demonstrate fluent mental recall and mental arithmetic.
Use estimation to check that their answers to a calculation are reasonable.
Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.
Read scales in divisions of ones, twos, fives and tens in a practical situation.
Demonstrate knowledge of 2-D and 3-D shapes from the Year 2 Curriculum.
Interpret data from simple pictograms, tally charts, block diagrams and simple tables.
Ask and answer questions about totalling and comparing categorical data.

<sup>1</sup> Only the 'pupil can' statements listed as 'performance indicators' (i.e. key objectives) have been included for mathematics.

## Science: Year 2

Ask simple questions and recognise that they can be answered in different ways.
Perform simple tests without support.
Identify and classify.
Use my observations and ideas to suggest answers to questions.
Gather and record accurate data to help in answering questions (incl. numerical data, where appropriate).
Ask my own questions about what I notice.
Use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions including:
<ul style="list-style-type: none"><li>• <i>observing changes over time</i></li></ul>
<ul style="list-style-type: none"><li>• <i>noticing similarities, differences and patterns</i></li></ul>
<ul style="list-style-type: none"><li>• <i>grouping and classifying things</i></li></ul>
<ul style="list-style-type: none"><li>• <i>carrying out simple comparative tests</i></li></ul>
<ul style="list-style-type: none"><li>• <i>finding things out using secondary sources of information</i></li></ul>
Use appropriate scientific language from the national curriculum to communicate my ideas in a variety of ways, including what I do and what they find out.
Describe basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants.
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.
Describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults.
Name and locate parts of the human body, including those related to the senses, and describe the importance of exercise, balanced diet and hygiene for humans.
Notice that animals, including humans, have offspring which grow into adults.
Identify whether things are alive, dead or have never lived.
Describe and compare the observable features of animals from a range of groups.
Group animals according to what they eat; describe how animals get their food from other animals and/or from plants; and use simple food chains to describe these relationships.
Describe seasonal changes.
Name different plants and animals and describe how they are suited to different habitats.
Use my knowledge and understanding of the properties of materials to distinguish objects from materials; identify and group everyday materials; and compare their suitability for different uses.
Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

## Computing: Year 2

Understand that an algorithm is a step by step guide to achieving a goal.
Give unambiguous instructions to a digital device to achieve a goal (e.g. controlling a roamer to reach a given destination).
Create and debug (correct/improve) simple programs (e.g. use a roamer).
Use technology purposefully to create, organise, store, manipulate and retrieve digital content (e.g. opening, editing and saving a document).
Make basic evaluations of my work and thinks of ways to improve it.
Understand the need to keep passwords safe.
Start to identify concerning behaviour online.
Use the internet purposefully to achieve a goal.
Know that not everything online is true.

**RE: Year 2**

Retell simple religious, spiritual and moral stories.

Identify some important features of some different religions and beliefs.

With support, identify some basic similarities and differences between different religions and beliefs.

Know that some questions about life are difficult to answer.

Ask questions about my own feelings and experiences and those of others.

Explain some simple meanings of symbols and other forms of religious expression.

Respond sensitively to questions about my own experiences and feelings and those of others.

Give a reason why I value something and why something else may be valued by others.

**Art: Year 2**

Collect visual and other information to help me to develop my ideas for example, in a sketchbook, using techniques for line, colour, pattern, texture, shape and space.

Begin to understand how different materials look and feel, and use this knowledge to make choices and develop my work.

Begin to investigate shape, form and texture in materials to create a 3D model.

Comment on similarities and differences in my own and others' work, including artists, designers and craftspeople.

Sometimes adapt and improve my own work.

**DT: Year 2**

Say how to make a product suitable for the user and use simple design criteria to help develop ideas.

Plan by suggesting what to do next.

Select tools and materials and explain choices.

Follow safety and hygiene procedures.

Measure, mark, cut, shape and join components.

Use some simple finishing techniques.

Make judgements about my products and ideas using simple design criteria.

Suggest how my products could be improved.

Describe which materials products are made from.

State likes/dislikes about products.

Describe the movement of simple mechanisms (incl. levers, sliders, wheels and axles).

Know how structures can be made stronger and more stable.

Use some technical vocabulary for projects.

Know that all food has to be grown, farmed or caught.

Know that we should eat at least five portions of fruit and veg. each day.

Prepare simple dishes safely and hygienically, without using heat.

Cut, peel and grate food.

**Geography: Year 2**

Name and locate the world's seven continents and five oceans.

Make comparisons of human and physical features of a small area of the United Kingdom and a small area in a contrasting non-European country.

Locate hot and cold areas of the world in relation to the Equator and the North and South Poles.

Use basic geographical vocabulary such as coast, ocean, valley, vegetation, factory, office, port and harbour.

Use world maps, atlases, and globes to identify countries, continents and oceans.

Use simple compass directions and directional language to describe the location of features and routes on a map.

Devise a simple map and devise and use a key.

Use simple fieldwork and observations to study the geography of my school and its surrounding environment.

Ask geographical questions and I can express my own views about people, places and the environment.

### History: Year 2

- Place events, people and objects in the correct time order.
- Identify differences between ways of life in the past and present.
- Recount parts of stories to talk about things that have happened in the past.
- Use the right historical words to explain the passing of time.
- Beginning to understand how the achievements of famous people from the past have influenced our lives.
- Understand ways in which we can find out about the past.
- Find answers to simple questions about the past by using stories and other sources.
- Beginning to ask questions to find out about things from the past.

### Music: Year 2

- Use my voice in different ways.
- Sing songs and speak rhymes.
- Follow instructions when I perform with others.
- Make sounds that are very different.
- With help, I can make sounds with a small difference.
- Make and control long and short sounds using tuned and un-tuned instruments.
- With help, I can make a sequence of long and short sounds.
- Clap short rhythms, making them longer with help.
- Listen carefully to a range of live and recorded music.
- Recognise changes in tempo (speed).
- Listen out for different types of sound.
- Imitate changes in pitch.
- Know how some sounds are made and changed.

### PE: Year 2

- Perform with control and co-ordination.
- Copy, remember, explore and repeat simple actions varying speed and levels.
- Respond imaginatively to a variety of stimuli.
- Beginning to select simple actions to construct basic sequences when travelling.
- Vary dynamics, levels, speed and direction.
- Identify the difference between my performance and that of others.
- Discuss performance with simple vocabulary.
- Understand the need for warm up and cool down
- Understand what happens to the body during exercise.
- Stop/catch a ball with control.
- Perform basic skills of rolling, striking and kicking with more confidence.
- Change speed and direction whilst running.
- Jump accurately from a standing position.
- Throw a variety of objects with one hand.
- Pass a ball to someone else well.
- Take part in opposed conditioned games (simple versions of games).
- Select the best pace to run.
- Explore different ways of throwing at targets.
- Explain differences between my own and others' performances.
- Understand when to run at different paces.
- Pick the best way to throw an object.
- Understand about exercising, safety and short term effects of exercise.

PSHE: Year 2

Follow the school's RESPECT rules, making a positive contribution to the life of the class and the school.

Demonstrate many of the metacognition attitudes needed to be a lifelong learner.

Think carefully about an issue/question/situation and present my ideas/views clearly.

Explain why democracy is a fair system for deciding what happens.

Know that rules can help keep use safe from harm.

Know it's okay if other people look differently to me; speak differently to me; and think differently to me.

Recognise the difference between fairness and not getting my own way.

Deal with my feelings around right/wrong in a positive way.

Know some ways to look after the environment.

Recognise the need for safety rules – road, fire, school, environment, playground and home.

Explain why I need to keep my password and personal information private.

Know that not everyone is who they say they are on the Internet.

Know that there are different types of bullying and teasing; and use the school's STOP approach to identify them and get help.

State which support I need in a range of situations to feel safe at all times.

Discuss any unsafe feelings until the situation is resolved.

Know that family and friends should care for each other.

Know that individuals have rights over their own bodies, and that there are differences between good and bad touching.

Know how diseases are spread.

Know that medicines are drugs that are there to make us better; whereas illegal drugs can be damaging to our health.

Know what essential items are; and I know that these good/services should be budgeted for first of all.

Understand that individuals and families have to find ways to balance wants and needs.