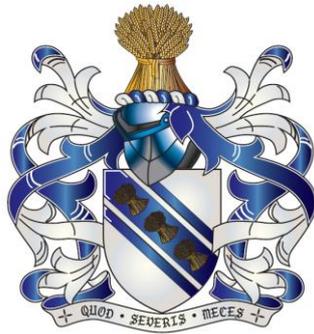


The Bliss Charity School



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 Overview (2021-2022)



1. The Curriculum at The Bliss Charity School

- **Intent** – *How is the curriculum at Bliss designed and why has it been structured in this way?*

The curriculum at The Bliss Charity School is topic-based. Delivering the aims of the [Early Years Foundation Stage Framework](#) and the [National Curriculum](#) in a cross-curricular way gives pupils a broad and balanced education, as well as a range of enriching and memorable learning experiences.

Linking objectives and subjects together in this way is not only highly engaging for the children, it also provides them with a ‘connected’ body of knowledge, skills and language which enables them to ‘know more’ and be able to ‘do more’.

Underpinning the curriculum at Bliss is the school’s unique ‘Metacognition Programme’ which has been specifically designed to enable pupils to maximise their learning potential and develop the cultural capital needed to self-regulate and succeed as both learners and members of modern Britain.

| Attitudes | | | | | Skills | | | | |
|--|--|---|---|--|--|--|--|--|---|
| Curious  | Empathetic  | Enthusiastic  | Independent  | Open minded  | Applying  | Aware of Learning Styles  | Collaborating  | Communicating  | Creating  |
| Pride in myself and others  | Reflective  | Resilient  | Responsible  | Risk Taker  | Making Choices and Decisions  | Questioning  | Reasoning  | Researching  | Self Managing  |

- **Implementation** – *How is the curriculum taught?*

Our curriculum is topic-based, with subject-specific content and objectives threaded together into termly topics in each year group. In most instances, the over-arching theme for each topic is derived from an aspect of the Early Years Foundation Stage Framework or the National Curriculum, which has then been developed to teach knowledge and skills from other subjects. While there is some discrete subject-based teaching, most learning at The Bliss Charity School is topic-based.

- **Impact** – *What outcomes does the curriculum at Bliss lead to?*

An interesting, fun and relevant topic-based curriculum equips children with both the enthusiasm and information needed to make good progress and attain highly. By linking objectives and subjects together through enjoyable over-arching themes, pupils are not only motivated to learn, they also acquire a depth of knowledge and language that can then be applied to the development of key skills.

As a result, outcomes for pupils are very good and ahead of national averages at all statutory assessment points:

- Typically, pupils enter the school with broadly average knowledge, understanding and skills. Rapid progress is then made through the reception year and cohorts go on to exceed the national attainment for a Good Level of Development on exit from the EYFS.
- Pupils then make good progress through KS1: the vast majority of pupils meet the national phonics screening benchmark at the end of Year 1 and these good early reading skills help most children to work at the expected standard or higher, resulting in cohort attainment ahead of the national average at the end of Year 2.
- Good progress is achieved in Years 3-6 so that high levels of attainment from KS1 are maintained through KS2. In the last three years (2017-2019¹), progress through KS2 has been in-line with the national averages

¹ All statutory assessments were cancelled in 2020 and 2021 due to the coronavirus pandemic.

for children with similarly high starting points, leading to attainment in reading, writing and mathematics – at both the expected standard and the higher standard – that is in the highest 20% of all schools.

2. Year 2 Topics – 2021-2022

|  | Term 1 September 2 nd 2021 – October 22 nd 2021 | Term 2 November 2 nd 2021 – December 17 th 2021 | Term 3 January 4 th 2022 – February 11 th 2022 | Term 4 February 22 nd 2022 – April 1 st 2022 | Term 5 April 20 th 2022 – May 27 th 2022 | Term 6 June 6 th 2022 – July 21 st 2022 |
|--|---|---|--|--|---|---|
| Class 2 | <i>Dungeons and Dragons</i> | <i>Toys from the Past</i> | <i>Space</i> | <i>Amazing Animals</i> | <i>Chocolate Explorers</i> | <i>Around the World in 35 Days!</i> |
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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](#) of the school website.

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, age-related objectives that underpin the Class 2 topics are available below (section 5). These objectives are used by school staff to plan their 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:

| Curriculum Area | Scheme Name | Overview |
|------------------------|--|--|
| Phonics | Read, Write Inc. Phonics | <i>Read, Write Inc. Phonics</i> is a DfE validated systematic synthetic phonics (SSP). |
| Spelling | Read, Write Inc. Spelling | <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. |
| Handwriting | Kinetic Letters | <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. |
| Physical Education | Real PE (inc. Real Gym & Real Dance) | <i>Real PE</i> is a unique, child-centred approach that transforms PE teaching, engaging and challenging every child. The <i>Real PE</i> programme is based on the Fundamental Movement Skills (FMS) of agility, balance and coordination, inclusive competition and broader essential holistic skills (creative, cognitive, social and personal development). |
| PSHE | Protective Behaviours | <i>Protective Behaviours</i> is a practical approach to personal safety. It is a process which encourages self-empowerment and brings with it the skills to avoid being victimised. This is achieved by helping |

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| | | children recognise and trust their intuitive feelings (Early Warning Signs – EWS) and to develop strategies for self-protection. |
| PSHE | 3D PSHE | PSHE is taught using a published scheme by <i>Dimensions Curriculum Ltd.</i> called <i>3D PSHE</i> . Aligned to the <i>PSHE Association</i> framework and divided into three core areas (Health and Wellbeing, Relationships and Living in the Wider World), <i>3D PSHE</i> exceeds the statutory requirements for Health Education and Relationships Education, and has an emphasis on developing mental, physical and emotional health. |
| Music | Charanga | The <i>Charanga</i> ‘Music School Scheme’ is based on: <ul style="list-style-type: none"> • Listening and appraising • Musical activities — creating and exploring • Singing, playing instruments and performing |

5. Age-related expectations at the end of Year 2 at The Bliss Charity School

| English - Reading: Year 2 | |
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| | Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes. |
| | Read accurately most words of two or more syllables. |
| | Read most words containing common suffixes. |
| | Read most common exception words. |
| | In age-appropriate books, read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words, e.g. at over 90 words per minute. |
| | In age-appropriate books, sound out most unfamiliar words accurately, without undue hesitation. |
| | In a book that they can already read fluently, check it makes sense to them, correcting any inaccurate reading. |
| | In a book that they can already read fluently, answer questions and make some inferences. |
| | In a book that they can already read fluently, explain what has happened so far in what they have read. |

| English – Spoken Language: Year 2 | |
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| <i>The statements for Spoken Language (below) apply to all years. The content is taught at a level appropriate to the age of the pupils.</i> | |
| | 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 | |
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| | Write simple, coherent narratives about personal experiences and those of others (real or fictional). |
| | Write about real events, recording these simply and clearly. |
| | Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required. |

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| Use present and past tense mostly correctly and consistently. |
| Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses. |
| Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. |
| Spell many common exception words. |
| Form 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. |

Mathematics: Year 2

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| Read scales in divisions of ones, twos, fives and tens. |
| Partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus. |
| Add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$). |
| Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If $7 + 3 = 10$, then $17 + 3 = 20$; if $7 - 3 = 4$, then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$). |
| Recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary. |
| Identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$, of a number or shape, and know that all parts must be equal parts of the whole. |
| Use different coins to make the same amount. |
| Read the time on a clock to the nearest 15 minutes. |
| Name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry. |

Science: Year 2

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| Ask simple questions and recognise that they can be answered in different ways. |
| Perform simple tests without support. |
| 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). |
| 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"> • <i>observing changes over time</i> • <i>noticing similarities, differences and patterns</i> • <i>grouping and classifying things</i> • <i>carrying out simple comparative tests</i> • <i>finding things out using secondary sources of information</i> |
| Use appropriate scientific language from the national curriculum to communicate my ideas in a variety of ways, including what I do and what I 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, healthy plants. |
| 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. |
| 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. |

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| 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

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| 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 think 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

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| Name the different beliefs and practices of Christianity and at least one other religion, and begin to look for similarities between religions. |
| Retell some of the religious and moral stories from the bible and at least one other religious text or special books. |
| Begin to understand what it looks like to be a person of faith. |
| Begin to use key words and vocabulary related to Christianity and at least one other religion. |
| Talk about and find meanings behind different beliefs and practices. |
| Suggest meanings of some religious and moral stories. |
| Ask and respond to questions about what individuals and faith communities do. |
| Express their own ideas, opinions and talk about their work creatively using a range of different medium. |

Art: Year 2

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| Collect visual and other information to help 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

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| 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. |

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| 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. |
| Prepare simple dishes safely and hygienically, without using heat. |
| Cut, peel and grate food. |

Geography: Year 2

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| Name and locate the world's seven continents and five oceans. |
| Compare human and physical features of a small area in 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

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| 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

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| Use my voice in different ways. |
| Sing songs and speak rhymes. |
| Follow instructions when I perform with others. |
| Make sounds that are very different. |
| 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

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| Perform with control and co-ordination. |
| Copy, remember, explore and repeat simple actions, varying speed and levels. |
| Respond imaginatively to a variety of stimuli. |
| Begin 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. |

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| 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). |
| Understand and select the best pace to run. |
| Explore different ways of throwing at targets and choose the best way to throw an object. |
| Explain differences between my own and others' performances. |
| Understand about exercising, safety and short term effects of exercise. |

PSHE²: Year 2

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| Identify the different types of work people do and learn about different places of work. |
| Recognise where money comes from and the choices people make to spend money on things they want and need. |
| Understand that we cannot always afford the items we want to buy. |
| Contribute to enterprise activities. |
| Recognise what they like and dislike. |
| Recognise what they are good at. |
| Recognise, name and manage their feelings in a positive way. |
| Understand the difference between impulsive and considered behaviour. |
| Share their opinions on things that matter to them. |
| Make positive real-life choices (television, games, money). |
| Recognise why healthy eating and physical activity are beneficial. |
| Recognise that some substances can help or harm the body. |
| Recognise the simple physical changes to their bodies experienced since birth. |
| Reflect on the similarities and differences between people. |
| Demonstrate basic road safety skills. |
| Make simple choices that improve their health and wellbeing, e.g. healthy eating. |
| Manage basic personal hygiene. |
| Recognise that there are people who care for and look after them. |
| Identify different relationships that they have and why these are important. |
| Recognise how their behaviour affects other people. |
| Consider different types of teasing and bullying behaviour, understand that bullying behaviour is wrong and know how to get help to deal with it. |
| Seek help from an appropriate adult when necessary. |
| Develop positive relationships through work and play. |

² Including 'Health Education and 'Relationships Education'.