



## Year 2 Coverage

The following information relates to the National Curriculum experienced by the vast majority of our children in Year Two. Your child's class teacher will have informed you if your child is being taught to curriculum content from previous years in order to meet their specific needs and abilities.

**Parents and carers can find further information about the curriculum by speaking to the Year Leader, subject leaders, Deputy or Head of School.**

### English:

**Writing** Quality stories and first-hand experiences are used as a basis for our writing. These include traditional stories, adventure stories, poetry, instructions, drama and non-fiction texts. Through these, we aim to develop sentence structure, basic punctuation (capital letters, full stops and finger spaces) as well as more complex punctuation such as commas for lists and apostrophes to denote possession (e.g. The girl's ball was red.), common spellings, spelling rules and the quality of vocabulary used. With regular practise, the children will develop their cursive handwriting.

**Reading** The children's reading skills are developed by continuing to follow the 'Letters and Sounds' phonics programme and through daily reading activities. The children are taught to use all of their sounds, as well as other strategies, to tackle unknown words. They will explore fiction and non-fiction texts through book-band books and through our topic work by, for example, looking at African culture through traditional African tales, as well as collecting facts using information books to find out about the cultures and customs of Kenya. They will also continue to develop the skill of answering questions about the books they are reading by picking out key vocabulary. The children are now aware that the text might be arranged differently in a fiction book compared to a non-fiction book.

**Mathematics** We follow a mastery approach to the teaching of mathematics, meaning that considerable time is spent mastering the basics of number. This is achieved through teaching new concepts using a range of practical apparatus before moving the children onto visual representations. This will allow the children to be able to solve more abstract questions and problems, without the need for apparatus. Problem solving and reasoning is embedded throughout our teaching of number, and the relationships between numbers are looked at carefully in order to help children solve problems using addition, subtraction, division and multiplication, e.g. *"If granny gives her two grandchildren a bag of 24 marbles. How many would they get each? What if their older sister wants a share?"* Through practical activities, the children will learn how to solve problems involving the different measures - length, mass and capacity - with a growing use of the standard measures for each. The children learn about the properties of common 2D and 3D shapes. They will also collect data and display it in simple tables and on bar charts and then answer questions about the data they have collected. The children are taught to read an analogue clock face and answer simple time questions.

**Science** The children have explored the properties of materials and how they can be changed, as well as their different uses. The children will investigate and observe the plants and animals in and around the school, and discuss the different habitats. By looking at these, the children will learn about food chains and what plants need to grow. Through lots of investigations and experiments, the children develop their questioning skills, their reasoned predictions about what might happen, and how to plan and carry out a fair test and collect results. During Health week, the children look at different food groups that are essential to a healthy lifestyle and the importance of healthy eating and exercise.

**Computing** The children will develop their understanding of how computer software follows clear sets of instructions ('code') and that sometimes this can go wrong and it must be 'debugged.' Through use of coding programs such as Purple Mash, the children will code their very own computer game. Through computing lessons, the children will become more competent when saving and retrieving work, and when using the internet safely to research.



**Geography** Through our topic on Africa, the children learn that life can be very different but also similar in other parts of the world. The children use atlases and 'Google Earth' to discover where Kenya and Poole are. Through looking at the landscape in both Poole and Kenya, the children gain an understanding of 'physical' (natural) and 'human' (man-made) features. We have a first-hand experience of African life when a visitor from Ghana comes to share songs and stories about his culture. Through our 'Engineering Elves' topic, the children are aware of the countries of the United Kingdom and the seas and oceans that surround them, the continents of the world, how to use maps, and specific landmarks throughout the world.

**History** The children love learning about 'The Great Fire of London' and how it affected ordinary Londoners at the time. By being history detectives, they discover how people today know about what happened during the Great Fire of London. Our drama day allows the children to take part in lots of practical activities such as making bread and biscuits, and through drama activities where they play key figures such as King Charles II, Thomas Farynor and his family, the maid who neglected the oven, and other players in this historic event. We look at old newspaper articles from the time, Samuel Pepys' diary and artefacts and paintings to help us understand what life was like in 1666 compared to our life now. Through this, the children have a better understanding of how events and people of the past effected changes that impact on our lives today.

**Art and Design** The children produce a huge amount of artwork throughout the year. During our topic on 'The Great Fire of London' they learn how to mix their own 'hot' colours using powder paint and used these skills in future topics. Other topics such as our Africa project, give the children lots of opportunities to explore different styles of art. The children create silhouette paintings on a sunset background, chalk pictures, sketches of African artefacts, and much more.

**Design and Technology** During our 'Engineering Elves' topic, the children design and make a board or card game, as well as any packaging that is needed. They also use axles and wheels to make moving vehicles. The children also explore how to make hand and finger puppets and the different types of joint needed to fasten materials together.

**Music** Throughout the year, the children will learn lots of new songs to accompany their performances at Christmas and the end of year concert and through their topic work on 'The Great Fire of London' and 'Africa'. They will learn how to keep a steady beat, both by clapping and with percussion instruments. The children will produce their own compositions, creating different effects with percussion instruments. They will also compose short pieces of music to accompany their 'Where The Wild Things Are' puppet show.

**P.E.** Through use of the 'Real P.E.' programme, the children will be improving their striking, throwing and catching skills to enable them to play lots of different ball games. Their accuracy and control will be practised and they will learn about the importance of co-operating with both a partner and as part of a team. The children are taught why they need to warm up and the effects exercise has on their bodies. The children will also explore the concept of tactics within a game to gain an advantage. The 'Real P.E.' programme also aims to develop children's fundamental core skills, such as balance, agility, speed and power.

**R.E.** The children will identify similarities and differences between what Christian and Jewish people believe, how they celebrate special occasions and traditions, and where and how they worship. By sorting and examining real objects belonging to each religion, they will learn new vocabulary and have a growing understanding of the key people and places that are important to both Christian and Jewish people, e.g. priests and vicars belong to the Christian faith and rabbis belong to the Jewish faith.

**P.S.H.C.E.** Through games, circle time discussions and the 'Jigsaw' scheme of work, the children are able to share strategies to deal with different feelings and emotions in a positive way. We will talk about the ways in which we learn best, what their strengths are and they will think about and share their future goals and how they might achieve them. The children also learn ways to get along with their peers and solve any problems they might have to deal with within their friendships.