



Year 2 Curriculum

Autumn 2 2023 - 2024

Swallowdale Curriculum

Dear Families,

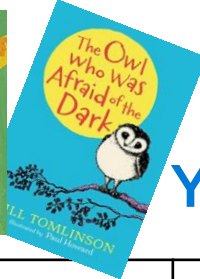
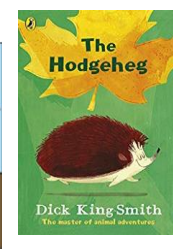
This booklet contains the Long Term Plan, information for English, maths and the knowledge organisers which outline the units of work that your child will be covering in our wider curriculum this half term. These will show you the main elements of learning for your child and we hope you find them useful.

Please note that history and geography, art, and design and technology are taught in alternate half terms.

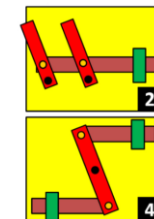
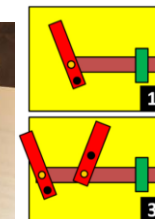
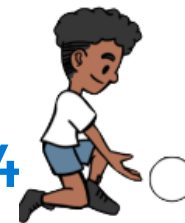
To support your child's learning at home please read with them regularly and sign your child's reading diary.

More information about our curriculum can be found on the school's website.

Thank you for your support.



Year 2 Long Term Plan 2023 – 2024

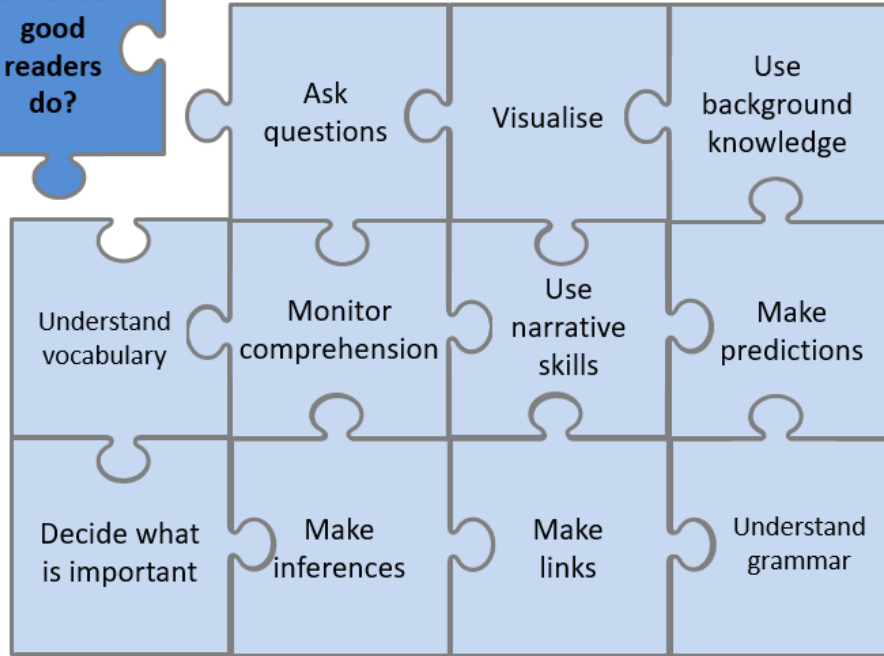


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Phonics / Spelling Reading Writing including grammar and punctuation	Phonics / Spelling Reading Writing including grammar and punctuation	Phonics / Spelling Reading Writing including grammar and punctuation	Phonics / Spelling Reading Writing including grammar and punctuation	Phonics / Spelling Reading Writing including grammar and punctuation	Phonics / Spelling Reading Writing including grammar and punctuation
Maths	Place Value Addition Subtraction	Addition Subtraction Money	Multiplication Division Fractions	Shape Time Length and Height	Mass, Capacity and Temperature Position and Direction	Statistics Maths consolidation
Science	Animals, including humans	Materials	Living things and their habitats	Living things and their habitats	Plants	Plants
History and Geography	Seas and Oceans	The Great Fire of London	Seven Continents	Queens that Shaped Britain	Significant People: Mary Seacole and Florence Nightingale	Hot and Cold Places
Art and Design and Technology	Drawing: David Hockney	Food and Nutrition: Bread	Painting: Sir Frank Bowling	Mechanisms: Moving Monster	Print Making: Angela Harding	Textiles: Book Mark
Religious Education	Who do Christians say made the world?	How should we care for others and the world?	TBC	TBC	TBC	TBC
PSHE	Being Me In My World	Celebrating Difference	Staying Safe	Healthy Me	Relationships	Changing Me
Computing	IT Around Us	Digital Writing	Robot Algorithms	Pictograms	Digital Photography	Programming Quizzes
Physical Education	Gymnastics / Fundamentals	Dance / Ball Skills	Sending and Receiving / Target Games	Yoga / Team Building	Net and Wall / Invasion Games	Striking and Fielding / Athletics
Music	Pulse, Rhythm and Pitch	Playing in an Orchestra	Inventing a Musical Story	Recognising Different Sounds	Exploring Improvisation	Our Big Concert

Year 2 English Reading



What do good readers do?



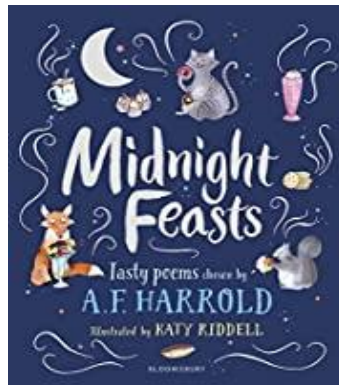
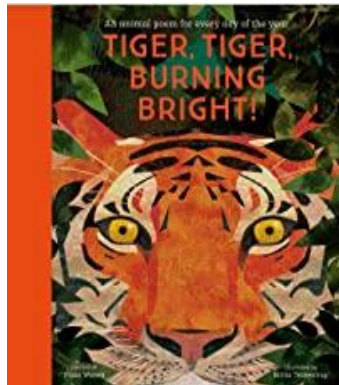
Reading Lessons

The skills from our school jigsaw will be modelled and explored during my reading lessons. I will practise reading aloud to develop my fluency and prosody. I will read a range of fiction, non-fiction and poetry each term. My reading work will be recorded in my reading journal.

Independent Reading

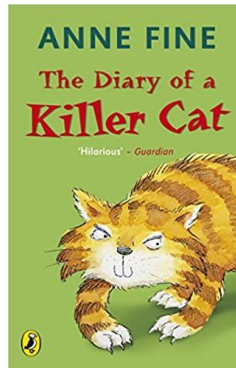
I will have a book linked to my reading level which I may read in school and at home. The reading level of my book is shown by the colour at the back or side of the book. My reading level is assessed at school using a Phonics/Benchmarking assessment and this will be checked throughout the year. My reading book should not be too tricky as this book is for me to read fluently and to understand what I have read so I can enjoy it. It is important that I reread the same book to improve fluency and comprehension. My reading at home should be recorded in my school reading diary each week and will count towards my reading champion reward.

Our Class Poetry Books



Reading for Pleasure - Our Class Book

We will share and discuss lots of different books this term but this is the book we will read together first.



Okay, Okay. I killed the bird. For pity's sake, I'm a cat. Poor Ellie is horrified when Tuffy drags a dead bird into the house. Then a mouse. But Tuffy can't understand what all the fuss is about. Who on earth will be the next victim to arrive through the cat-flap? Can soft-hearted Ellie manage to get her beloved pet to change his wild, wild ways before he ends up in even deeper trouble?

Common Exception Words for Year 2

after
again
any
bath
beautiful
because
behind
both
break
busy
child
children
Christmas

class
climb
clothes
could
cold
door
even
every
everybody
eye
fast
father
find

floor
gold
grass
great
half
hold
hour
improve
kind
last
many
mind
money

most
move
Mr
Mrs
old
only
parents
pass
past
path
people
plant
poor

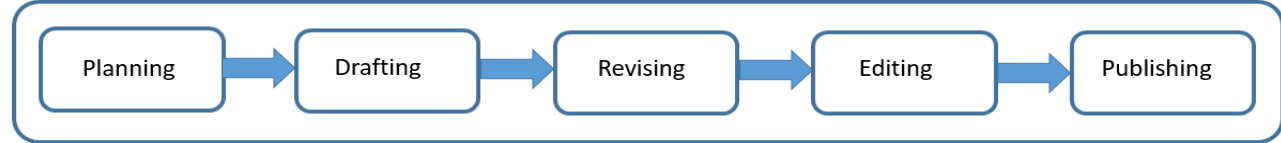
pretty
prove
should
steak
sugar
sure
told
water
whole
who
wild
would



Year 2 English Writing



At Swallowdale, we follow a five-stage process for writing and in Y2 I will write for different purposes: to entertain and to inform.



Content to be taught and applied in writing this year

Word	<ul style="list-style-type: none"> Formation of nouns using suffixes such as –ness, –er and by compounding (e.g. whiteboard, superman) Formation of adjectives using suffixes such as –ful, –less Use of the suffixes –er, –est in adjectives Use of –ly in Standard English to turn adjectives into adverbs Correct use of homophones
Sentence	<ul style="list-style-type: none"> Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification (e.g. the blue butterfly, the man in the moon) How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
Text	<ul style="list-style-type: none"> Correct choice and consistent use of present tense and past tense throughout writing Grouping of related ideas together in sections for non-fiction texts which begins to develop an awareness of paragraphs Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting]
Punctuation	<ul style="list-style-type: none"> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark omission/contraction (e.g. don't) Apostrophes to mark singular possession in nouns (e.g. the dog's name]
Terminology	<ul style="list-style-type: none"> noun phrase, adverb, verb, conjunction, statement, question, exclamation, command tense (past, present) apostrophe, comma

Spelling

I will use phonics in my spelling lessons and when I am writing. I will also learn the statutory common exception words for Y2 and associated spelling patterns.



What will I be writing?

Linked to our learning in history and inspired by the book Toby and the Great Fire of London, I will be writing the opening of a story and a diary entry. I will learn to use conjunctions and apostrophes in my writing.

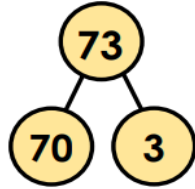
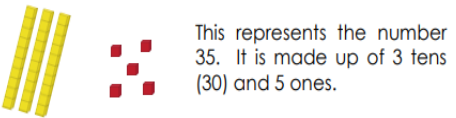
Year 2 Mathematics - Autumn



Place Value

I will recognise, read and write numbers to 100.

A two-digit number is made up of tens and ones.
Base 10 can be used to represent numbers.



73 can be partitioned into 70 and 3.

I can compare numbers and objects using < and > symbols. <=less than >=more than



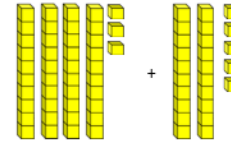
I will count in 2's, 3's, 5's and 10's.

Addition

I will add a 2 digit number and ones, a two digit number and tens, 2 two digit numbers and 3 one digit numbers.

Use column method for adding without regrouping

$$\begin{array}{r} 43 + 25 = 68 \\ 40 \quad 3 \quad 20 \quad 5 \end{array}$$



concrete

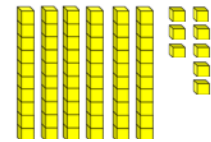
T	O



abstract

$$\begin{array}{r} 24 \\ + 15 \\ \hline 39 \end{array}$$

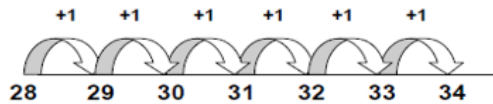
$$\begin{array}{l} 40 + 20 = 60 \\ 3 + 5 = 8 \\ 60 + 8 = 68 \end{array}$$



Use expanded column method with regrouping

$$\begin{array}{r} 40 + 9 \\ 20 + 3 \\ 60 + 12 = 72 \end{array}$$

$$28 + 6 = 34$$



Subtraction

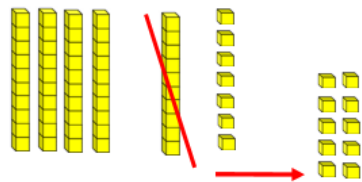
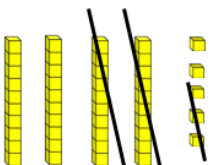
I will subtract ones from a two digit number, tens from a two digit number and a two digit number from a two digit number.

$$\begin{array}{r} 45 - 23 = 22 \\ 40 \quad 5 \quad 20 \quad 3 \end{array}$$

Use column method without regrouping

$$57 - 19 = 38$$

$$\begin{array}{l} 40 - 20 = 20 \\ 5 - 3 = 2 \\ 20 + 2 = 22 \end{array}$$



Exchange a ten stick for 10 ones

$$\begin{array}{r} 54 \\ - 22 \\ \hline 32 \end{array}$$

Money

I will make different amounts using coins.

I will find the total of different coins.



I can find different ways to make 20p.

I will find change.





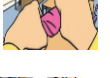



Year 2 Science Knowledge Organiser

Uses of everyday materials



Key vocabulary:

material: What an object is made from.
properties: Tells you what a material is like.
waterproof: Does not let water through.
absorbent: Soaks up water.
opaque: Can't see through it.
transparent: Can see through it.
stiff: Does not bend.
flexible: Bends easily.
rough: The outside of the material has lumps and holes.
smooth: The outside of the material has no lumps or holes.
hard: Doesn't easily bend or break.
soft: Not rough or hard to touch.
shiny: Bright
dull: Not bright
suitability: Has the right properties for its use.
carved: Change the shape of an object by cutting it. 
squash: Push two ends together. 
bend: Pull two ends towards each other. 
twist: Turn two ends in opposite directions. 
stretch: Pull two ends away from each other.

I already know:

- The names of some everyday materials like wood, metal, plastic, glass, water and rock.
- I can describe different materials properties.
- I can compare materials based on their properties.

I need to know:

- Identify and compare the suitability of everyday materials, including wood, plastic, metal, rubber, glass, cardboard, paper, rock, brick and fabric for different uses.
- Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Key Scientists:





John Dunlop
Inventor of rubber tyres for bikes and cars.


Leticia Geer invented the medical syringe that could be used with one hand.





Key knowledge:


Properties of wood
opaque, stiff, hard, strong 


Properties of plastic
flexible, smooth, waterproof 


Properties of metal
shiny, strong, opaque, hard 


Properties of rubber
waterproof, hard, strong 


Properties of glass
transparent, hard, smooth 

Properties of cardboard
rough, dull, opaque 

Properties of paper
flexible, not waterproof 

Properties of rock
strong, opaque, hard 

Properties of brick
rough, strong, opaque 

Properties of fabric
soft, flexible, absorbent 



Year 2 History Knowledge Organiser: The Great Fire of London

Enquiry Question

How did The Great Fire of London affect the people of London?

Key Historical Threads

Invention Societal Change Settlement

Key Vocabulary

bakery: a place that makes baked goods to sell

diary: a book people write in about their lives and events

eyewitness: a person who has seen something and can give a description of it

firebreak: a gap that stops a fire spreading

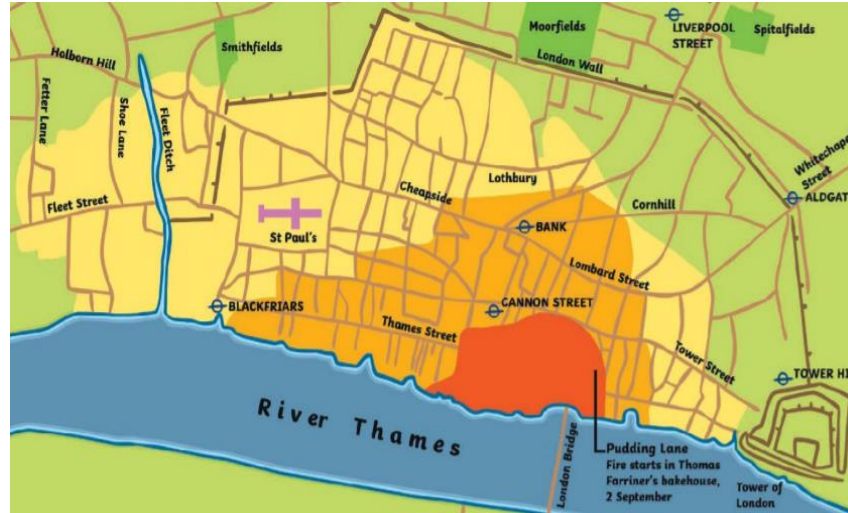
fire hooks: a giant hook used to pull down buildings

flammable: something flammable burns easily

leather bucket: leather is a material that was used before plastic was invented

St. Paul's Cathedral: a very large church in London which burnt down during the fire

Tower of London: a stone building in London where kings and queens used to live. King Charles II lived here in 1666. The fire was stopped just before it reached the palace.



Spread of the Fire

- Sunday 2nd September 1666
- Monday 3rd September 1666
- Tuesday and Wednesday 4-5th September 1666

What should I already know?

- London is the capital city of England.
- Kings are monarchs who rule a country.
- Fires can be dangerous, can destroy buildings and can harm people.
- Events happen in an order starting from the earliest to the latest.

What will I know by the end of the unit?

- I will learn about where and how the fire started.
- I will discover how the people of London tried to put the fire out.
- I will look at sources describing the event.
- I will find out why the fire spread through London.
- I will discover how London changed following the Great Fire.

Who are the significant people?

Samuel Pepys



King Charles II





Year 2 Design and Technology Knowledge Organiser: Food and Nutrition



Key vocabulary

plan	decide what you are going to do
diet	the food and drink that a person or animal usually eats
balanced diet	eating a variety of foods from all five different food groups
ingredients	items that make up a mixture e.g. foods that make a recipes
nutrients	substances in food that all living things need to make energy, grow and develop
evaluate	decide if something is good or bad, then think about how you could improve it
dough	a thick mixture of flour and liquid, used for baking bread or pastry
knead	a process of making bread by mixing the ingredients with your hands
weigh	find out how heavy something is using scales
measure	find out the capacity of liquid in a container

Design and make a loaf of bread.



Skills to learn



knead



weigh



measure

Be safe



Key facts

The five different food groups are:

- carbohydrates
- fruits and vegetables
- protein
- dairy
- foods high in fat and sugar





Year 2 Jigsaw

Unit 2

Celebrating Difference

	I have already learnt to...	Now I will learn to...	Next I will learn to...
PSHE	Tell you some ways that I am different and similar to other people in my class and why this makes us all special.	Understand sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.	Describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.
Social & Emotional	Explain what bullying is and how being bullied might make somebody feel.	Explain how it feels to have a friend and be a friend. Explain why it is okay to be different from my friends.	Tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help.

The Jigsaw Charter

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

Hello
I'm Jigsaw Jo

I will understand this vocabulary...

similarities	Having similar feature or look alike.
differences	A way in which people or things are not alike.
stereotypes	To have a set idea about what a particular type of person is like.
assumptions	Something you accept as true without question or proof.
qualities	A characteristic or feature of someone.
unique	Being the only one of its type or special in some way.
included	To feel accepted or part of something.
bully	Someone who hurts or frightens someone over a period of time.

I can answer these reflective questions...

- Why is it important we are not all the same?
- How do you know if someone is a good friend?

Religious Education Knowledge Organiser

Year 2 - How should we care for others and the world?



By the end of this unit, I will be able to:

- give a simple recount of what *Genesis 1* tells Christians and Jews about the world
- give examples of how people show that they care for the world and others
- say why Jews and Christians would choose to look after the world
- give good reasons why everybody should help to care for others and the natural world

Key Vocabulary

unique: one of a kind, different to everything else

Tzedekah: the Jewish idea of giving to those who need help

Sukkot: a Jewish celebration of the harvest. Many people believe the festival of Sukkot is a time to remember those who are poor by giving meals and shelter and donating money

Thomas Barnado

Thomas Barnardo was born in Dublin, Ireland, in 1845. When he was 17 years old, he became a Christian. When he was older, he decided God wanted him to become a missionary to China. As a first step, he went to London to train as a doctor.

He became concerned at the lack of education for the poor children in London, so in 1867 started a 'Ragged School' in the East End of London.

The children who went to Barnardo's school were too poor to buy proper clothing but Barnardo wanted to teach them to read and write. This was how he started his charity called Barnardo's which is still around today.



The Good Samaritan

One day, a Jewish traveller, on his way to Jericho was hurt and robbed. Soon after, a priest walked past the hurt man, but didn't stop to help him. More people walked past and didn't help the injured man. Then, a Samaritan walked past and he was the one to stop and help him, even though Samaritans and Jews were not normally nice to each other.



What should I already know?

- how to log on to a computer
- how to use a keyboard and mouse
- how to save work in a folder
- How to name work

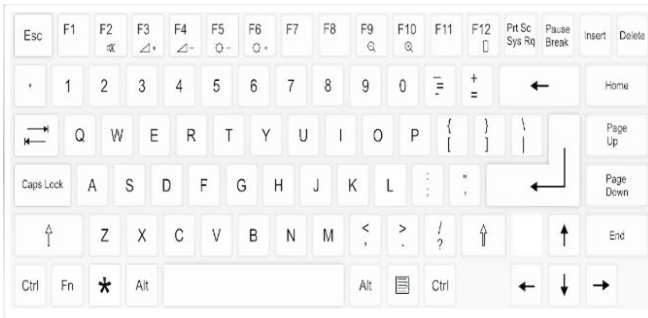
What will I learn?

- I will learn how to use a computer to create and edit text
- I will learn how to become more skilled with using a keyboard and mouse to enter and remove text
- I will learn how to change the look of the text, and will be able to say why I have made these changes
- I will learn the differences between using a computer to create text, and writing text on paper.
- I will be able to explain which method I prefer and why
- I will be logging in to the computers, opening documents, and saving work

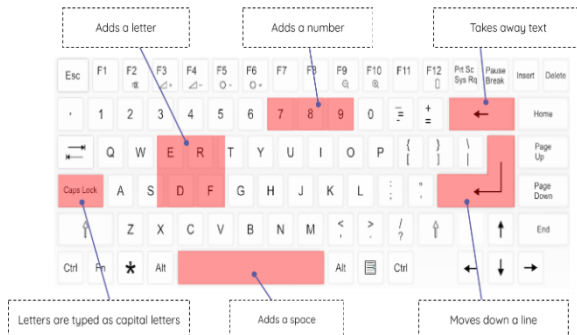
Key Vocabulary

undo	undo the last action you performed in the program
redo	redo the last action you performed in the program
font	a design for a set of characters

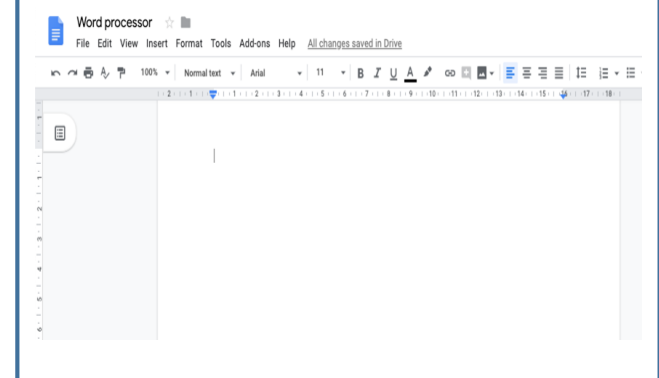
keyboard



Solution: What do these keys do?



Word processor





Get Set 4 Education

Knowledge Organiser

Dance Year 2

About this Unit

This unit is inspired by lots of different themes. Here are some that you may explore...

Structuring the Dance

- **Getting nectar** (balance): 8 counts
- **Waggle dance** (movement in the hoop): 8 counts
- **Busy bees** (travel): 8 counts
- **Landing time** (around the hoop): 8 counts

Secret Garden

Welcome to the circus!

The Rainforest

- Some trees in Tasmantia rainforests can live for 2,000 years.
- A quarter of ingredients in modern medicines come from rainforest plants.
- The Amazon rainforest in South America is so big that if it were a country, it would be the 5th biggest in the world.
- The forest floor is almost totally in darkness; only 2% of the sunlight reaches through the canopy.
- The canopy area of the rainforest can reach 40m high and some trees grow above the canopy to 80m!

JACK FROST

- Start position, 8 counts
- Leaping actions 16 counts
- Set phrase on the spot 8 counts
- Down movement with the scarf 8 counts
- Darting actions 16 counts
- Set phrase on the spot 8 counts
- Down movement with the scarf 8 counts
- Swirling actions 16 counts
- Finishing position 8 counts

Ladder Knowledge



Actions:
Placing actions in a particular order will help you to tell the story of your dance.

Dynamics:
You can change the way you perform actions to show an idea.

Space:
You can use different directions, pathways and levels in your dance.

Relationships:
Use counts of 8. It will help you to stay in time with your partner and the music.

Performance:
Use facial expressions it will help to show the mood of your dance.

Movement Skills

- actions
- dynamics
- space
- relationships

This unit will also help you to develop other important skills.

Social respect, collaboration, work safely, communication

Emotional independence, confidence, perseverance, determination

Thinking provide feedback, comprehension, reflection, observation, creativity

Strategies

Keep practicing your dance. It will get better everytime.

Healthy Participation



You should be bare foot for dance.

Ensure you always work in your own safe space when working on your own.

If you enjoy this unit why not see if there is a dance club in your local area.



This unit will help you to:

- balance
- move different body parts at the same time
- be more flexible

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Newspaper Dance

What you need: 1 or more players, a sheet of newspaper per player, a music track, someone to press stop.

How to play:

- Each player begins standing on a large piece of newspaper.
- When the music plays move off the newspaper and dance around the space.
- When the music stops stand on the newspaper. Players are not allowed to touch the floor.
- When successful reduce the size of the newspaper by folding it.
- Keep playing until you cannot stand without going out of the boundary.



www.getset4education.co.uk

Key Vocabulary

action	expression	
counts	level	
create	matching	perform
direction	mirroring	speed
dynamics	pathway	timing
		unison

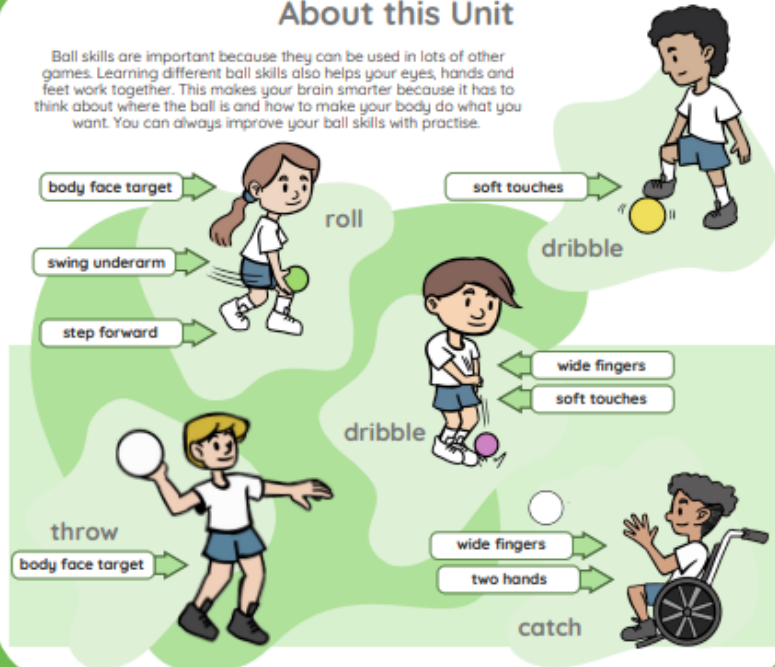
Head to our youtube channel to watch the skills videos for this unit.



@getset4education156

About this Unit

Ball skills are important because they can be used in lots of other games. Learning different ball skills also helps your eyes, hands and feet work together. This makes your brain smarter because it has to think about where the ball is and how to make your body do what you want. You can always improve your ball skills with practise.



Key Vocabulary



bounce		
catch	kick	roll
collect	prepare	target
control	receive	touch
dribble	release	underarm

Ladder Knowledge



Sending:

Step forward with your opposite foot to throwing arm. This will help you to balance.

Catching:

Use wide fingers and pull the ball into your chest to catch securely.

Tracking:

It is easier to move towards a ball to track it than chase it.

Dribbling:

Keep your head up when dribbling to see the space and other players.

Movement Skills

- roll
- track
- dribble with feet
- kick
- throw
- catch
- dribble with hands

This unit will also help you to develop other important skills.

Social inclusion, communication, collaboration, leadership

Emotional independence, honesty, perseverance, determination

Thinking comprehension, select and apply skills, use tactics

Strategies

For all ball skills use these tips:

Track the ball as it comes towards.
Point your hand or foot towards your target when sending the ball.
Cushion the ball as you receive it.

Healthy Participation



Make sure unused balls are stored in a safe place.

Make sure you work in a safe space and show an awareness of others as you use the ball.

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk



Sock Boule



What you need: a target object, rolled up socks, 2 or more players

How to play:

- Each player has three pairs of rolled up socks.
- Place the target object seven big steps away from you.
- Take it in turns to throw your socks as close to the target as possible.
- The winner for each round is the person who gets their socks closest to the target, they get one point for winning the round.
- First player to 5 points wins.



www.getset4education.co.uk

If you enjoy this unit why not see if there is a ball game e.g. a basketball club in your local area.



This unit will help you to:

- change direction
- balance
- move different body parts at the same time
- be faster
- move for longer






Knowledge Organiser - Year 2 Unit 2



Musical Spotlight: Playing in an Orchestra

Social Question: How Does Music Teach Us About the Past?

Name:

Class:

Understanding Music	Improvise Together	Listen and Respond
Let's find and keep a steady beat.	Keep a steady beat when improvising.	Listen to the music carefully, move to the music.
Play or clap simple rhythmic patterns using long and short sounds.	Clap four-beat rhythms, creating long and short sounds.	Respond to the questions and use any musical words you know. Explore your feelings and thoughts towards the music.
Respond to different high and low pitches. 	Improvising using one, two or three notes, using C, D and E.  C D E How many notes did you use to improvise - one, two or three?	Enjoy some 'Did You Know?' facts about the song. Do you know any more? 

SONG 1 Sparkle In The Sun Style: Jazz	SONG 2 Listen Style: Pop	SONG 3 The Orchestra Song Style: 20th and 21st Century Orchestral
<p>Vocal Singing with a clear voice and expressing the words with meaning is important. Did you sing with good posture? How fast or slow did you think the tempo of the music was?</p> <p>Instrumental Which part did you play? </p> <p>Glockenspiel: Part 1: G, A, B Part 2: G, A</p> <p>Recorder: Part 1: G, A Part 2: G</p> <p>Compose Which notes or symbols did you compose with?</p>	<p>Vocal Singing with actions is fun and helps you to remember the words. Did you sing with actions? What do you think this song is about?</p> <p>Improvise Which notes did you improvise with? Did you use one, two or three notes?  G A B</p>	<p>Vocal When singing, posture is very important. Try standing or sitting in a relaxed position with level shoulders, hands on your legs and feet placed hip-width apart. How was your posture? Have you been a super star, singing a solo?</p> <p>Perform Which songs did you perform? Which was your favourite?</p>