

Curriculum Mornings

Year 2

Date: 08.10.2024

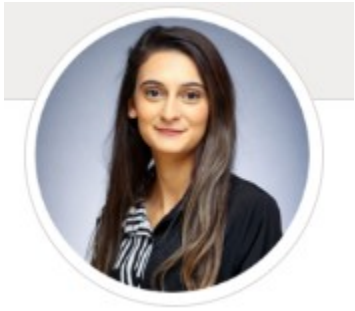
Whittingham Primary Academy



Year 2 Team



Staff Member	Role	Class
Ms Hull	Class teacher	Jeffers
Miss Aleyna	Class teacher	Dahl
Ms Sonigra	Class teacher	
Ms Najai	Teaching assistant	
Ms Ahmed	Teaching assistant	



Key Stage Phase Lead



Staff Member	Role
Mr Odutolu	Assistant Principal DDSL Curriculum Lead Class Teacher

School Values

Character and values are an essential of our schools' hidden curriculum. Each week we focus on a different value that is explicitly taught and modelled to pupils so that they can see, learn and then demonstrate these values in their everyday experience.

This will support pupils to use these values during their time at school but also going beyond the primary school experience .

Creativity

Ambition

Determination

Respect

Enthusiasm

Confidence

Schemes used to support Teaching and Learning.



Subject	Scheme
English, Science, History, Geography, Art & Design, DT, RE	United Learning Curriculum
Maths	White Rose Curriculum
Phonics	Read write inc
Computing	Purple Mash
Music	Charanga
PE	Get set 4 PE
PHSE and RSE	1Decision
MFL	Language Angels

We adapt our curriculum and deliver lessons to meet the needs of all of our pupils.

United Curriculum: History



	N3-4	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Marvellous Me & Look at Me [Aut1] Talking about family members and family routines, and exploring how children have changed since they were babies	Me and my world [Aut1] Talking about different family members and their roles in more depth My heroes [Aut1] Comparing heroic characters from the past and present	My family history [Aut 2] An introduction to the past with my family tree, and how schools, toys and the way we communicate have changed in living memory	Local history: community & family Using primary and secondary sources to learn how our local community has changed over time.	European history: Prehistoric Britain [Aut 2] How settlements, food, communities and beliefs changed across the Palaeolithic, Mesolithic, Neolithic, Bronze Age and Iron Age	North American history: Ancient Maya Understanding life for the Ancient Maya, and comparing this with that of the Ancient Greeks and Ancient Egyptians	European history: Ancient Rome The development of the Roman Empire, how it changed over time, and how these changes affected people differently	European history: Settlement by Anglo-Saxons [Aut 1] Using artefacts identified at Sutton Hoo to explore what life was like for Anglo-Saxons
Spring	On the move [Spr1] Exploring occupations related to transport On the farm [Spr2] Exploring occupations related to farming	Castles, knights and dragons [Spr1] Learning about historical figures in castles and comparing images of Queen Elizabeth II with that of historical queens	How did people travel in the past? The development of transport by land, sea, air and space and the roles of key individuals	Great Fire of London [Spr 2] Life in London 1660s, and the causes and effects of the Great Fire of London	African history: Ancient Egypt The role of the pharaoh in Ancient Egypt, and examining pyramids, mummification and conquest in the Egyptian empire	Asian history: Early Islamic Civilisation The establishment of Baghdad and the contributions Islamic scholars in the House of Wisdom made to science, maths, medicine and technology	European history: Roman Empire in Britain The Roman conquest of Britain, and how the Romans maintained power in Britannia	European history: Viking age [Spr 2] Understanding who the Vikings were and how their reputation has changed over time; making arguments as to whether they deserve a violent reputation
Summer		Where we live [Sum1] Learning about familiar aspects of our locality from the past, using historic photographs and memories of older adults	Where did people live in the past? How homes looked different in the past, using pictures and videos	Comparison of explorers The similarities and differences between the lives of Sacagawea and Michael Collins	European history: Ancient Greece [Sum 2] The contributions made by the city-states of Ancient Greece, and how these influence our lives today	European history: Local History Why is [X] famous today? How has [local feature] been important in our community? How has migration shaped our	Global history: Quest for knowledge [Sum 2] An exploration of a range of civilisations across the world and across time, and how they developed and shared knowledge	Global history: Power, empire and democracy A short introduction to the rise and fall British Empire, and its legacy in Britain from the 1960s to today



United Curriculum: Geography



	N3-4	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Marvellous Me / Look at Me The house and street I live on It's getting cold / Bears Weather and habitats around the world Polar express / Special days Polar habitats		Here I am [Aut 1] Locating our school in our local area, and identifying local physical and human features on a map and during fieldwork	Mini Mappers Studying the human and physical geography of the local area with an introduction to scale and fieldwork	United Kingdom [Aut 1] Locating the UK, Great Britain and the British Isles, and regions and counties; identifying human and physical features across the UK and in one region	Brazil Locating lines of longitude and latitude; understanding Brazil's physical features and climate, and its human settlements	Investigating world trade Understanding the distribution of the world's natural resources and these are traded between places across the world	Improving the environment [Aut 2] Recognising the importance of renewable energy and reducing waste, and the actions that humans can take to improve the environment
Spring		Spring in our step Weather and wildlife in winter and spring	Where we are Locating our local area in the UK; identifying the four countries of the UK; some key human and physical features	Hot and cold deserts [Spr 1] Locating hot and cold deserts, and identifying common physical and human features	Investigating mountains and volcanoes Understanding the structure of the Earth; how fold mountains and volcanoes are formed; and the impacts they can have on human settlement using case studies of Etna and La Soufriere	Tropical rainforests Understanding the key features of a rainforest ecosystem, the contributions they make to the world and threats they face (using Amazon Rainforest)	Investigating water Understanding the water cycle and the distribution of the world's water; considering land use along rivers Danube, Mississippi, and Severn	On the move [Spr 1] Understanding push and pull factors in migration from the Northern Triangle to the USA, and Syria to countries in Europe; understanding the benefits of migration to the UK
Summer	All creatures great and small 1 / 2 Animals that live in grassland and tropical rainforest habitats, and locating these on a globe	Where we live Picture maps and plan views, simple human and physical features Science detectives Comparing our community with settlements in Kenya	There you are Understanding where we live on the global scale; locating continents and comparing the human and physical features of an area in the UK with an area in Kenya	Rivers, seas and oceans Locating the seas around the UK and oceans of the world. Identifying physical and human features around rivers and coastal areas	Looking at Europe [Sum 1] Comparing the human and physical features of the Alps, the Amalfi Coast, and a local area, and exploring the impact of tourism in these areas	Earthquakes and human settlements Understanding why earthquakes take place and what effects they had in Haiti and Japan	Climate across the world [Sum 1] Understanding time zones, climate zones, biomes, and vegetation belts, and the effects of global warming	I am a geographer Posing questions, completing fieldwork and presenting a geographical investigation



Art

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	I Am An Artist Introducing sketchbooks, experimenting with mark-making and learning about primary colours. Paul Klee Piet Mondrian	Our School Looking at architecture and urban landscapes through photography and recording surface textures. Producing a collaborative outcome with printmaking. Zaha Hadid The Boyle Family History, Geography, RW	Why Do We Make Art? [Aut2] Exploring the purpose of art through the study of cave paintings from Lascaux. Using continuous line and considering the use of perspective. Pablo Picasso History	Pattern and Pumpkins [Aut1] Making 3D pumpkins from clay. Exploring texture and pattern by printmaking using bubble wrap. Yayoi Kusama	Illustration [Aut1] Developing a visual response to a text, looking at comic strips, children's book illustrations and graphic novels. Marjane Satrapi Mel Tregunning English	Recycled Materials [Aut2] Using plastic waste to create an installation about the natural world. Ifeoma Anyaeji Serge Attukwei Clottey Veronika Richterová Katherine Harvey Geography, Science
Spring	Paper Sculpture Further exploration of mark making. Creating a sculpture by folding and twisting paper and gluing onto a base. Photography of shadow and light. Charles McGee	Colour and Tone [Spr2] Looking at tints, tones and shades in <i>The King Who Banned the Dark</i> and Picasso's paintings from his Blue Period. Emily Haworth-Booth Pablo Picasso English; option of History	Fairy Tale Crimes [Spr1] Using clay to produce a collaborative visual representation of a fairy tale crime. Anthony Browne Quentin Blake English	Tropical Rainforest Exploring use of watercolours to create a collaged response to the work of artists studied. Abel Rodriguez Henri Rousseau Geography	Journeys [Spr1] Looking at <i>Shackleton's Journey</i> and how artists have portrayed journeys. Collage, printmaking and mixed-media outcomes. William Grill Mona Hatoum English	Displacement [Spr1] Looking the work of artists who have been refugees. 'Challenges' is an alternate theme if 'Displacement' is not appropriate. Judith Kerr Frank Auerbach Kurt Schwitters Geography
Summer	The Natural World Drawing from observation, printmaking using leaves and introducing secondary colours. Frances Hatch Leonardo Da Vinci	Water Using wax resist and watercolour to create water textures. Exploring collage to create an outcome using suspended fish paintings. Katsushika Hokusai David Hockney Claude Monet [Geography]	Mythology [Sum2] Representations of myths by artists from different eras. Introduction of key terms: traditional, modern, contemporary. Paulo Uccello Edward Burne-Jones The Singh Twins [History]	My Favourite Things [Sum1] Looking at objects from the British Museum using <i>This or That</i> by Pippa Goodhart. Drawing a still life based on personal possessions. Pippa Goodhart Joseph Cornell [English]	Sculpture Using origami to create bird sculptures out of printed designs exploring pattern and the natural world. Mark Hearld Jackie Morris	Global Connections [Sum2] Considering the impact of the British Empire on art. Global influence on art. Collaborative outcome celebrating diversity. Yinka Shonibare Lubaina Himid Sonia Boyce [History]

United Curriculum: Science



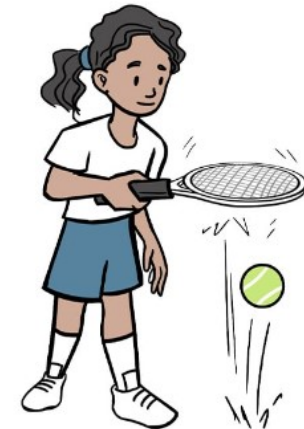
	N3-4	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	It's getting cold outside / Bears Weather where we live, habitats where bears live		BIOLOGY Plants Identifying and naming common plants and describing basic structures	BIOLOGY Plant growth Plants grow from seeds, and require water, light and a suitable temperature	CHEMISTRY Rocks Comparisons of types of rocks and how fossils are formed	BIOLOGY Classifying organisms Introduction to classifying animals and their environment	CHEMISTRY Separating mixtures Identifying and separating mixtures; reversible and non-reversible changes	PHYSICS Electricity Investigating variations in series and parallel circuits, and how electricity is generated
Autumn 2	Polar express / Special days Melting and freezing; natural and artificial materials		BIOLOGY / PHYSICS Seasonal changes Observing changes across four seasons and describing associated weather	BIOLOGY Needs of animals Animals need water, food and air to survive and to have offspring	PHYSICS Light Relationship between light and how we see; the formation of shadows	BIOLOGY Food & digestion The human digestive system and simple food chains	BIO / CHEM / PHYSICS Energy Introducing the concept of energy stores and energy transfers; relate this to prior knowledge	BIOLOGY Evolution Fossils; introduction to the idea that adaptation may lead to evolution
Spring 1	On the Move / Toys Exploring pushes, pulls and magnets		CHEMISTRY Everyday materials Distinguishing objects from their material, and describing simple properties	CHEMISTRY Uses of materials Comparisons of an object's material with its use; impact of bending, twisting on solid objects	BIOLOGY Organisms The role of muscles and skeletons; the importance of nutrients	CHEMISTRY Particle model and states of matter States of matter in relation to particle arrangement	BIOLOGY Life cycles Life cycles of a mammal, amphibian, insect, bird, and some reproduction processes	PHYSICS Light How light travels and is reflected, and how this allows us to see
Spring 2	On the Farm / Food Glorious Food Life cycles of farm animals and plants	Spring in our step Wildlife and weather in spring and winter; habitats around our school	Consolidation and review	BIOLOGY Living things & habitats Introduction to habitats, micro-habitats, and simple food chains	BIOLOGY Plants Features of flowering plants and what they need to survive	PHYSICS Sounds Relationship between strength of vibrations and volume of sound	BIOLOGY Human development Human development to old age	BIOLOGY Further classification Further classification of organisms based on characteristics
Summer 1	Once upon a time 1 / 2 Properties of materials and exploring mixtures		BIOLOGY Animals Naming reptiles, fish, amphibians, birds and mammals; carnivores, herbivores, omnivores	CHEMISTRY Solids, liquids and gases How the same substances can exist as solids, liquids and gases	PHYSICS Forces & motion Introducing pushes and pulls; opposing forces, and balanced forces	PHYSICS Electricity Simple series circuits	PHYSICS Forces Gravity, air and water resistance and friction; introduction to pulleys	BIOLOGY Functions of the human body Human circulatory system; transport of nutrients within the body
Summer 2	All creatures great and small 1 / 2 Life cycles of animals in trop. rainforests, sea, and grasslands	Science detectives Properties of materials and habitats around the world	BIOLOGY Humans Human body parts and senses	Consolidation and review	PHYSICS Magnetism Contact and non-contact forces, including friction and magnetism	CHEMISTRY Properties of materials Considering physical and chemical properties	PHYSICS Earth and space Movements of planets and the Moon, and relationship to day and night	CHEMISTRY Physical and chemical changes Identifying physical and chemical changes

Physical Education

- Jeffers has PE on Wednesday and Friday.
- Dahl has PE on Wednesday and Friday.
- PE lessons will take place in the small hall or the playground.
- Pupils receive two lessons weekly, one skills based, and the other games based.



Get Set 4
Education



Get Set 4 PE

Number & Place Value

- count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward
- recognise the place value of each digit in a two-digit number (10s, 1s)
- identify, represent and estimate numbers using different representations, including the number line
- compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs
- read and write numbers to at least 100 in numerals and in words
- use place value and number facts to solve problems.

Addition & Subtraction

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
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100

add and subtract numbers using concrete objects, pictorial representations, and mentally, including:

- i. a two-digit number and 1s
 - ii. a two-digit number and 10s
 - iii. 2 two-digit numbers
 - iv. adding 3 one-digit numbers
- show that addition of 2 numbers can be done in any order (commutative) and subtraction of one number from another cannot
 -
 - recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

Maths

Multiplication & Division

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs
- show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Fractions

- recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity
- write simple fractions, for example $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.

Measurement

- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$
- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- find different combinations of coins that equal the same amounts of money
- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- compare and sequence intervals of time
- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.
- know the number of minutes in an hour and the number of hours in a day

Properties of Shapes

- identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- identify 2-D shapes on the surface of 3-D shapes
- compare and sort common 2-D and 3-D shapes and everyday objects.

- **Position & Direction**

- order and arrange combinations of mathematical objects in patterns and sequences
- use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).

- **Statistics**

- interpret and construct simple pictograms, tally charts, block diagrams and tables
- ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- ask and answer questions about totalling and comparing categorical data.

English - Writing

In Year 2, your child will learn:

- to write about things that have happened to them
- to make up simple stories
- to write about real events
- to write simple poems
- to write non-fiction for different purposes
- to plan their writing by either talking about what they want to write or by writing down key words
- to read their own writing and make changes to it
- to read their writing out loud.

English - Grammar

Take a look at the National Curriculum expectations for grammar and punctuation in Year 2 (age 6–7):

Using capital letters, full stops, question marks and exclamation marks

Joining clauses using a range of conjunctions

Knowing the four types of sentence: statements, questions, exclamations and commands

Using the present tense and past tense correctly and consistently

Using the progressive form of verbs in the present and past tense

Using suffixes such as –ness or –er to form nouns

Using expanded noun phrases

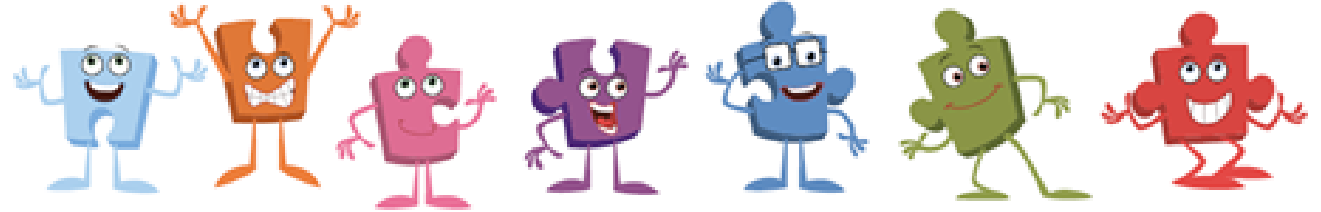
Using suffixes such as –ful or –less to form adjectives

Using the suffixes –er or –est in adjectives and –ly to turn adjectives into adverbs

Using commas to separate items in a list

Using apostrophes to mark where letters are missing and to mark singular possession

SRE in Year 2



1decision resource	Keeping/Staying Safe	Keeping/Staying Healthy		Relationships		Being Responsible		Feelings and Emotions		Computer Safety	Money Matters	
Great teaching (Subject Title)	Tying Shoelaces	Brushing Teeth	Healthy Eating	Bullying	Body Language	Practice Makes Perfect	Helping Someone in Need	Worry	Anger	Image Sharing	Assessment Baseline	Money Matters Assessment Summative
Great learning (Objectives)	Developing understanding of safe and unsafe scenarios.	Understand how and why to brush your teeth Know the differences between healthy and unhealthy choices	Foods for health and growth Healthy and unhealthy food choices	Be able to see and understand bullying behaviours Know how to cope with bullying behaviours	Understand that feelings can be shown without words Understand why it is important to care about other people's feelings	Be able to name ways you can improve in an activity or sport Be able to see the benefits of practising an activity or sport	Know how you can help other people Understand the risks of talking to people you don't know very well in the community	Learn a range of skills for coping with unpleasant / uncomfortable emotions	Be able to recognise and name emotions and their physical effects	Understand how your online actions can affect others Know the risks of sharing images without permission	What is money? Why do we need money? How can we use money? How can we get money?	Understand different ways we can receive money Know how to keep money safe Understand the importance of saving money

Educational Visits

- All year groups have planned their educational visits for each term and are in the process of booking these visits.

Reading Journal Expectations

- **Learning to read**

Teaching our children to read will provide them with the key skills they need to access the rest of the curriculum as well as impact massively on their self-esteem and future life chances.

Being able to decode a text alone though is not enough. Children need to understand what they are reading and need to be taught key comprehension skills from an early age. We know that good readers question, check and engage with their own understanding and these are some of the skills we seek to develop.

- **Reading at home and reading for pleasure**

Most importantly of all, in all year groups, we encourage children to be reading at home every night. Sharing a book together with your child gives you the opportunity to escape into another world with your child and can be bonding and relaxing. Reading for pleasure will help develop your child's vocabulary, communication, empathy, imagination and concentration. Whether this is sharing books by reading together (when children are in Nursery, Reception, Years 1, 2 and 3 this is crucial) or beginning to read more independently, we advise that all children read for at least 10 minutes a day. Ideally, 20 minutes a day would be the most beneficial.

- Reading for just 20 minutes a day = 1.8 million words a year!

Reading Journal Expectations

- Although Homework may not be as impactful at primary level, one thing that parents can do to help support pupils at home is to ensure that they read each night and hear them read.
- Once a child is reading independently, they still need to be able to retell their texts coherently and confidently to a parent/carer using book vocabulary and answer questions about what they are reading.
- Reading records**
Every child is provided with a reading record to record what they have been reading. It also provides an opportunity for parents/carers to comment on their child's reading. When parents/carers sign that they have listened to their child read this indicates to teaching staff that the child is ready for new books to be sent home.

	Daily
Nursery	Be read to by an adult at home
Reception	Be read to by an adult at home and Reading for 5 minutes
Year 1	Reading for 10 minutes
Year 2	Reading for 10 minutes
Year 3	Reading for 15 minutes
Year 4	Reading for 20 minutes
Year 5	Reading for 20 minutes everyday
Year 6	Reading for 20 minutes everyday

Curriculum Weeks – Whittingham Masterchef

- This will involve the students learning different skills and eventually be able to cook a meal for themselves. This will incorporate, English, maths, science and DT.



The Great
Whittingham
Bake-Off

Homework

- In Autumn 2, pupils will receive a grid of homework tasks which will be set every half term. It will include with many opportunities to choose different tasks linked to our school curriculum and each task can be completed weekly.
- This will be acknowledged by the teacher weekly and is an opportunity for pupils to share with their teacher and class what they have been learning at home and support their learning in school.
- This can also be used as a way of showcasing and promoting the school values.

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Parental Support

- Partnership with parents and carers is vital.
- From Autumn 2, we will have:
 - Weekly reading mornings
 - Additional workshops with varied topics across the curriculum
- This will support you and your child to know what the provision in school looks like and further support you to help your child at home.

Social media

Mrs Romuzga @MrsRomuzgaWHA · 13h

Coelho had a great time taking part in African dance workshop. Thank you
[@MissAleynaWHA](#) [@MrOdutolu](#)



Whittingham Primary Academy and Courtney Thompson



Courtney Thompson @MissThompsonWHA · 6h

Parents and carers, don't forget the deadline for pupil submissions for the
[@UnitedLearning](#) Christmas Card competition is Monday 17th at 9am! The
competition is open to all children and further information can be found in
the letter sent to you on October 4th. [@WhittinghamWHA](#)



Partnership with Parents

- Key to successful time in school:
- Parents evenings
- Reports
- Sharing information
- Working together



Expectations

- Attendance- every day matters!
- Children wear correct school uniform and smart school shoes
- Children wear correct PE kit
- Children read for 10 minutes each day at home
- Parents write a comment in reading books as this will be monitored
- Children display high standards of behaviour around the school

Question Time ...

