

Collaboration

Curiosity

Empathy

Honesty



Resilience

Independence

Innovation

Respect

Kilmorie Curriculum Intent:

The intention of our curriculum is to enable our pupils to be successful citizens of the future with a great love for learning that will stay with them for their adult life. As well as academic achievement we strive to develop the children's emotional intelligence and their ability to communicate effectively. We believe passionately that children should develop an understanding of the process of learning, be reflective and have the confidence to experiment, investigate and explore.

Be brave,
Be inquisitive
Be you...

Year 2

Curriculum Coverage 2023-2024

| Subject area | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| STEM | Maths | | | | | |
| | <p>Place Value Children will represent and partition numbers to 100. They will compare and order numbers to 100. They will learn to count in 2s, 3s, 5s and 10s. Children will write numbers to 100 in words.</p> <p>Addition and Subtraction Children will add and subtract 1s and 10s. They will add and subtract number bonds within 20. They will learn to add three one-digit numbers. They will add and subtract two two-digit numbers. Children will solve number problems and solve mixed addition and subtraction calculations.</p> | <p>Addition and Subtraction Children will add and subtract 2x two-digit numbers. They will solve number problems and mixed addition and subtraction calculations. They will solve missing number calculations.</p> <p>Shape Children will learn how to recognise 2D and 3D shapes. They will draw 2D shapes and identify lines of symmetry. They will sort 2D shapes and count faces, vertices and edges on 3D shapes. Using 2D and 3D shapes they will make patterns.</p> | <p>Money Children will learn how to count money in pence. They will use their knowledge from place value and addition and subtraction to find the total value of a set of coins, with all answers less than £1. They will learn to be able to count up in 1ps, 2ps, 5ps and 10ps, and use related facts to count up in 20ps, as well as finding the total of a mixed set of coins.</p> <p>Multiplication and Division Children will make the connection between repeated addition and multiplication by recognising equal groups. They will learn to match equal groups to numerals and words. Children will learn to represent groups as 4</p> | <p>Length and Height Children will learn to measure and order lengths and heights in centimetres and metres using metre sticks and tape measures. They will be introduced to “m” as the abbreviation of metres and will learn words such as “shortest”, “longest” and “tallest”. They will measure given lengths and heights, as well as objects that they have to measure themselves. Children will solve both one-step and two-step problems relating to lengths and heights.</p> <p>Mass, Capacity and Temperature Children will identify the mass of objects in grams or kilograms and compare the volume/capacity of</p> | <p>Fractions Children begin by learning about parts and wholes using everyday objects such as bicycles and flowers. They will explore equal and unequal parts and focus on how to write specific fractions, starting with one half ($\frac{1}{2}$). Children will share bean bags or counters into two equal groups and will be guided to make the link that when they find $\frac{1}{2}$ of a number, they need to divide the number by 2 (the denominator). They will learn to use related facts to help them find $\frac{1}{2}$ of greater numbers i.e. using $\frac{1}{2}$ of 4 to work out $\frac{1}{2}$ of 40. Children will compare and explore what is the same and different about $\frac{1}{3}$.</p> <p>Time Children will learn to tell the time to the hour, half</p> | <p>Statistics</p> <p>Position and Direction</p> |

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| | | | groups of 3 as well as 3 groups of 4 accurately and know what is the same and what is different about the two forms. Children will be aware of the differences between the grouping and sharing structures of division. Children should be encouraged to spot patterns to help them complete calculations efficiently. They will learn doubling, halving and their 5- and 10-times tables. | different containers. They will solve multi-step problems involving mass, volume and capacity. Children will be introduced to temperature, thermometers and the unit “degrees Celsius”, written °C. | and quarter past, and quarter to, they will move to 5-minute intervals for past and to the hour. They will learn that the right-hand side of a clock shows “past”, while the left-hand side shows “to” the hour. Children will know that there are 60 minutes in an hour and will learn the terms midnight and noon, explaining that a new day starts at midnight. Children will solve problems involving time. | |
| | Science | | | | | |
| | Living things and their habitats Children will explore and compare the differences between things that are living, dead and things that have never been alive. They will learn about habitats and microhabitats and how living things within them depend on each other. Learning about simple food chains, they will describe how animals obtain | | Plants Children will look at seeds and bulbs and observe and describe how these grow into mature plants. While growing cress seeds, they will find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. | Uses of everyday materials Children will find out how suitable everyday materials are for particular uses. They will investigate how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. | Uses of everyday materials Children will find out how suitable everyday materials are for particular uses. They will investigate how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. | Animals including humans |

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| | their food from plants and other animals. | | | | | |
| Computing | | | | | | |
| | <p>IT around us</p> <p>Children will develop their understanding of what information technology (IT) is and will begin to identify examples. They will discuss where they have seen IT in school and beyond, in settings such as shops, hospitals, and libraries. Children will then investigate how IT improves our world, and they will learn about the importance of using IT responsibly.</p> | <p>Digital Photography</p> <p>Children will make choices about and use a digital device to take a photograph. They will describe what makes a good photograph and how photographs can be improved. Finally, children will recognise that photos can be changed and use tools to change an image.</p> | <p>Pictograms</p> <p>The children will recognise that objects can be represented as pictures, recognise that we can count and compare objects using tally charts and create pictograms. They will select objects by attribute and make comparisons; recognise that people can be described by attributes and explain that we can present information using a computer.</p> | <p>Robot algorithms</p> <p>The children will describe a series of instructions as a sequence and plan what happens when the order of instructions change. They will use logical reasoning to predict the outcome of a programme and explain that programming projects can have code and artwork. The children will also design an algorithm and create and debug a program that they have written.</p> | <p>Digital music</p> <p>The children will say how music can make us feel and identify patterns in music. They will experiment with sound and create musical patterns using a computer, and review and refine their work.</p> | <p>Programming quizzes</p> |
| D.T. | | | | | | |
| | | <p>Mechanisms: Sliders and levers</p> <p>Children will explore and evaluate products that have moving parts, including those with levers and sliders. They will replicate</p> | | <p>Textiles: Templates and joining techniques</p> <p>Children will investigate simple bags, looking at parts and how they are joined, before exploring how to use a pattern to cut out the necessary parts of</p> | | <p>Food and nutrition</p> |

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| | | <p>sliders and levers then develop their own ideas for a moving poster about the Great Fire of London. They will be guided through the process of making mechanisms and select their own finishing techniques.</p> | | <p>their product. They will decide on fastening techniques for their own simple bag, practising joining and finishing techniques. They will develop ideas and select one to follow through, evaluating their work.</p> | | |
| <p>Humanities</p> | <p>History</p> | | | | | |
| | | <p>The Plague and The Great Fire of London The children will learn about The Plague and The Great Fire of London, practising their historical skills. They delve into the past, exploring these significant events through critical analysis of historical sources and a range of other activities. With a focus on cause and consequence, they unravel the factors behind the Great Fire's ignition and examine the events that transpired. Their</p> | <p>Antarctic Explorers: Shackleton The children investigate the captivating world of Antarctic explorers, through the renowned figure, Ernest Shackleton. Through historical inquiry, they uncover information about his life, exploring the reasons behind his enduring popularity. They embark on a journey to discover the challenging terrains he explored in Antarctica and gain insight into what life was like during this remarkable era of exploration.</p> | | | |

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| | | <p>historical inquiries will enable the children to gain insights into these historical events.</p> | | | | |
| Geography | | | | | | |
| | <p>Geography of the local area, including maps and map skills Children will develop their knowledge of their locality, including the classroom, the playground and the local area. They will learn geographical vocabulary relating to human and geographical features. They will learn how to make a simple map and be introduced to the cardinal compass directions.</p> | <p>History will be covered in this half term</p> | <p>To include geography: Human features: ports, harbours (cover as part of Shackleton's journey)</p> | <p>Environmental changes Children will learn about the geography of the continent of Antarctica, understanding its unique position as the coldest, windiest, and driest continent. They will learn about its geographical features, including ice shelves, mountain ranges and glaciers. As well as discovering it's extreme climate, the importance of conservation, and the significance of Antarctica in our global ecosystem will be explored. Additionally, students will explore maps of Antarctica to understand its location and remoteness in relation to other continents.</p> | <p>A contrasting non-European country: Kenya A contrasting non-European country: Kenya Children will learn key geographical terms related to Kenya's culture, landscapes, and wildlife. They'll explore maps of Kenya, understand its location, and identify significant features. Additionally, students will immerse themselves in Kenyan life and culture through role-playing and hot seating. As part of their learning journey, students will compare and contrast Kenya with the United Kingdom. They'll recognize similarities, such as cities, rivers, and human-made structures, while also highlighting differences in climate, wildlife, and cultural</p> | <p>Environmental changes</p> |

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| | | | | | practices. Making these comparisons allow children to develop a deeper understanding of both countries and appreciate their unique characteristics. | |
| | RE | | | | | |
| | <p>Hinduism 1: God Children will learn that Hindu Gods are worshipped as Male or Female, such as Shiva and Shakti; Vishnu and Lakshmi. They will learn how Hindu's believe God has visited Earth at different times in different forms to help people, such as Rama and Krishna. They will find out about important festivals and the stories connected with them, such as Diwali and Rama-Sita and the 10 Headed Demon Ravana.</p> | <p>Hinduism 2: Hindu belief and home Children will learn about the importance of family in Hinduism. They will explore the role of a Hindu temple in a Hindu's life, and the importance of home as a place of worship. They will also learn about worship in the Temple (Mandir) and visit a local Hindu temple</p> | <p>Christianity 3: the life and teachings of Jesus Children will listen to stories about Jesus which develop Christian values such as the story of Zacchaeus. They will hear about stories Jesus told which develop Christian values and contain His teaching on forgiveness and love, for example 'The Lost Son' and 'The Good Samaritan' They will be introduced to the two most important Commandments: 'Love God' and 'Love your neighbour'.</p> | <p>Christianity 4: Easter and Symbols Children will learn how the story of Jesus' death and resurrection emphasises the idea that Jesus is special for Christians. They will recall symbolism from Year 1 and then focus on the symbols of Easter and the symbolic actions such as washing feet on Maundy Thursday and Christians sharing food together to remember Jesus' last meal with His friends.</p> | <p>Right and Wrong This unit provides an opportunity to address what pupils consider to be right and wrong behaviour and how this relates to living in groups. They will talk about rules and their necessity for living in a group. They should share their feelings about saying sorry and talk about how they feel when others apologise to them. They consider what forgiveness means and talk about their readiness to forgive. They will think about the common values of different faiths in relation to rules about behaviour towards others.</p> | <p>Islam</p> |
| Art | | | | | | |
| The Arts | Kilmorie Art Week | | Expressive Painting | | Be an Architect Children will explore the | Child led art project |

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| | <p>Art project linked to the theme of 'Journeys' and two paintings: The Parting Cheer by Henry Nelson O'Neil; Ship of Fools by Kehinde Wiley</p> | | <p>Children will use a sketchbook to collect ideas. They will recognise primary colours and mix secondary colours, experimenting with hues by changing the amount of primary colours that they add. They will use various homemade tools to apply paint in abstract patterns. They will use gestural mark making with paint and incorporate colours and shapes to make an expressive painting.</p> | | <p>work of some architects. They will share how architecture makes them feel, what they like and what they think is interesting. They will explore line and shape. They will see how architects use their imaginations to try to design buildings which make people's lives better. They will use their own imagination when thinking about the architecture they might design. They will make an architectural model of a building thinking about form, structure and balance, and the way the model looks.</p> | |
| Music | | | | | | |
| | <p>Instruments of the Orchestra (1) To explore the instruments of the orchestra and timbre. Children will develop musicianship and perform as part of an ensemble. Students will develop aural skills relating to pitch, rhythm and timbre.</p> | <p>Christmas Children will develop listening and repeating skills. They will learn melodies and perform them accurately, as well as develop confidence and performance skills. Children will learn about the nativity/Christmas</p> | <p>Brightsparks! Children will take part in a performance of a musical premiere and visit and experience a live concert at the Royal Festival Hall. Children will explore how music can tell a story, timbre, dynamics and tempo, develop listening and repeating skills and explore pitch and melody.</p> | <p>Music And Space Children will explore the relationship between music and space. They will listen to and analyse Holst's 'The Planets' as well as John Williams' 'Star Wars' music. They will develop composing techniques and explore timbre, dynamics and tempo. Students will work and perform as part of an</p> | <p>Africa Children will explore music from another culture (West Africa). They will learn about West African instruments such as the Djembe, Balafon, Kora, etc. They will explore the Djembe in detail and develop Djembe playing techniques. Through this, s Children will develop rhythmic accuracy, explore</p> | <p>Safari!</p> |

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| | <p>They will also explore pieces of music written by famous classical composers and Zones of Regulation in relation to music. Children will be able to recognise certain orchestral instruments both aurally and visually and know which section of the orchestra they belong to.</p> | <p>story as well as explore Christmas in other cultures.</p> | <p>Children will develop confidence and performance skills, develop their imagination and have the opportunity to see, listen to and work with a world class orchestra.</p> | <p>ensemble, explore and play percussion instruments and create sound worlds. Children will also learn about the planets and space.</p> | <p>polyrhythm, call and response, cyclic rhythms and playing as an ensemble. Children will also sing songs from across Africa.</p> | |
| <p>Wellbeing</p> | PHSE | | | | | |
| | <p>Keeping/Staying Safe - Tying Shoelaces ‘Tying Shoelaces’ looks at how we can prevent accidents that are often caused when rushing around</p> <p>Keeping/Staying Healthy - Healthy Eating & Brushing Teeth ‘Healthy Eating’ looks at how we can make healthy food choices and what might happen if we</p> | <p>Relationships: Bullying and Body Language ‘Bullying’ looks at how our actions and words can affect others, and it enables children to explore kind and positive behaviours.</p> <p>‘Body Language’ looks at recognising how other people may be feeling and allows children explore different ways we can express our emotions.</p> | <p>Being Responsible: Practice Makes Perfect and Helping Someone in Need ‘Practice Makes Perfect’ looks at setting goals and developing skills and strategies to achieve those goals.</p> <p>‘Helping Someone’ in Need looks at how we can help others at home and in the community and the risks of helping someone we don’t know very well.</p> | <p>Feelings and Emotions - Worry Allows children to identify what they can do and who they can talk to if they feel worried about something.</p> <p>Feelings and Emotions – Anger ‘Anger’ looks at the differences between healthy and unhealthy anger and enables students to identify ways they can manage their anger.</p> <p style="text-align: center;">RSHE</p> | <p>Computer Safety: Image Sharing ‘Image sharing’ looks at the types of images we shouldn’t share online and how quickly an image can be shared.</p> <p>Computer Safety: Documentary ‘The Computer Safety Documentary’ recaps all of the learning points from the topics and allows students to identify more ways to keep themselves safe online.</p> | <p>Our World</p> <p>Hazard Watch Is it safe to eat or drink?</p> <p>Is it safe to play with?</p> |

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| | <p>choose to eat too much unhealthy food.</p> <p>Brushing Teeth looks at why we should brush our teeth and the potential consequences of not brushing our teeth often enough.</p> <p><i>Zones of Regulation, Kilmorie Rules and Kilmorie Qualities</i></p> | . | | <p>Differences Male & Female Animals</p> | <p>RSHE Naming Body Parts</p> | |
| | PE (Outdoor/Indoor) | | | | | |
| | <p>Gymnastics – floorwork</p> <p>Children will make different shapes using different body parts. They will use basic travel movements, focusing on low, middle and high. They will learn balances using their core muscle strength. They will learn a variety of rolls and jumps.</p> | <p>Dance</p> <p>Children will practise moving in time to the music showing some expression. They will perform dance movements with control and showing a variety of levels. They will perform dance movements showing travelling in different directions by sliding, turning and gesturing. They will remember simple dance steps and perform them with control in time to the music</p> | <p>Yoga</p> <p>Children will begin to perform Yoga poses, beginning to use tummy muscles (core strength), some flexibility, balance and control. They will relax in rest position and begin to focus on breathing. They will begin to perform Sun pose with control and start to perform the challenge poses. Children will Make up a story using all the poses as a class and in groups.</p> | <p>Boccia</p> <p>Children will learn and develop different throwing techniques used in Boccia (roll, underarm and overarm). They will develop accuracy by aiming at different targets at a variety of distances, improving their control. They will develop strategies to defend by knocking opponents out of their area. Children will begin to understand the rules, how to play and tactics to apply in a game. They will also learn about the</p> | <p>Gymnastics – apparatus</p> <p>Children will continue to develop the skills taught in Autumn 1 and apply them to apparatus through various gymnastic challenges. They will perform a sequence (roll, jump and balance) on apparatus - moving on and off the different apparatus with a strong body and control.</p> | <p>Fitness</p> |

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| | | | | Paralympic games and inclusivity. | | |
| | <p>Ball skills Children will learn a range of balls skills such as passing a ball using the inside of their feet with accuracy. They will learn to dribble a ball using their feet in a variety of directions with control. With accuracy, they will roll a ball and underarm throw a ball at a target. In a game situation, they will catch and pass a ball with control. When moving, they will practice bouncing a ball with control. They will also learn to throw a ball to score and confidently use these skills to score in a game situation.</p> | <p>Football Children will learn how to control and stop a ball using their feet; develop how to kick and move and pass a ball and develop dribbling skills whilst moving and finding space. They will learn to understand how to score a goal and how to position their body correctly to strike and aim the ball for goal.</p> | <p>Football/Kwik cricket Football will continue for a few weeks and in this time, the children will learn how to play a game fairly and in a sporting manner. They will do this by having small, sided games of football. They will then go on to learn several techniques used in Kwik cricket. They will learn how to roll and stop a ball. they will develop throwing a ball underarm and to catching it, leading them onto bowling a ball underarm.</p> | <p>Kwik cricket Children will learn to able to position their body to strike a ball and how to hit it using a bat. They will then use all skills learnt to take part in batting and fielding games.</p> | <p>Athletics The children will be learning a variety of skills in athletics that is based around sports day. These skills will include how to cooperate as a team. They will learn how they can run faster using the acronym FAST; how to throw a variety of objects accurately at a range of targets and learn to perform a long jump with balance and control.</p> | <p>Multi-skills</p> |

Languages

MFL

Children will learn the introductory song 'Bonjour mes amis', featuring a puppet friend. The song includes 'je m'appelle' and 'comment t'appelles-tu' for introducing yourself. They will hear some basic French stories featuring animals and colours (e.g. Toutes les couleurs)

Children will continue with 'Bonjour mes amis' each week, followed by a story or song. The topic will shift towards winter themed stories, including 'Petit Ours Brun aime la neige'. Children will also learn about Christmas traditions in Francophone countries and learn some holiday vocabulary.

Children will continue with 'Bonjour mes amis' and 'bonjour comment ca va?' songs at the beginning of the session. This term they will hear the 'Roule Galette' story and learn about the January tradition of eating a Galette. They will then be able to apply this vocabulary knowledge in 'Le Petit Chaperon Rouge' (Little Red Riding Hood).

Children will continue with 'Bonjour mes amis' routine. They will continue to build upon their animal vocabulary by hearing stories and learning songs about French animals such as 'Un elephant qui se balançait', 'Piou piou petit poussin', 'Ah les crocodiles'. They will have the opportunity to use animal puppets to make up their own simple French stories using greetings.

Children will continue with 'Bonjour mes amis' routine. They will learn more complex songs such as 'Elle descend de la montagne à Cheval' and 'Une souris verte'. They will hear new animal themed stories and complete art and vocabulary projects.

English

Writing to entertain

Texts: *Little Red Riding Hood; How Anansi got his stories*

Writing Outcome:

*Retell the story of Little Red Riding Hood

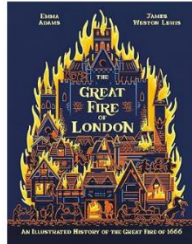
*An innovated Anansi story

Whole Class Reading:

The Last Wolf

Writing to inform

Texts: *The Great Fire of London: An Illustrated History of the Great Fire of 1666* by Emma Adams



Writing Outcome:

*Writing a fact file on The Plague

Children will use noun phrases to inform e.g. It was a devastating event...They will sequence events using the past tense. They will use who, what, where, why, when to explain the event.

Writing Outcome:

A recount of the Great Fire of London – Diary Entry

Writing to entertain

Texts: *Ponko and the South Pole* by Meredith Hooper

Tom Crean's Rabbit by Meredith Coopers and Bert Kitchen

Writing Outcome:

*Story based on Ponko

*Letter in role as Tom Crean

Children will use time adverbials e.g. Later that day and expanded noun phrases. They will use adverbs for description e.g. Snow fell gently and covered the cottage in the wood and conjunctions to join two ideas together (and, but, because, when). Finally, they will begin to use inverted commas to mark speech.

Writing to inform

Texts: *Let's Save Antarctica: Why We Must Protect Our Planet* by Catherine Barr

Instructions by Neil Gaiman

Writing Outcome:

*Short speech on the effects of climate change on Antarctic animals

*How to make an egg protector bag

Children will use exclamation sentences e.g. we need to act now! To link two main ideas, they will use coordinating conjunctions. They will use commas to separate items in a list and noun phrases to inform the reader. When writing instructions, they will learn how to use adverbs for information e.g. Carefully cut ... and subordinating conjunctions e.g. because, and, when

Writing to entertain

Texts: *Lila and the Secret of Rain* by David Conway

One day on our blue planet in the savannah by Ella Bailey

Writing Outcome:

*Write and perform poetry

Children will use descriptive phrases such as similes in their writing. They will learn to use the present and past tense consistently. They will apply subject specific vocabulary. They will learn to use adverbials starters e.g. Eventually, Usually, Slowly. This will allow them to vary their sentences openers and enable cohesion in their writing.

Writing to persuade

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| | | Children will write in first person and use the past and present tense correctly and consistently. They will learn to punctuate writing correctly using capital letters and full stops. | | To order their writing they will use time adverbials e.g. Firstly, Next, including imperative verbs to give clear instructions. | | |
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Please note this may be subject to change as the year progresses, possibly with the needs of the children or in response to global issues.