Collaboration

Curiosity

Empathy

Honesty

Resilience

Independence

Innovation

Respect

Kilmorie Curriculum Intent:

Our broad curriculum focuses on the whole child, supporting them to be successful citizens. It is designed to grow emotional intelligence and resilience, enabling reflective and critical thinking.

Year 2 **Curriculum Coverage 2023-2024**

Subject area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
STEM	Maths					
	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. **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.	**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. **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.	**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. **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 groups of 3 as well as 3 groups of 4 accurately and know what is the	**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. **Mass, Capacity and Temperature** Children will identify the mass of objects in grams or kilograms and compare the volume/capacity of different containers. They will solve multi-step problems	**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 (½). Children will share bean bags or counters into two equal groups and will be guided to make the link that when they find ½ of a number, they need to divide the number by 2 (the denominator). They will learn to use related facts to help them find ½ of greater numbers i.e. using ½ of 4 to work out ½ of 40. Children will compare and explore what is the same and different about 1/3. **Time** Children will learn to tell the time to the hour, half and quarter past, and quarter to, they will move to 5-minute intervals for past and to the hour.	**Statistics** Children will be introduced to statistics and different representations of data. They will use tally charts to systematically record data and compare tally charts and tables while considering when it is more efficient to use each one. Information will be interpreted using block diagrams and pictograms while understanding the key features of a pictogram and how to interpret a key. They will compare and answer questions about the data shown. **Position and Direction** Children will start by describing the position of objects using left and right and move on to

			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.	involving mass, volume and capacity. Children will be introduced to temperature, thermometers and the unit “degrees Celsius”, written °C.	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.	explore other language used to describe position, such as above, below and between. Children will use their understanding of this language to complete multi-step and more sophisticated problems. They will begin to think about describing movement and turns. Children then begin to record and describe movement more formally, in terms of both direction and number of squares. Children will learn about quarter, half, three-quarter and full turns, as well as using clockwise and anticlockwise.
	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		**Plants** Children will look at seeds and bulbs and observe and describe how these grow into mature plants.	**Uses of everyday materials** Children will find out how suitable everyday materials are for particular uses. They will investigate how	**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	**Animals including humans** Children will discuss how animals including humans have offspring

	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 their food from plants and other animals.		While growing cress seeds, they will find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	made from some materials can be changed by squashing, bending, twisting and stretching.	which grow into adults. They will find out about the basic needs of all animals for survival. Focusing on humans, they will learn about the importance of exercise, hygiene and eating the right amounts of different types of food.
	Computing					
	IT around us 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.	**Digital Photography** 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.	**Pictograms** 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.	**Robot algorithms** 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.	**Digital music** 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.	**Programming quizzes** The children will explain that a sequence of commands has a start and an outcome; create a programme using a given design, change the design and create and improve their own design.

	D.T.					
		Mechanisms: Sliders and levers Children will explore and evaluate products that have moving parts, including those with levers and sliders. They will replicate 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.		**Textiles: Templates and joining techniques** 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 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.		**Food: Preparing fruit and vegetables** Linked to their healthy eating topic in science, children will develop their understanding of a range of fruits then use preferences to design a fruit salad. Using basic hygiene, they will practise food processing skills. After drawing their design, children will evaluate their ideas and create their final product.
Humanities	History					
		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	**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			

		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 historical inquiries will enable the children to gain insights into these historical events.	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.			
	Geography					
	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	**History will be covered in this half term**	To include geography: Human features: ports, harbours (cover as part of Shakleton's journey)	**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	**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	

	cardinal compass directions.			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.	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 practices. Making these comparisons allow children to develop a deeper understanding of both countries and appreciate their unique characteristics.	
	RE					
	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	**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	**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	**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	**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	**Weddings** While finding out about weddings, children will consider: - Ways of celebrating (What do people do?) - The story (Who is it all about?) - The community (Whose celebration is this?) - The symbols (Why do they do that?) - The inner meaning (What is it really about?)

	stories connected with them, such as Diwali and Rama-Sita and the 10 Headed Demon Ravana.		most important Commandments: 'Love God' and 'Love your neighbour'.	food together to remember Jesus' last meal with His friends.	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.	They will study weddings in the Christian tradition and Hinduism.
The Arts	Art					
	Kilmorie Art Week 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		**Expressive Painting** 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.		**Be an Architect** Children will explore the 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.	
	Music					
	Instruments of the Orchestra (1)	**Christmas**	**Brightsparks!** Children will take part in a performance of a	**Music And Space** Children will explore the relationship	**Africa** Children will explore music from another	**Safari!** Children will go on a Safari adventure

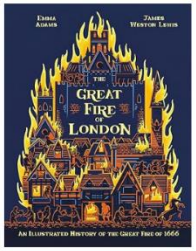
	To explore the instruments of the orchestra and timbre. Children will develop musicianship and perform as part of an ensemble. Students will develop aural skills relating to pitch, rhythm and timbre. They will also explore pieces of music written by famous classical composers and Zones of Regulation 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.	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 story as well as explore Christmas in other cultures.	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. 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.	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 ensemble, explore and play percussion instruments and create sound worlds. Children will also learn about the planets and space.	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 polyrhythm, call and response, cyclic rhythms and playing as an ensemble. Children will also sing songs from across Africa.	through chants, songs, music and dance. They will develop listening and repeating skills as well as develop pitch and rhythmic accuracy. Children will develop confidence and performance skills. They will explore the relationship between music and poetry and explore animals and their natural habitats.
Wellbeing	PHSE					
	Keeping/Staying Safe - Tying Shoelaces 'Tying Shoelaces' looks at how we can prevent accidents that are often caused when	**Relationships: Bullying and Body Language** 'Bullying' looks at how our actions and words can affect others, and it enables children to	**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.	**Feelings and Emotions - Worry** Allows children to identify what they can do and who they can talk to if they feel worried about something.	**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.	**Our World** 'Living in Our World' explores how humans can help take care of living things both inside and outside of the home. 'Working in Our World' looks at

	rushing around **Keeping/Staying Healthy - Healthy Eating & Brushing Teeth** 'Healthy Eating' looks at how we can make healthy food choices and what might happen if we choose to eat too much unhealthy food. Brushing Teeth looks at why we should brush our teeth and the potential consequences of not brushing our teeth often enough. *Zones of Regulation, Kilmorie Rules and Kilmorie Qualities*	explore kind and positive behaviours. 'Body Language' looks at recognising how other people may be feeling and allows children explore different ways we can express our emotions. .	'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.	**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. **RSHE** Differences Male & Female We will introduce the concept of gender stereotypes – that some people have fixed ideas about what boys and girls can do, identify physical differences between males and females and understand how this is part of the lifecycle.	**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. **RSHE** Identify, name and label the basic parts of the human body.	why humans need money and the ways in which money can be used and received. **Hazard Watch Is it safe to eat or drink?** Identifying what items may be safe or unsafe to eat or drink. **Is it safe to play with?** Identifying what items may be safe or unsafe to play with.
	PE (Outdoor/Indoor)					
	Gymnastics – floorwork Children will make different shapes using different body parts. They will use basic travel movements, focusing on low,	**Dance** 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.	**Yoga** 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	**Boccia** Children will learn and develop different throwing techniques used in Boccia (roll, underarm and overarm). They will develop accuracy by aiming at different	**Gymnastics – apparatus** Children will continue to develop the skills taught in Autumn 1 and apply them to apparatus through various gymnastic challenges. They will perform a	**Fitness** Children will develop their fitness by balancing in exercises, while static and when moving, and by building control when performing a

	middle and high. They will learn balances using their core muscle strength. They will learn a variety of rolls and jumps.	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	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.	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 Paralympic games and inclusivity.	sequence (roll, jump and balance) on apparatus - moving on and off the different apparatus with a strong body and control.	variety of movements. They will be co-ordinating their body whilst beginning to move at different speeds during various exercises. They will begin to understand what is happening to the body when exercising and learn how to feel a pulse.
	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.	**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.	**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	**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.	**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.	**Multi-skills** Children will learn the ABC (agility, balance and co-ordination) rule in Multi skills. This will be done through a range of activities and a variety of small group or whole class games. They will learn how to balance on and off equipment; learn to change direction when moving, with safety, and whilst also moving quickly (agility) including

	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.		onto bowling a ball underarm.			how to control moving with equipment. The children will also understand how to pass an object to a target.
	MFL					

Languages	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 balancait', '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.	'Bonjour mes amis' routine. Children will hear stories and learn songs this term foused on the weather and holidays (e.g. Il pleut, il pleut, Bergère). They will start to look at some sentence level games, in preparation for Year 3.
	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 devasting 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 Children will write in first person and use	**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 To order their writing they will use time	**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 Inform** **Texts:** *Vegetable Glue by Susan Chandler* *Leaflet on how to stay healthy* **Writing Outcome:** *Leaflet on how to stay healthy *Create a video clip on how to make a fruit salad and why fruits are good for us (DT link) Children will use apostrophes for contraction and use subordinating conjunctions. They will learn how to group related ideas and facts into sections and, use subheading and diagrams

		the past and present tense correctly and consistently. They will learn to punctuate writing correctly using capital letters and full stops.		adverbials e.g. Firstly, Next, including imperative verbs to give clear instructions.		

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.