



Curriculum Summary 2019-20  
Year 2



Strand	Subject	Aims and Purpose / Intent	Content Summary
English	English	<ul style="list-style-type: none"> <li>• <b>To understand</b> listening, speaking, reading and writing techniques for a wide range of purposes, including the communication of their ideas, views and feelings</li> <li>• <b>To experience</b> a rich and diverse English curriculum which promotes a love of reading and writing</li> <li>• <b>To develop</b> high standards of language and literacy by equipping themselves with a strong command of the spoken and written word and to develop their love of literature through widespread reading for enjoyment.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily guided reading</li> <li>• Daily phonics/spelling, punctuation and grammar lesson</li> <li>• Weekly spelling test</li> <li>• Talk for Writing with fictional, non-fictional and instructional foci including:               <ul style="list-style-type: none"> <li>– stories with familiar settings,</li> <li>– traditional stories</li> <li>– instructions</li> <li>– poetry</li> <li>– different stories by the same author</li> <li>– recounts</li> <li>– information texts</li> <li>– non-chronological reports</li> </ul> </li> </ul>
Technology, Enterprise & Sport	Computing	<ul style="list-style-type: none"> <li>• <b>To understand</b> how to organise, store, retrieve &amp; manipulate data uses of IT outside of school and the use of algorithms.</li> <li>• <b>To experience</b> using technology purposefully to create, organise, store, manipulate and retrieve data and digital content in the context of using a computer program to recreate an artistic style.</li> <li>• <b>To develop</b> their skills of writing and testing simple programs and using logical reasoning to make predictions. To be able to create and debug simple programs.</li> </ul>	<ul style="list-style-type: none"> <li>• Computer Art</li> <li>• Presentational Skills</li> <li>• Preparing for Turtle Logo</li> <li>• Programming Turtle Logo and Scratch</li> <li>• Using and Applying the Internet</li> </ul>
	DT	<ul style="list-style-type: none"> <li>• <b>To understand</b> the process of designing and making, through a variety of creative and practical activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Puppets</li> <li>• Vehicles</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>To experience</b> generating, developing, modelling and communicating their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> <li>• <b>To develop</b> the necessary skills to use a range of tools and equipment to perform practical tasks for example, cutting, shaping, joining and finishing. To develop their evaluative skills by evaluating their ideas and products against design criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Perfect Pizzas</li> </ul>
	<b>PE &amp; Games</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> that participating in sport supports their health and fitness.</li> <li>• <b>To experience</b> opportunities to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</li> <li>• <b>To develop</b> fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Games: development of skills for sports: hockey, football, basketball, cricket and tennis</li> <li>• Gymnastics: travel using different movements in different directions and speeds for floor and apparatus work</li> </ul>
<b>Science</b>	<b>Science</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> the uses and implications of science, today and for the future through the use of scientific knowledge</li> <li>• <b>To experience</b> the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them</li> <li>• <b>To develop</b> scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics</li> </ul>	<p><b>Biology</b></p> <ul style="list-style-type: none"> <li>• Living in Habitats</li> <li>• Growing plants</li> <li>• Growth and Survival</li> <li>• Secret World of Plants</li> </ul> <p><b>Chemistry</b></p> <ul style="list-style-type: none"> <li>• Exploring Everyday Materials</li> <li>• Super Scientists</li> </ul>

Expressive Arts	<b>Art</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> how art and design reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> <li>• <b>To experience</b> opportunities to explore their ideas and record their experiences through equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.</li> <li>• <b>To develop</b> drawing, painting, sculpture and other art, craft and design techniques. To develop the skills to evaluate and analyse creative works using the language of art, craft and design.</li> </ul>	<ul style="list-style-type: none"> <li>• Self portrait</li> <li>• Super Sculptures</li> <li>• Giuseppe Arcimboldo</li> </ul>
	<b>Music</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> that music is a universal language that embodies one of the highest forms of creativity. To understand and explore how music is created, produced and communicated.</li> <li>• <b>To experience</b> a high quality music curriculum that engages and inspires them to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. To have opportunities to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.</li> <li>• <b>To develop</b> a critical engagement with music, allowing them to compose, and to listen with discrimination music.</li> </ul>	<p>Pupils follow Charanga scheme which includes:</p> <ul style="list-style-type: none"> <li>• Understanding of pulse and rhythm through movement and games</li> <li>• Exploring different musical instruments</li> <li>• Singing – developing intonation and sounds</li> <li>• Composition and different ways music can be written down</li> </ul>
Maths	<b>Maths</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> the fundamentals of mathematics, including increasingly complex problems, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.</li> </ul>	<p>Maths Mastery:</p> <ul style="list-style-type: none"> <li>• Number within 100</li> <li>• Addition and subtraction of 2-digit numbers</li> <li>• Addition and subtraction word problems</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>To experience</b> reasoning mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.</li> <li>• <b>To develop</b> problem solving skills by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.</li> </ul>	<ul style="list-style-type: none"> <li>• Measures: length</li> <li>• Graphs</li> <li>• Multiplication and division 2, 5 and 10</li> <li>• Fractions</li> <li>• Time</li> <li>• Addition and subtraction of 2-digit numbers (regrouping and adjusting)</li> <li>• Money</li> <li>• Faces, shapes and patterns; lines and turns</li> <li>• Number within 1000</li> <li>• Measures: capacity and volume</li> <li>• Measures: mass</li> <li>• Exploring calculation strategies</li> <li>• Multiplication and division (3x and 4x tables)</li> </ul>
<p>Languages</p>	<p>Spanish</p>	<ul style="list-style-type: none"> <li>• <b>To understand</b> and respond to spoken and written language.</li> <li>• <b>To experience</b> speaking with increasing confidence and fluency and finding ways of communicating what they want to say, including through discussion and asking questions.</li> <li>• <b>To develop</b> accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils have an early introduction to Spanish through songs, games and stories.</li> <li>• A multisensory, kinaesthetic approach is used to teach basic vocabulary and syntactical structures. Special emphasis is placed upon speaking and listening activities.</li> <li>• This provides a foundation for future language learning in KS2 and helps pupils to develop an awareness of language and intercultural understanding.</li> </ul>
<p>Humanities</p>	<p>Geography</p>	<ul style="list-style-type: none"> <li>• <b>To understand</b> their place in the world, starting from their local environment and to understand basic subject-specific vocabulary relating to human and physical geography.</li> <li>• <b>To experience</b> using first-hand observation, to enhance their locational awareness.</li> <li>• <b>To develop</b> a sense of place through developing knowledge about the world, the United Kingdom and their locality.</li> </ul>	<ul style="list-style-type: none"> <li>• Map makers</li> <li>• Let's go to the Arctic</li> <li>• Where do I live?</li> </ul>



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	<b>History</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> some of the ways in which we find out about the past and identify different ways in which it is represented.</li> <li>• <b>To experience</b> a high-quality history curriculum which inspires pupils' curiosity to know more about the past.</li> <li>• <b>To develop</b> an understanding of key features of events through asking and answering questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li> </ul>	<ul style="list-style-type: none"> <li>• Remembrance/ Who are our local heroes?</li> <li>• Great Fire of London</li> <li>• Famous people in the past – eg. Noel Chavasse, Guy Fawkes</li> <li>• Great Explorers</li> </ul>
	<b>RS</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> more about their own spiritual tradition and that of others, to understand the spiritual roots of the College and its founders.</li> <li>• <b>To experience</b> Christian worship, in line with the founding aims of the College.</li> <li>• <b>To develop</b> as critical thinkers as they reflect on their place in the world, philosophical questions of human existence, and Christian answers to those questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Myself and my family.</li> <li>• Celebrations including Remembrance, Eid, Sukkot, Divali, Christingle.</li> <li>• Stories; Jewish, Christian and Muslim.</li> <li>• Leaders and teachers in Judaism, Christianity and Islam.</li> <li>• Belonging: places of worship in Judaism, Christianity and Islam.</li> <li>• Beliefs: Special books in Judaism, Christianity and Islam.</li> </ul>



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Games & Competitions	<ul style="list-style-type: none"> <li>• <b>To understand</b> how teamwork and competition in a variety of settings and fields develops character and skills and how competitions can lead to improvement and excellence.</li> <li>• <b>To experience</b> competing individually and as a team and winning and losing gracefully.</li> <li>• <b>To develop</b> resilience, teamwork skills, good sportsmanship and appreciation for the dedication required to win.</li> </ul>	<ul style="list-style-type: none"> <li>• Through PE lessons – competitive sports (Netball, hockey, rugby, football, tennis, rounders, cricket, athletics)</li> <li>• Sports' Day</li> <li>• Through clubs such as tennis, futsal, football and dance.</li> </ul>

<p><b>Artistic Expression</b></p>	<ul style="list-style-type: none"> <li>• <b>To understand</b> how creativity and the arts enrich their lives and our works.</li> <li>• <b>To experience</b> a variety of creative and artistic expression both as a participant and audience.</li> <li>• <b>To develop</b> the confidence and skills to create and engage in creative expression both individually and as a part of a group.</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Art/DT and music lessons</li> <li>• Class assemblies,</li> <li>• Visits to art galleries, Philharmonic Hall music concerts</li> </ul>
<p><b>Spiritual Formation</b></p>	<ul style="list-style-type: none"> <li>• <b>To understand</b> more about their own spiritual tradition and that of others, to understand the spiritual roots of the College and its founders.</li> <li>• <b>To experience</b> Christian worship, in line with the founding aims of the College.</li> <li>• <b>To develop</b> as critical thinkers as they reflect on their place in the world, philosophical questions of human existence, and Christian answers to those questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils attend assemblies led by the college chaplain with a Christian theme. Children attend the Anglican Cathedral on Founders Day. They also attend services in the chapel such as Harvest, Christmas and Easter</li> <li>• Class participation in Chapel service</li> <li>• Children visit Bridge Chapel to find out more about the Christmas story.</li> </ul>
<p><b>PSHE</b></p>	<ul style="list-style-type: none"> <li>• <b>To understand</b> the critical opportunities and challenges which will keep them safe and healthy and prepare them for fulfilling lives.</li> <li>• <b>To experience</b> interactions, meetings, discussions, and events which will prepare them to identify and manage opportunities and challenges that lead to healthy, safe and fulfilling lives.</li> <li>• <b>To develop</b> skills to author their own lives as citizens and members of a community and to make good decisions about their safety, mental and physical health and wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>• Being in my world</li> <li>• Celebrating differences</li> <li>• Dreams and Goals</li> <li>• Healthy Me</li> <li>• Relationships</li> <li>• Changing me</li> </ul> <p>We additionally teach PSHE lessons that are responsive to the needs of the children in the class during the year. This can include topics like bullying as we feel it is important to address these issues in a timely manner.</p> <p>Assemblies are based around these themes or relevant PSHE issues as they arise e.g. Safer Internet Day</p>
<p><b>Careers &amp; STEM</b></p>	<ul style="list-style-type: none"> <li>• <b>To understand</b> the world of work and the skills needed to succeed in it and the way in which entrepreneurs generate wealth and opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Tips on becoming a professional Author</li> <li>• Trip to Liverpool Philharmonic to see the Orchestra</li> <li>• Architecture talk</li> </ul>



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	<ul style="list-style-type: none"> <li>• <b>To understand</b> their own aptitudes and interests and how they can be developed and how they might be used in the world of work and the specific contribution STEM makes to our society and its economic flourishing.</li> <li>• <b>To experience</b> individual and independent careers advice and guidance and self-assessment and reflection about aptitude and interests.</li> <li>• <b>To experience</b> interactions with a wide variety of people and institutions form the world of work and making a clear plan which relates current efforts in school to possible future outcomes.</li> <li>• <b>To develop</b> ambitions and high expectations for their future, a positive attitude to the relevance of their current studies and a range of career management, enterprise and employability skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Children’s Author and Poet- Professional life</li> <li>• Talks from parents/visitors about their roles</li> </ul>
<p>Charity &amp; Service</p>	<ul style="list-style-type: none"> <li>• <b>To understand</b> servant leadership and the moral imperative to serve and share.</li> <li>• <b>To experience</b> serving others in settings in and outside the school and promoting a better and more just society through service and charity.</li> <li>• <b>To experience</b> sharing what we have and what we can do with those who are in need.</li> <li>• <b>To develop</b> an attitude of gratitude and a commitment to service and charity.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils take an active part in learning about a variety of charities throughout the year. This includes activities within the classroom and during assembly. They attend assemblies, some of which are based on these charities, sometimes with a guest speaker.</li> <li>• Pupils are encouraged to contribute to the following charities: Jeans for Genes, Harvest- Foodbank, Radio City- Toy Appeal-Christmas</li> <li>• One main Charity (local) chosen each year linked to a specific issue or a children’s charity-eg NSPCC, Alder Hey, Women’s Hospital</li> </ul>
<p>Leadership Education</p>	<ul style="list-style-type: none"> <li>• <b>To understand</b> what leadership is and what it requires and how leaders develop.</li> <li>• <b>To experience</b> challenges and activities which require leadership and in which they build resilience and accept responsibility for themselves and for others.</li> </ul>	<ul style="list-style-type: none"> <li>• Children are given responsibilities within class eg line leader.</li> <li>• They develop confidence taking part in class assemblies and Sports Day.</li> <li>• They are given roles and responsibilities such as librarian, buddy, monitor, school council or House Captain</li> <li>• Archbishop of York Young Leaders Programme</li> </ul>



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|  | <ul style="list-style-type: none"><li>• <b>To develop</b> resilience and the confidence and skills to lead effectively.</li></ul> |  |
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