

Year 2 Creative Curriculum Overview

An Introduction to Year 2

In Year 2 we have a highly creative curriculum, which draws together many of the aspects of the overall curriculum into a series of exciting topics covered each term. The topics are designed to engage and motivate the children in their own learning. As the children progress through the topics they are able to build on and develop a diverse and important range of skills. The research and presentation elements of the topics ensure that the children develop not only knowledge and understanding but develop skills in thinking creatively and independently, linking and applying learning to new situations, building excellent communication skills, and developing confidence in their own abilities.

During Year 2, children will gain essential knowledge and skills from many different subject areas. These include: Literacy, Mathematics, History, Geography, Science, French, ICT, Drama, Music, Art and Design Technology.

Literacy

By the end of the year it is our aim that the children will:

Speaking and Listening

- When engaging with others in class know how to listen, respond appropriately and ask relevant questions.
- Show an understanding of what they listen to by responding to and asking different kinds of questions.
- Explain ideas clearly and concisely using relevant and imaginative vocabulary.
- Tell real and imagined stories using the conventions of familiar story language.
- Develop confidence to speak in front of an audience.

Writing

- Write independently both factually and imaginatively demonstrating an ability to order and link sentences.
- Use appropriate punctuation in their writing including full stops, capital letters, commas, question marks and exclamation marks.
- Make adventurous word and language choices that fit with the purpose and style of the writing.
- Applying the elements which writers use to create different types of texts with increasingly complex ideas, structures and vocabulary.

Reading & Book Studies

- Take part in daily Guided Reading sessions, developing skills in comprehension, understanding of different types and styles of texts and building up an enjoyment of reading.
- Tackle unknown words during reading using a variety of strategies including, sight vocabulary, phonics, visual and contextual clues.
- Read independently with increasing fluidity, selecting texts that challenge and interest them.

Phonics & Spelling

- Using weekly spellings and once a week test to spell with increasing accuracy and confidence, drawing on knowledge of phonics and spelling patterns.
- Use word books and dictionaries to help with spelling tricky or unfamiliar words.

Handwriting

- Form and use the four basic handwriting joins correctly and consistently.
- Present writing legibly, using upper and lower case letters appropriately within words, and observing correct spacing within and between words.

Literacy Scheme of Work

- Nelson Handwriting
- Guided Reading
- Oxford Reading Tree
- Letters and Sounds

Assessment in Literacy is a continuous process through:

- Teachers making ongoing informal assessments of children's work through regular discussions with the child, marking of work and observing children working on literacy tasks.
- Each term teachers update individual children's targets to monitor and evaluate progress.
- Formal assessments are carried out each term using Rising Star Assessment for English.

Children's progress in Literacy is reported to the parents via:

- Autumn, Spring and Summer Term Parent Consultations during which progress in literacy is outlined in a Pupil Profile and discussed individually.
- Two short term reports (Autumn and Spring) and an end of year individual report detail the child's progress and achievement in Literacy, suggesting if appropriate any areas needing reinforcement.

Numeracy

By the end of Year 2 we aim for the majority of children to be able to:

Numbers and the number system

- Read and write two-digit and three-digit numbers in figures and words; describe and extend number sequences and recognise odd and even numbers
- Count up to 100 objects by grouping them and counting in tens, fives or twos; explain what each digit in a two-digit number represents, including numbers where 0 is a place holder; partition two-digit numbers in different ways, including into multiples of 10 and 1
- Order two-digit numbers and position them on a number line; use the greater than (>) and less than (<) signs
- Estimate a number of objects; round two-digit numbers to the nearest 10
- Find one half, one quarter and three quarters of shapes and sets of objects

Calculating

- Add or subtract mentally a one-digit number or a multiple of 10 to or from any two-digit number; use practical and informal written methods to add and subtract two-digit numbers

- Understand that subtraction is the inverse of addition and vice versa; use this to derive and record related addition and subtraction number sentences
- Represent repeated addition and arrays as multiplication, and sharing and repeated subtraction (grouping) as division; use practical and informal written methods and related vocabulary to support multiplication and division, including calculations with remainders
- Use the symbols +, -, ×, ÷ and = to record and interpret number sentences involving all four operations; calculate the value of an unknown in a number sentence (e.g. $\square \div 2 = 6$, $30 - \square = 24$)

Using and applying mathematics

- Solve problems involving addition, subtraction, multiplication or division in contexts of numbers, measures or pounds and pence
- Identify and record the information or calculation needed to solve a puzzle or problem; carry out the steps or calculations and check the solution in the context of the problem
- Follow a line of enquiry; answer questions by choosing and using suitable equipment and selecting, organising and presenting information in lists, tables and simple diagrams
- Describe patterns and relationships involving numbers or shapes, make predictions and test these with examples
- Present solutions to puzzles and problems in an organised way; explain decisions, methods and results in pictorial, spoken or written form, using mathematical language and number sentences

Shape, space and measures

- Visualise common 2-D shapes and 3-D solids; identify shapes from pictures of them in different positions and orientations; sort, make and describe shapes, referring to their properties
- Identify reflective symmetry in patterns and 2-D shapes and draw lines of symmetry in shapes
- Follow and give instructions involving position, direction and movement
- Recognise and use whole, half and quarter turns, both clockwise and anticlockwise; know that a right angle represents a quarter turn
- Estimate, compare and measure lengths, weights and capacities, choosing and using standard units (m, cm, kg, litre) and suitable measuring instruments
- Read the numbered divisions on a scale, and interpret the divisions between them (e.g. on a scale from 0 to 25 with intervals of 1 shown but only the divisions 0, 5, 10, 15 and 20 numbered); use a ruler to draw and measure lines to the nearest centimetre
- Use units of time (seconds, minutes, hours, days) and know the relationships between them; read the time to the quarter hour; identify time intervals, including those that cross the hour

Handling data

- Answer a question by collecting and recording data in lists and tables; represent the data as block graphs or pictograms to show results; use ICT to organise and present data
- Use lists, tables and diagrams to sort objects; explain choices using appropriate language, including 'not'

Mathematics Scheme of Work

- Abacus

Assessment in Mathematics is a continuous process through:

Teachers making ongoing informal assessments of children's work through regular discussions with the child, marking of work and observing children working on mathematical tasks.

- Each term teachers update children's individual target trackers to update and monitor children's progress.
- Formal assessments (Rising Stars Mathematics Assessment Tests) are used by all Year Groups as assessment tools during the assessment week each term.

The Children's progress in Mathematics is reported to the parents via:

- Autumn, Spring and Summer Term Parents' Evenings during which progress in mathematics is outlined in a Pupil Profile and discussed individually.
- The short end of term individual reports (Autumn and Spring) and the long end of year report detail the child's progress and achievement in Mathematics, suggesting if appropriate any areas needing reinforcement.

The Creative Curriculum Areas of Study

Children's learning needs to keep pace with our rapidly changing world. Our Creative Curriculum is a carefully planned, thematic approach to teaching and learning designed to support children's natural curiosity and stimulate their creativity. The Creative Curriculum integrates all subject areas of the National Curriculum, including ICT, DT, Art, Science, History and Geography, but does so in a unique way that offers children the opportunity to work in depth, giving them the time they need to reflect, consolidate and transfer their learning. There is a strong emphasis on children's personal development, including the development of learning and thinking skills, and personal, social and emotional skills.

Over the course of the year, children in Year 2 will learn about:

Autumn Terms:

Famous London Disasters

A historical journey back through time uncovering significant disasters such as: The Gun Powder Plot, The Great Fire of London and The Black Death.

Modern Masters

Studying & learning the artistic style and techniques of: Salvador Dalí and Henri Matisse.

Spring Terms:

To Catch a Dream - A study of the Native American Indians

A historical and geographical journey into the culture & way of life of the Native American Indian and how it compared to life in the UK during the same period.

Summer Terms:

A World of Contrasts

A geographical journey into the vast landscapes our world has to offer, from rainforests to deserts to the arctic and how life/animals are able to adapt

Innovation & Inventions - "Trains"

A practical and hands on investigation into the world of engineering, looking at Railway construction and design.

Specialist Curriculum Areas:

Physical Education:

This is the first year children learn to swim alongside their dance and gymnastics programmes, using greater variety and developing gross and fine motor skills. Children explore different types of ball sports and skills, adapting their previously learned skills to more sport specific movements. Teamwork and positional play is introduced and inter school matches begin here. The summer term introduces tennis, improves athletic skills/physical development and game play using modified team activities.

Music:

Drama:

French:

Children in Year 2 have 2x 30 minute French Lessons each week. Throughout the year, children will learn to speak (in French): Colours, counting numbers up to 30, names of family members, words for the different parts of the human body, clothing, along with basic phrases to use at a restaurant.

Excursions & Further Experiences

- Trip to the Museum of London.
- Trip to the local fire station.
- Trip to an art gallery.
- Trip to Natural History Museum.
- Think Week.
- World Maths Day.
- Enrichment Week.
- Science Day.
- World Book Day.
- Weekly sports in Hurlingham Park.
- Weekly swimming lessons (Autumn and Summer term).

Assessment & Reporting to Parents

- Assessment is an ongoing process, which begins with the sharing of learning intentions and success criteria with the children. Children gain a sense of achievement by developing targets that are both challenging and realistic.
 - Feedback is ongoing discussing with the children what they have learned and about how well and how much they have learned. This feedback then helps to develop the next steps in their learning.
 - Formal assessment takes place during an assessment week once every term.
 - Autumn, Spring and Summer Term Parents' Evenings during which progress in all curricular areas are outlined in a Pupil Profile and discussed individually.
 - The short end of term individual reports (Autumn and Spring) and the long end of year report detail the child's progress and achievement in all curricular areas, suggesting if appropriate any areas needing reinforcement.
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