



| Year 2 | Autumn 1 8 Weeks | | Autumn 2 7 Weeks | | Spring 1 5 Weeks | | Spring 2 5 Weeks | | Summer 1 7 Weeks | | Summer 2 7 Weeks | |
|------------------------|-------------------------------------|---------------------------------|--|----------------------------------|-----------------------------------|-------------------------------|---|----------------------------|--|-----------------------------|---|--|
| Topic | Pirates and Explorers | | Wild Britain | | Once Upon a Place | | Brilliant Bedworth | | Rainforest | | Marvellous Medicine | |
| Focus | Geography & History | | Science | | Literacy Story Maps | | History | | Geography | | Science | |
| Key Texts | | | | | | | | | | | | |
| Significant Authors | September Julia Donaldson | October Emily Gravett | November Oliver Jeffers | December Joseph Coelho | January Ken Wilson Max | February Caryl Hart | March Mick Inkpen | April Eric Carle | May Allan Ahlberg | June Benji Davies | July Bethan Woolvin | |
| Key Events Experiences | Talk Like a Pirate Day | | Owl Experience Gunpowder Plot Ryton Pools WWT Trip | | Internet Safety Day Poetry Day | | Our Town History - museum Church Visit Inspirational Women Day | | Zoo / Botanical Gardens Trip Reading Week | | End of Year Performance Inspirational Men Day Health and Well-Being Week Transition Week | |
| School Values | Respect | | Honesty | | Perseverance and Pride | | Caring | | Fairness and Equality | | Teamwork | |



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| Writing | Texts | The Search for the Arctic Jellyfish- Chloe Savage | The Great Explorer- Chris Judge | A Mouse Called Julian- Joe Todd Stanton | The Owl Who was Afraid of the Dark- Jill Tomlinson I Love Winter poem | Into the Forest- Anthony Browne | Little Red- Bethan Woolvin | Look Up- Nathan Bryon | The Suitcase- Chris Naylor- Ballesteros | The Great Kapok Tree- Lynne Cherry Poems from different cultures | Quiet- Tom Percival | The Great George's Marvellous Medicine- Roald Dahl | Florence Nightingale - Little People, Big Dreams |
| | Purpose | Instruct | Narrate | Narrate | Narrate Describe | Instruct | Narrate | Inform | Reflect | Inform Describe | Persuade | Narrate | Narrate |
| | Audience | Explorers (class) | Other explorers (class) | For another character | Year 1 | Reception | Parents | Parents/com munity | Myself | Year 1 | Head teacher | Reception | Person |
| | Form | Explorer guide | Journal of explorations | Letter | Illustrated story Poetry- repeating patterns | Guidebook- How to survive in Fairytale Land | Twisted Tale | Invite to an event | Diary (in role) | Non-fiction Poems from different cultures | Letter | Story | Biography of person in their life |
| | Grammar | Punctuation Different types of sentences | Adjectives Past tense- ed Homophones (GR) | Conjunctions- <i>but, because</i> Sentence openers | Past tense- rules Suffixes- ful, less Conjunction sco- ordinate | Adverbs Suffixes- ly Compound words (GR) | Punctuation Adjectives- expanded noun phrases Commas in a list | Suffixes- er, est Adjectives Contraction s | Conjunctions- subordinate Apostrophes | Adjective- expanded noun phrases Conjunctions- range Commas | Suffixes- ment, ness Past tense verbs- past/present prog | Conjunctions- range Speech | Conjunctions- range Conjunction |
| Read in a | Phonics and decoding | <ul style="list-style-type: none"> * Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. * Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. * Read words containing common suffixes read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. | | | | | | | | | | | |



Race Leys Infant School
Year 2 Curriculum Updated September 2024



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| Read Write Inc groups | RWI differentiated groups <i>ARE= Blue group (end of Autumn 1)</i> <i>ARE= Grey (end of Autumn 2)</i> <i>Set 1, 2 and 3 sounds</i> | | RWI differentiated groups <i>ARE= Grey (end of Spring 1)</i> <i>ARE= Comprehension (end of Spring 2)</i> <i>Set 1, 2 and 3 sounds</i> | | RWI differentiated groups <i>ARE= Comprehension (end of Summer 1 & 2)</i> <i>Set 1, 2 and 3 sounds</i> | | |
| Termly Phonics | Read accurately words of two syllables that contain the same graphemes as above | | Read accurately words of two or more syllables that contain the same graphemes as above | | Read accurately words of two or more syllables that contain the same graphemes as above | | |
| Common exception words | * Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. | | | | | | |
| Fluency | * Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation * Re-read these books to build up their fluency and confidence in word reading. * Read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age- appropriate texts. | | | | | | |
| Understanding and checking inaccuracies | * Check that the text makes sense to them as they read and correcting inaccurate reading * Understand both the books that they can already read accurately and fluently and those that they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher. | | | | | | |
| 1a Vocabulary | Discuss word meaning making links to a wider range of known words. | | Discuss word meaning making links to a wider range of known words. Discuss their favourite words and phrases, with support from the teacher. | | Recognise simple recurring literary language in stories and poetry. Discuss and clarify the meanings of words, linking new meanings to known vocabulary. Discuss their favourite words and phrases. | | |
| 1b Retrieval | Retrieve a wider range of information with teacher support. Answer questions about a text. | | Ask and answer questions, with teacher support. Retrieve information from a text, starting to explain where they have found the answer. | | Explain what has happened so far in what they have read. Retrieve information from a text, explaining where they have found the answer. Ask and answer questions | | |
| 1c Sequencing | Sequence events from a story. | | Sequence events from a story, justifying their reasoning. | | Discuss the sequence of events in books and how items of information are related. | | |
| 1d Inferences | With support from the teacher, make inferences on the basis of what is being said and done. | | Make some inferences on the basis of what is being said and done | | Make some inferences on the basis of what is being said and done | | |
| 1e Prediction | Predict what might happen on the basis of what has been read so far | | Predict what might happen on the basis of what has been read so far. | | Make a plausible prediction about what might happen on the basis of what has been read so far. (GD) | | |
| Poetry and Performance | * Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. | | | | | | |



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| Comparing, Contrasting and Commenting | | <ul style="list-style-type: none"> * Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say * Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. * Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. * Develop pleasure in reading, motivation to read, vocabulary and understanding * Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. | | | | | | | | | | | |
| Non-fiction | | Being introduced to non-fiction books that are structured in different ways. | | | | | | | | | | | |
| Maths We will follow the White Rose Maths (Version 3.0) We will also be using the Mastering Number programme to improve fluency and facts at our fingertips. | | Exploring Numbers to 20, counting (1/2 Weeks) | Place Value (4 Weeks) | Addition and Subtraction (5 Weeks) | Shape (3 Weeks) | Money (2 Weeks) | Multiplication and Division (5 Weeks) | Length and Height (2 Weeks) | Mass, Capacity and Temperature (3 Weeks) | Fractions (3 Weeks) | Time (3 Weeks) | Statistics (2 Weeks) | Position and Direction (2 Weeks) |
| PSHCE | | Being me in my world I can explore hopes and fears for the year. I understand my rights and responsibilities. I understand rewards and consequences. I can help create and maintain a safe and fair | Celebrating Difference I can understand and challenge assumptions and stereotypes about gender. I can understand bullying. I can stand up for myself and others. I can make new friends. I can understand | Dreams and Goals I can achieve realistic goals and show perseverance. I can learn my own strengths and how to learn with others co-operatively. I can contribute to and share successes. | Relationships I can explain the different types of family. I can understand physical contact boundaries. I can understand different friendships and how to resolve conflict. I | Healthy Me I am exploring self-motivation. I can make healthier choices. I can understand relaxation. I can understand the benefit of healthy eating, nutrition, | Changing Bodies I can explore life cycles in nature. I understand how things grow from young to old. I understand the differences in female and male bodies (using correct terminology). I can work | | | | | | |



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| | learning environment. I can value contributions. I can understand choices. I can recognise feelings. | gender diversity and will celebrate difference and remaining friends. | Protective Behaviour I will discover and explore what our rights are. I will learn what my Early warning signs are. I will understand the importance of personal space. I will learn about my Network hand – recognising people I can go to if I feel unsafe. | understand the idea of trust and appreciation and the purpose of secrets. I can express appreciation for special relationships. | healthier snacks and sharing food. | with increasing independence and assertiveness. I can help to prepare for transition. |
| Using PATHS throughout the year | I can learn about self-control and anger management. I can practice calm and relaxation. I can show problem solving skills. | | | | | |
| Science Knowledge | Use of Everyday Materials I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses I can find out how the shapes of solid objects made from some materials can be | Living things and their habitats I can explore and compare the differences between things that are living, dead, and things that have never been alive. I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, | Living things and their habitats I can identify and name a variety of plants and animals in their habitats, including micro-habitats. I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, identify and name different sources of food. | Investigative Science I can share what I have learnt about famous scientists and how they have helped the world. (e.g. Louis Pasteur and Tim Schmidt) | Plants I can observe and describe how seeds and bulbs grow into mature plants. I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. | Animals including Humans I can describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. I can notice that animals, including humans have offspring which grow into adults. |



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| | changed by squashing, bending, twisting and stretching | and how they depend on each other. Animals including Humans I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air) | | | | |
| School Context Bringing Learning to Life in Science | Children to compare the uses of everyday materials in and around the school with materials found in other places. | Interview community members (parents, family members) about looking after a baby and/or a pet. Children to set up bird boxes, hedgehog homes and bug hotels in the school grounds. | Children to explore the school environment and care for the animals and insects within our environment. | Children observe plants and the conditions they are growing in around the school grounds, including in the garden, pond area and story circle. Planting and caring for the plants in the school grounds. | Looking at school lunches to decide what food groups are most on offer. | |
| Science Skills Asks simple questions and recognises that they can be answered in different ways. Observes closely, using simple equipment. Performs simple tests. Can identify and classify. | I can classify and sort materials by their properties e.g. manmade, natural. I can investigate and observe what happens to different materials during testing and use this to inform explanation of their properties. | I can explore the outside environment regularly to find objects that are living, dead and have never lived. I can sort into living, dead and never lived. I can create simple food chains from information | I can use a food chain to explain what animals eat. I can draw a block graph with a 1:1 scale. I can record appropriately using tables, sorting circles and simple Venn diagrams to help distinguish sets of similar things or organisms. | I can perform simple tests. I can draw pictures/take photos/write simple sentences/complete two column tables/complete tally charts. I can make practical block graphs (e.g. using Lego) or pictograms with a 1:1 | I can make close observations of seeds and bulbs. I can classify seeds and bulbs. I can research and plan when and how to plant a range of seeds and bulbs. | I can investigate the effect of exercise on their bodies. I can classify food in a range of ways, including using the Eatwell guide. I can describe, using diagrams, the life cycle of some animals, including humans, and their growth to adults e.g. by |



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| Uses their observations and ideas to suggest answers to questions. Gathers and records data to help in answering questions. | <p>I can investigate which materials are fit for a purpose e.g. What is the best material for an umbrella / protector for our explorer?</p> <p>I can explain from my observations how materials change when a force is exerted on them by squashing, bending, twisting and stretching.</p> <p>I can investigate the transparency of objects, recording class data in a table and drawing simple conclusions from the findings.</p> <p>I can ask and answer questions about everyday materials.</p> | <p>given e.g. in picture books (Gruffalo etc.).</p> <p>I can classify objects found in the local environment.</p> <p>I can observe animals and plants carefully, drawing and labelling diagrams.</p> <p>I can create simple food chains for a familiar local habitat from first hand observation and research.</p> <p>I can give key features that mean the animal or plant is suited to its microhabitat.</p> <p>I can explain in simple terms why an animal or plant is suited to a habitat.</p> <p>I can ask pet owners questions about how they look after their pet.</p> | <p>I can describe patterns.</p> <p>I can make comparisons to group similar things or organisms together.</p> | <p>scale. I can draw a block graph with a 1:1 scale.</p> <p>I can describe how things or organisms have been sorted. I can describe simple changes and say whether the change was expected if predicted.</p> <p>I can say what I found out and whether it was expected.</p> | <p>I can look after the plants as they grow – weeding, thinning, watering etc.</p> <p>I can make close observations and measurements of their plants growing from seeds and bulbs.</p> <p>I can make comparisons between plants as they grow.</p> <p>I can spot similarities and difference between bulbs and seeds.</p> <p>I can draw and take photos of the changes that I can see.</p> | <p>creating a life cycle book for a younger child.</p> <p>I can observe how animals, including humans, grow.</p> <p>I can collate what they know about looking after a baby/animal by creating a parenting/pet owners' guide.</p> <p>I can investigate washing hands and making comparisons.</p> <p>I can recognise when a simple comparison or test is unfair.</p> <p>I can ask questions and use secondary sources to find out about the life cycles of some animals.</p> <p>I can observe animals growing over a period of time e.g. chicks, caterpillars, a baby.</p> <p>I can ask questions of a parent about how they look after their baby.</p> |



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| History | <p>Significant People Christopher Columbus/Felicity Aston</p> <p>Chronology I can sequence events about the life of a significant person.</p> <p>Range and Depth of historical knowledge I can compare aspects of life for two significant people from two periods of time. I can compare pictures/photos of people in the past. I can recount the life of a significant person, what they did and why they did it. I can identify differences between ways of life at different times.</p> <p>Historical Enquiry I can research the life of a significant person from the past using sources. I can research about a significant event using different sources.</p> | <p>Significant Events Gunpowder Plot Remembrance Day</p> <p>Chronology I can sequence events or artefacts on a timeline, giving reasons for my order. I can begin to understand the term 'Parliament'. I can label and make links between events on a timeline.</p> <p>Range and Depth of historical knowledge I can recognise why an event happened and what happened as a result.</p> <p>Interpretations of History I can compare two versions of a past event.</p> <p>Historical Enquiry I can research about a significant event using different sources.</p> | | <p>Local History Bedworth</p> <p>Range and Depth of historical knowledge I can explain how the school and our local area were different in the past. I can compare pictures/photos of people in the past.</p> | | <p>Significant People Florence Nightingale, Mary Seacole, Edith Carvell</p> <p>Range and Depth of historical knowledge I can identify differences between ways of life at different times. I can compare aspects of life for two or more significant people from two periods of time. I can recount the life of a significant person, what they did and why they did it and what happened as a result.</p> <p>Chronology I can sequence events about the life of a significant person. I can sequence events on a timeline, giving reasons for order.</p> <p>Historical Enquiry I can research the life of a significant person from the past using sources. I can begin to discuss the effectiveness of sources</p> |
| Ongoing History Skills | <p>Chronology I can use phrases to make comparisons such as before I was born, when I was younger, before, after, past, present, then, now, source, significant, artefact.</p> <p>Historical Enquiry I can name at least two different ways I can find out about the past. I can begin to discuss the effectiveness of sources. I can use pictures, stories, newspapers, artefacts, books, videos, documents, internet.</p> | | | | | |



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| Geography | <p>Locational Knowledge I can name and locate the world's continents I can name and locate the world's oceans.</p> <p>Human and Physical Geography I can locate hot and cold places in relation to the Equator and North and South Pole.</p> <p>Geographical Skills and Fieldwork I can use world maps, atlases and globes (including digital mapping Google Earth) to identify continents and oceans.</p> | | | <p>Geographical Skills and Fieldwork I can learn the four points of a compass directions to describe a location of features and routes on a map. I can use simple compass directions to describe a location of features and routes on a map. I can use locational and directional language to describe features and routes on a map. I can devise a simple map, using and constructing basic symbols in a key. I can use developing fieldwork skills to observe, measure and record human and physical features in the local area.</p> | <p>Locational Knowledge I can locate the Amazon on a map. I know the Amazon Rainforest is in the continent of South America. I can identify where rainforests are located in the world.</p> <p>Place Knowledge I can identify physical and human features of the Amazon. I can compare features of Bedworth and the Amazon.</p> <p>Geographical Skills and Fieldwork I can use world maps, atlases and globes (including digital mapping Google Earth) to identify continents and oceans.</p> | |
| D&T | | <p>Textiles Making a Christmas Decoration I know that a 3D textiles product can be assembled from two identical fabric shapes. I know how free-standing structures can be made</p> | <p>Mechanisms – levers and Sliders I know about and can begin to explain the simple working characteristics of materials and components.</p> | | | <p>Cooking and Nutrition I know that food has to be farmed, grown elsewhere or caught. I know that everyone should eat at least five portions of fruit and vegetables every day.</p> |



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| | | <p>stronger, stiffer and more stable by joining, folding or rolling.</p> <p>I can show how to measure out using a template, cut and join textiles to make a simple product.</p> <p>I can use basic sewing techniques such as running stitch</p> <p>I can use appropriate finishing techniques based on own ideas, including those from art and design.</p> <p>I can use the correct technical vocabulary for projects.</p> | <p>I know about the movement of simple mechanisms such as levers and sliders.</p> <p>I can use the correct technical vocabulary for projects.</p> | | | <p>I know how to prepare some simple dishes (salad) safely and hygienically without using a heat source using techniques accurately e.g. cutting, chopping, peeling and grating.</p> <p>I recognise that food ingredients should be combined according to their sensory characteristics beginning to explain why certain foods go well together.</p> <p>I can explain what being hygienic means.</p> <p>I can use finishing techniques effectively (presentation).</p> <p>I can use the correct technical vocabulary for projects.</p> |
| Ongoing D&T Skills | <p>Designing</p> <p>I can use my own ideas by drawing on my own experiences, those of other people and existing products.</p> <p>I can explain what product I am designing and making, saying how it will work and how it will be suitable for the intended user.</p> | | | | | |



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| | <p>I can use simple design criteria. I can describe my ideas by talking, drawing pictures, diagrams and models adding labels and descriptions. I can model ideas by exploring materials, components and construction kits and by making templates and mock-ups. I can use ICT where appropriate to develop and communicate ideas.</p> <p>Making I can select from a range of tools and equipment according to their characteristics, explaining my choices. I can use the correct vocabulary to name and describe the tools and processes. I can follow procedures for safety and hygiene.</p> <p>Evaluating I can evaluate existing projects explaining: what products are, who products are for, what products are for, how products work, how products are used, where products might be used, what materials products are made from, what I like and dislike about products. I can make simple judgements about my products and ideas against design criteria and suggest how my products could be improved.</p> | | | | | |
| Art | <p>Drawing</p> <p>To use different materials for non-structured mark making (coloured pencils, felts, graphite pencils, pastels, charcoal) To record some detail using lines and shading. To apply pressure to tools to achieve tones. To record clearly observable light and dark areas.</p> | | <p>Collage</p> <p>Collage on Safari – Henri Rousseau</p> <p>I can select a range of coloured and textured paper to represent ideas. I can cut smaller and more intricate shapes- turning paper rather than body when cutting. I can draw a simple shape and cut around the lines. I can cut around the corners of basic shapes. I can cut basic shapes without a pre-drawn outline. I can apply glue without waste. I can combine materials to achieve texture</p> | <p>Sculpture</p> <p>I know about the properties of clay. I can use techniques including rolling, cutting, moulding. I can use the 'score and slip' technique to join clay. I can use tools to create pattern, detail and texture</p> | <p>Painting:</p> <p>To create different effects with brushes. To mix primary colours and apply own colours in work.</p> | |



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| <p>Computing We will be using Purple Mash for our learning.</p> | <p>Unit 2.1 – Coding (6) I can understand what an algorithm is. I can create a computer program using an algorithm. I can create a program using a given design. I can understand the collision detection event. I can understand that algorithms follow a sequence. I can design an algorithm that follows a timed sequence. I understand that different objects have different properties. I understand what different events do in code. I understand the function of buttons in a program. I understand and debug simple programs.</p> <p>Unit 2.2 – Online Safety (1) I know how to refine searches using the Search tool. I can use digital technology to share work on Purple Mash to communicate and connect with others locally. I have some knowledge and</p> | <p>Unit 2.2 – Online Safety (2) As above</p> <p>Unit 2.3 – Spreadsheets (4) I can use 2Calculate image, lock, move cell, speak and count tools to make a counting machine. I know how to copy and paste in 2Calculate. I can use the totalling tools. I can use a spreadsheet for money calculations. I can use the 2Calculate equals tool to check calculations. I can use 2Calculate to collect data and produce a graph.</p> <p>Unit 2.4 – Questioning (1) I can learn about data handling tools that can give more information than pictograms. I can use yes/no questions to separate information. I can construct a binary tree to identify items. I can use 2Question (a binary tree database) to answer questions. I can use a database to answer</p> | <p>Keeping Safe Online Using https://www.thinkuknow.co.uk/4_7/ Jessie's stories And exploring parts of Google's Interland</p> | <p>Unit 2.4 – Questioning (4) As before</p> <p>Unit 2.5 – Effective Searching (3) I understand the terminology associated with searching. I can gain a better understanding of searching on the Internet. I can create a leaflet to help someone search for information on the Internet.</p> | <p>Unit 2.6 – Creating Pictures (5) I understand the functions of the 2Paint a Picture tool. I can learn about and recreate the Impressionist style of art (Monet, Degas, Renoir). I can recreate Pointillist art and look at the work of Seurat. I can learn about the work of Piet Mondrian and recreate the style using the lines template. I can learn about the work of William Morris and recreate the style using the patterns template. I can explore surrealism and eCollage.</p> | <p>Unit 2.7 – Making Music (3) I can combine sounds using 2Sequence. I can edit and refine composed music. I can think about how music can be used to express feelings and create tunes which depict feelings. I can upload a sound from a bank of sounds into the Sounds section. I can record and upload environmental sounds into Purple Mash. I can use these sounds to create tunes in 2Sequence.</p> <p>Unit 2.8 – Presenting Ideas (4) I can explore how a story can be presented in different ways. I can make a quiz about a story or class topic. I can make a fact file on a non-fiction topic. I can make a presentation to the class.</p> |



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| | understanding about sharing more globally on the Internet. I can begin to understand Email as a communication tool using 2Respond simulations. I understand how we should talk to others in an online situation. I can open and send simple online communications in the form of email. I understand that information put online leaves a digital footprint or trail. I can identify the steps that can be taken to keep personal data and hardware secure. | more complex search questions. I can use the Search tool to find information. | | | | |
| RE | <p><u>1.1 Who is a Christian and what do they believe?</u> I can retell a story that shows what Christians think about God.</p> <p>I can talk about some simple ideas about Christian beliefs about God and Jesus.</p> <p>I can talk about issues of good and bad, right and</p> | <p><u>1.3 Who is Jewish and what do they believe?</u> I can talk about how the Mezuzah reminds Jewish people about God.</p> <p>I can talk about Shabbat and Hanukah and the significance of these to Jewish people.</p> <p>I can give examples for what Jewish people do at Shabbat and Hanukah.</p> | <p><u>1.3 Who is Jewish and what do they believe?</u> I can ask good questions about Jewish artefacts and explain their significance to Jewish people. (Passover and Seder plate)</p> <p><u>1.8 How should we care for others and the world and why does this matter?</u> I can answer questions like what would it be like</p> | <p><u>1.6 How and why do we celebrate special and sacred times?</u> I can describe the link between a selection of Easter artefacts and the story and celebration of Easter events.</p> <p>I can explain some Christian beliefs about Jesus (Easter)</p> <p>I can visit a church or a mosque and ask good</p> | <p><u>1.4 What can we learn from sacred books?</u> I can recognise that sacred books contain stories which are special to many people and should be treated with respect.</p> <p>I can compare the Jewish and Christian stories of Creation.</p> | <p><u>1.8 How should we care for others and the world and why does this matter?</u> I can retell Bible stories and stories from another faith that about caring for others and the world.</p> <p>I can identify ways that some people make a response to God by caring for others and the world.</p> |



Race Leys Infant School
Year 2 Curriculum Updated September 2024



| Year 2 | Autumn 1 8 Weeks | Autumn 2 7 Weeks | Spring 1 5 Weeks | Spring 2 5 Weeks | Summer 1 7 Weeks | Summer 2 7 Weeks |
|--|--|---|--|---|--|---|
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| | wrong arising from Christian stories. I can ask questions about believing in God and offer ideas of my own (Miracles) | <u>1.1 Who is a Christian and what do they believe?</u> I can retell the story of Christmas and explain why it is important to Christians. | if everyone followed the golden rule/Good Samaritan. I can think about how I should care for others. | questions about what happens there. I can ask appropriate questions of a believer. | I can retell the story of Jonah and explain what it means for Christians. I can talk about issues of right and wrong that arise in sacred stories. I can suggest a meaning for the story of Muhammed and the Black Stone. | I can identify two examples of religious believers caring for people. (Mother Theresa) <u>1.1 Who is a Christian and what do they believe?</u> I can explain what the story David & Goliath means to Christians. |
| Music We will be using Charanga for our learning. | Exploring simple patterns I can notice interesting patterns in music that I hear. I can sing songs as part of a group. I can begin to use simple musical patterns to create music. I can listen and respond to music and say how dynamics are used to give different feelings to music. | Dynamics and Tempo I can learn to sing, listen and respond to different styles of music. I can say how dynamics (loud/soft) and tempo (speed) adds to the music. I am beginning to compose music using a graphics score. I can improvise a rhythm along to a backing track using body sounds or instruments. | Exploring feelings through music I can say how different music makes me feel. I can look at words for songs and say what they might mean. I am beginning to use tuned instruments to play music. I can listen and respond to music using words and movements. | Inventing a musical story I can sing songs in different styles. I am beginning to sing question and answer phrases (taking it in turns). I can use musical vocabulary - tempo (speed) and dynamics (volume) when talking about music. I can play tuned instruments to accompany music. I am beginning to improvise a tune (making up my own). | Music that makes you dance I can create dances for music that I listen to. I am beginning to compose music based on a piece that I have heard. I can listen to music from around the world and begin to recognise different styles. I am beginning to learn what a melody phrase is and draw a simple pattern to represent when the music goes up and down. I can say how music is used to represent an image (eg flying music) I can recognise the sounds of some instruments. | Exploring improvisation I can sing songs in different styles from around the world. I can play a tuned instrument along with a piece of music. I am beginning to challenge myself to play a harder tune. I can improvise patterns using up to 3 notes. I can take lyrics from a song to improvise new lyrics. I can play a tune I have created more than once. |
| Ongoing Music Skills | Use my voice expressively and creatively by singing songs and speaking chants and rhymes. I can listen with concentration and understanding to a range of high-quality live and recorded music across different musical periods and styles. I can perform a song I have learnt. | | | | | |



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|-------------------------------|---|---|--|--|--|--|
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| PE | Coordination Footwork 10 Static Balance One Leg 1 | Dynamic Balance to Agility Jumping and Landing 6 Static Balance Seated 2 | Dynamic Balance On a Line 5 Static Balance Stance 4 | Coordination Ball Skills 9 Counter Balance With a Partner 7 | Agility Ball Chasing 11 Static Balance Floor Work 3 | Coordination Sending and Receiving 8 Agility Reaction / Response 12 |
| PE – Sports Specialist | Dance Yoga Using the book... BARON BAPTISTE with illustrations by Sophie Talon | Tennis | Real Gym Cognitive Balance Travel | Infant Agility Competition NW Active | Hockey Quicksticks | Football |