

## Our Lady of Lourdes – Year 2 Yearly Plan

A dynamic, inclusive school; rooted in its Catholic values and respect for all people;  
a safe place of successful, enjoyable and challenging learning.

### INTENT

1. We look to keep our curriculum inclusive, yet challenging, developing children who are ready for their journey into secondary school.
2. We seek to have the reading of high quality, diverse texts at the core of our curriculum.
3. We look to build the knowledge, confidence, resilience, creativity and adaptability of our children through a curriculum that is balanced and broad, giving all the chance to excel.
4. We keep religious education as a cornerstone of our curriculum as we use the opportunities every day to develop our understanding and love of God.

### Key Drivers of our Curriculum at Our Lady of Lourdes

<b>Life Skills-</b> These broaden a child's possibilities and opportunities. High quality, diverse books and stories will be the main driver for the topics and curriculum. Children will acquire rich vocabulary through a love of books that will enable them to express themselves confidently. The basic skills of <b>reading, writing and mathematics</b> entwined with our curriculum will ensure pupils acquire secure building blocks, which will equip them with essential life skills.	<b>Diversity and Spirituality-</b> These help pupils to be tolerant, respectful and value the difference in others. This will help them understand their role, rights and responsibilities as a citizen in the local and global community.	<b>Aspirations-</b> which encourage pupils to have dreams and aspirations for the future that are inspired by inspiring role models and enriching opportunities.	<b>Growth and Well-Being-</b> which help pupils develop confidence, motivation, self-belief and a strong sense of self-worth. They develop socially and emotionally and are being equipped to become independent thinkers, leaders and to lead by example.
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### Year 2 Curriculum Overview

	Autumn Term	Autumn Term	Spring Term	Spring Term	Summer Term	Summer Term
<b>Key Texts (Yr 5-6) / Topic (Yr R-4 only)</b>						
<b>Why Did we Choose to Teach this Text / Topic Now?</b>	Exploring the concept of togetherness - how starting something new can be a positive experience (i.e. starting in a new year group).	Exploring different cultures and comparing them to our own.	Non-fiction text – diving deeper into the facts around local and global habitats.	Exploring the idea of not everyone is good at the same thing – difference should be accepted and celebrated.	Exploring the concept of war and poverty (age appropriately). How can we be active citizens who care?	Alternative literature
<b>Where are the examples of vivid experiences and memory making in this unit?</b>			School visit to local diverse habitat	Male artist/illustrator visit		
<b>In English Lessons we will focus on:</b>	<b>Fiction writing – narrative:</b> retelling the story from a different point of view.	<b>Fiction writing - narrative - adventure:</b> If you had the power to change something in the world, what would it be?	<b>Non-fiction writing:</b> non-chronological report about a local/global habitat (Jane Concidine).	<b>Fiction writing – narrative:</b> using your strengths to overcome a difficult situation. <b>Non-fiction writing - biography:</b> Aaron Douglas	<b>Non-fiction writing:</b> biography on Malala Yousafzai. <b>Poetry – free verse:</b> 'If I were in charge of the world' (Jane Concidine).	<b>Fiction writing:</b> retelling the story of Frindleswyld. Character description.

	<b>Non-fiction writing – lyrical explanation:</b> ‘In my Heart’ by Jo Witek (Jane Concidine).	<b>Non-fiction writing – non-chronological report/information booklet:</b> China.				<b>Non-fiction writing – non -chronological report:</b> hibernation.
<b>In our Maths lessons we will focus on:</b>	<b>Place value</b> <b>Addition and subtraction</b>	<b>Addition and subtraction</b> <b>Shape</b>	<b>Money</b> <b>Multiplication and division</b>	<b>Multiplication and Division</b> <b>Length and height</b> <b>Mass, capacity and temperature</b>	<b>Statistics</b> <b>Fractions</b> <b>(Position and direction</b>	<b>Position and direction</b> <b>Problem solving</b> <b>Time</b>
<b>In Geography..</b>	<b>Locational knowledge</b> <ul style="list-style-type: none"> <li>- Name and locate the Worlds’ seven continents and five oceans.</li> <li>- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>	<b>‘This is Our World’</b> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. Energy sources, climate change, how are humans helping our planet; who are David Attenborough, Elon Musk, Greta Thunberg, Elon Musk	<b>Human and physical geography</b> <ul style="list-style-type: none"> <li>- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>- Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>- Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul>	<b>Human and physical geography</b> <ul style="list-style-type: none"> <li>- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>- Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>- Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul>	<b>Place knowledge - China</b>  Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.	<b>Geographical skills and fieldwork</b> <ul style="list-style-type: none"> <li>- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</li> <li>- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography – key stages 1 and 2 3</li> <li>- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</li> <li>- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>

<b>In History..</b>	<b>Key focus:</b>	<b>Key focus:</b>	<b>Key focus:</b>	<b>Key focus: Role Models and Life Changers</b> The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary	<b>Key focus: Role Models and Life Changers</b> The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary	<b>Key focus:</b>
				Seacole and/or Florence Nightingale and Edith Cavell]	Seacole and/or Florence Nightingale and Edith Cavell]	
<b>In Science..</b>	<b>Use of everyday materials</b> <ul style="list-style-type: none"> <li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>	<b>Use of everyday materials</b> <ul style="list-style-type: none"> <li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>	<b>Living things and their habitat</b> <ul style="list-style-type: none"> <li>Explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>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, and how they depend on each other</li> <li>Identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> </ul>	<b>Plants</b> <ul style="list-style-type: none"> <li>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>	<b>. Living things and their habitat</b> <ul style="list-style-type: none"> <li>Explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>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, and how they depend on each other</li> <li>Identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> </ul>	<b>Animals, including humans</b> <ul style="list-style-type: none"> <li>Notice that animals, including humans, have offspring which grow into adults</li> <li>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>
<b>In DT..</b>		<b>Mechanisms – make a moving vehicle e.g NY taxi</b>		<b>Construction/textiles- Chinese dragon sock puppet</b>		<b>Nutrition and cooking</b> Designing a healthy wrap based on a food combination which work well together
<b>In PE..</b>	<b>Throwing and Catching</b>  Master basic movements, including throwing and catching.	<b>Dance</b>  Perform dances using simple movement patterns.	<b>Gymnastics</b>  Master basic movements, including developing agility, balance and co-ordination.	<b>Fundamental Movement Skills</b>  Master basic movements, including running, jumping, throwing and catching, as well as developing agility, balance and co-ordination.	<b>Games/Athletics/Sports Day</b>  Participate in team games, developing simple tactics for attacking and defending.	<b>Games/Athletics/Sports Day</b>  Participate in team games, developing simple tactics for attacking and defending.

In Art..	<b>Key focus: Drawing</b> <b>Artist: LS Lowry</b> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Industrial landscapes- using different HB pencils, charcoal, explore different tones, application of pressure effects different lines, explore line and tone (shading) using pastel, pencil, and chalk/charcoal		<b>Key focus: Painting</b> <b>Artist: Turner prize winner &amp; cultural activist Lubaina Himid</b> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Explore mixing primary colours to make secondary colours Explore size and shape of brush		<b>Key focus: Printing</b> <b>Artist: Orla Kiely</b> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.  Create simple animal and plant shape designs for printing, exploring pattern and shape.	
<b>In Music..</b>  <b>We offer specialist teaching in Music.</b> <b>For more information on the progression of skills, vocabulary and knowledge, please see Music Curriculum overview.</b>	<b>External agency curriculum</b>	<b>External agency curriculum</b>	<b>External agency curriculum</b>	<b>External agency curriculum</b>	<b>External agency curriculum</b>	<b>External agency curriculum</b>
In RE..	<b>Beginnings - God is present in every beginning</b> <b>Big Question: Who made the world and everything in it?</b>  <b>Signs and symbols - Signs and symbols used in Baptism</b> <b>Big Question: Are signs &amp; symbols important?</b>  <b>Judaism - Shabbat</b>  <b>Preparations - Advent - preparing to celebrate Christmas</b> <b>Big Question: Do we need to prepare?</b>		<b>Books - The books used in Church</b> <b>Big Question: Why do we need books?</b>  <b>Thanksgiving - Mass a special time for saying thank you to God for everything, especially Jesus</b> <b>Biq Question: Why should we be grateful people?</b> <b>Opportunities – Lent: an opportunity to start a new in order to celebrate Jesus’ new life</b> <b>Big question: How does each day offer opportunities for good?</b>		<b>Spread the word - Pentecost: A time to spread the Good News</b> <b>Big question: Why should we spread Good News?</b>  <b>Rules - Reasons for rules in the Christian family</b> <b>Big Question: Do we need rules?</b>  <b>Islam – Prayer at home</b>  <b>Treasures - God’s treasure: the world</b> <b>Biq Question: Is the world a treasure?</b>	
<b>In Computing.</b> <b>Our Computing Curriculum is Supported by external subject support: The Digital School House. Please check their progression doc for more information.</b>	<b>How to use the internet safely</b>  <b>How to use the internet to gather information – key focus:</b> <ul style="list-style-type: none"> <li>use technology purposefully to create, organise, store,</li> </ul>	<b>How to use the internet safely</b>  <b>How to use the internet to gather information – key focus:</b> <ul style="list-style-type: none"> <li>use technology purposefully to create, organise, store,</li> </ul>	<b>Numbots:</b> recognise common uses of information technology beyond school ( <b>SATS revision</b> )	<b>Numbots:</b> recognise common uses of information technology beyond school ( <b>SATS revision</b> )	Simple coding <b>Scratch</b> <b>Key focus:</b> <ul style="list-style-type: none"> <li>Understand what algorithms are; how they are implemented as programs on digital</li> </ul>	Simple coding <b>Scratch</b> <b>Key focus:</b> <ul style="list-style-type: none"> <li>Understand what algorithms are; how they are implemented as programs on digital</li> </ul>
	manipulate and retrieve digital content  <b>Numbots:</b> recognise common uses of information technology beyond school	manipulate and retrieve digital content  <b>Numbots:</b> recognise common uses of information technology beyond school			devices; and that programs execute by following precise and unambiguous instructions. <ul style="list-style-type: none"> <li>Create and debug simple programs.</li> </ul> <b>Numbots:</b> recognise common uses of information technology beyond school	devices; and that programs execute by following precise and unambiguous instructions. <ul style="list-style-type: none"> <li>Create and debug simple programs.</li> </ul> <b>Numbots:</b> recognise common uses of information technology beyond school
In RSHE and EPR	<b>KS1, module 1, unit 1</b>	<b>KS1, module 1, unit 2</b>	<b>KS1, module 1, unit 3</b>	<b>KS1, module 1, unit 4</b>	<b>KS1, module 3, unit 1</b>	<b>KS1, module 3, unit 2</b>

