

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.

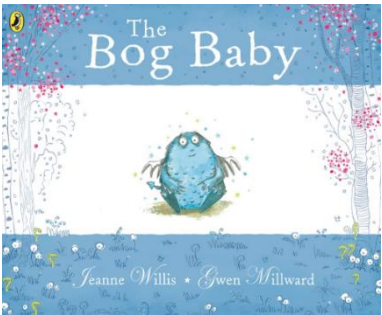
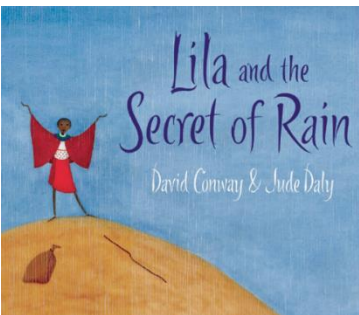
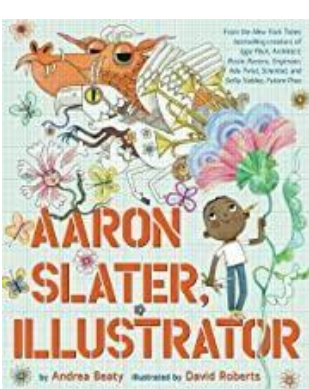
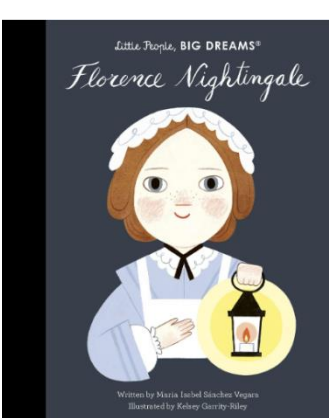
INTENT

- We look to keep our curriculum inclusive, yet challenging, developing children who are ready for their journey into secondary school.
- We seek to have the reading of high quality, diverse texts at the core of our curriculum.
- 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.
- 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

Life Skills- 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 <i>reading, writing and mathematics</i> entwined with our curriculum will ensure pupils acquire secure building blocks, which will equip them with essential life skills.	Diversity and Spirituality- 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.	Aspirations- which encourage pupils to have dreams and aspirations for the future that are inspired by inspiring role models and enriching opportunities.	Growth and Well-Being- 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
Key Texts (Yr 5-6) / Topic (Yr R-4 only)						
Why Did we Choose to Teach this Text / Topic Now?	A wonderful story sharing the impact small actions can have on us personally and as part of a local community. This story encourages children to value their local environment and poses the question to them, how they can look after it? This also works alongside our first RE topic which looks at Stewardship and how we can best care for God’s creation.	This is a magical story with a serious message about what it means to really love something. When two small sisters decide to go fishing in the magic pond, they find something unexpected and much better than a frog or a newt: they find a bog baby. Small and blue with wings like a dragon, the girls love him with a passion and make a pact to make him their secret. But the bog baby is a wild thing, and when he becomes poorly, one of the girls breaks	Lila’s Kenyan village is suffering a terrible drought. When Lila hears her mother say that ‘without water there can be no life’ she sets out on a quest to uncover the secret of rain and so save the village. This modern folk tale reminds us of how necessary and precious water is for survival and provides opportunity to explore together some larger themes of conservation. This also allows for further conversation on how we can be active stewards in our local	A traditional Chinese tale celebrating creativity, imagination and courage in the face of adversity. This beautiful book, written by the formidable Julia Donaldson introduces the children to the notion of integrity, power and greed. It will provide opportunities for meaningful discussions that supports our schools journey in developing active citizens.	This story tells of a young boy who suffers from dyslexia and has very low self-confidence. Until, one day he discovers his extraordinary talent of storytelling through Art. This book helps children to see that difference is to be celebrated and that our talents and attributes are unique. This is an uplifting tale about the power of Art, finding your voice, and learning to tell your own story.	A book that is dedicated to exploring the life of Florence Nightingale. Told in such a way that it is accessible by young children. A wonderful opportunity to explore a significant female figure from recent history. Exploring this book will allow the children to draw comparisons between Florence and other significant female, historical figures.

		silence and tells their mum. And she teaches them the greatest lesson, if you really love something, you have to do the best for it.	and global communities.			
Where are the examples of vivid experiences and memory making in this unit?	A visit to Kipling Gardens and Rottingdean Pond.	Creating our Bog babies out of clay to ignite imagination and support their own storytelling.	Make story boxes as a way of retelling the story.			
In English Lessons we will focus on:	Non-fiction – explanation text: explaining the process of how a flower grows.	Fiction writing: sequencing the story in the correct order.	Fiction writing: telling the story from an alternative point of view.	Fiction writing - narrative - adventure: If you had the power to change something in the world, what would it be? Non-fiction writing – non-chronological report/information booklet: China.	Fiction writing – narrative and sequencing: retelling Aaron’s story.	Non-fiction writing – diary entry: From the perspective of Florence Nightingale. Non-fiction writing – biography (similarities and differences): Florence Nightingale, Mary Seacole and Edith Cavell.

In our Maths lessons we will focus on:	Place value Addition and subtraction	Addition and subtraction Shape	Money Multiplication and division	Multiplication and Division Length and height Mass, capacity and temperature	Statistics Fractions (Position and direction	Position and direction Problem solving Time
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In Geography..	Locational knowledge - Name and locate the Worlds’ seven continents and five oceans. - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Human and physical geography - 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. - 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. - Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.		Place knowledge - China - 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.	Geographical skills and fieldwork - Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans studied at this key stage. - 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 - 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. - 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.	
In History..			Key focus: The gunpowder plot			Key focus: Role Models and Life Changers 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 Seacole and/or Florence Nightingale and Edith Cavell]

In Science..	Use of everyday materials - Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses - Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Animals, including humans – Growth - Notice that animals, including humans, have offspring which grow into adults - Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) - Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	Animals, including humans – Life cycles - Notice that animals, including humans, have offspring which grow into adults - Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) - Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	Living things and their habitat - Explore and compare the differences between things that are living, dead, and things that have never been alive - 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 - Identify and name a variety of plants and animals in their habitats, including microhabitats - 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.	Plants - Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees - Identify and describe the basic structure of a variety of common flowering plants, including trees.	Living things and their habitat – Habitats around the world - Explore and compare the differences between things that are living, dead, and things that have never been alive - 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 - Identify and name a variety of plants and animals in their habitats, including microhabitats - 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.
In DT..		Construction/textiles Bog baby squishy				Nutrition and cooking Designing a healthy wrap based on a food combination which work well together
In PE..	Fundamental movement skills Master basic movements, including running, jumping, throwing and catching, as well as developing agility, balance and co-ordination.	Dance Perform dances using simple movement patterns.	Gymnastics Master basic movements, including developing agility, balance and co-ordination.	Fundamental Movement Skills Master basic movements, including running, jumping, throwing and catching, as well as developing agility, balance and co-ordination.	Games/Athletics/Sports Day Participate in team games, developing simple tactics for attacking and defending.	Games/Athletics/Sports Day Participate in team games, developing simple tactics for attacking and defending.
In Art..	Key focus: Painting Artist: Claude Monet Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Exploring Impressionism through Monet’s most famous pieces. Using fingers as a tool to	Key focus: Painting Artist: Turner prize winner & cultural activist Lubaina Himid 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		Key focus: Drawing Artist: LS Lowry Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Industrial landscapes: Using different HB pencil and charcoal to explore different tones, how application of	Key focus: Printing Artist: Orla Kiely 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.	

	apply paint and create paintings inspired by the style of Impressionism. Focus on application of paint and building colours (tone).	colours Explore size and shape of brush.		pressure effects different lines. Explore line and tone (shading) using pastel, pencil, and chalk/charcoal.		
In Music.. We offer specialist teaching in Music. For more information on the progression of skills, vocabulary and knowledge, please see Music Curriculum overview.	External agency curriculum	External agency curriculum	External agency curriculum	External agency curriculum	External agency curriculum	External agency curriculum
In RE..	<u>Creation and covenant</u> - Retelling the story of Noah. - Understanding and describing the covenant God made with Noah. - Understand what stewardship means. - Recognising God’s gift of creation. - Describe the sacrament of Baptism. - Talk about the signs and symbols of Baptism.	<u>Prophecy and promise</u> - Understand that Isaiah is a prophet. - Retell the annunciation of John the Baptist. - Retell the annunciation of Jesus. - Talk about Mary’s prayer, the Magnificat. - Understand the significance of the Advent wreath. - Retell the story of the birth of Jesus.	<u>Galilee to Jerusalem</u> - Explain that Isaiah and John the Baptist were prophets telling about the coming of Jesus the Saviour. - Retell the story of the baptism of Jesus. - Begin to recognise that the miracle of the paralysed man was a sign that Jesus is the Son of God. - Know that Jesus chose twelve apostles to be sent out in his name. - Recognise that miracles of Jesus show that he is the Son of God. - Recognise that Jesus used parables to teach people about God.	<u>Desert to Garden</u> - Jesus enters Jerusalem - The last supper - The Crucifixion and death of Jesus - The easter vigil - Peter’s message	<u>To the ends of the Earth</u> - Jesus appears to the apostles and the Ascension. - Pentecost and Peter talks to the crowd. - Conversion of Saul - Fruits of the Holy Spirit - Living out the fruits of the Holy Spirit	<u>Dialogue and encounter: Judaism</u> <u>Dialogue:</u> - The Good Samaritan - Serving others <u>Encounter:</u> - My local Christian community - Jewish religious laws. beliefs, worship and life. - The language of the Torah. - Exploring religious experiences in my community.
In Computing. Our Computing Curriculum is Supported by external subject support: The Digital School House. Please check their progression doc for more information.	<u>Computing systems and networks</u> <i>Information and technology around us.</i> identifying IT and how it is responsible use improves our world in school and beyond.	<u>Creating media</u> <i>Digital photography.</i> Capturing and changing digital photographs for different purposes.	<u>Programming A</u> <i>Robot algorithms.</i> Creating and debugging programs, and using logical reasoning to make predictions.	<u>Data and information</u> <i>Pictograms.</i> Collecting data in tally charts and using attributes to organise and present data on a computer.	<u>Creating media</u> <i>Digital music.</i> Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.	<u>Programming B</u> <i>Programming puzzles.</i> Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.

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