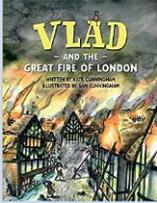
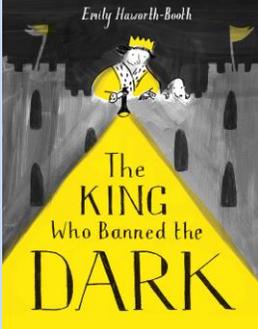
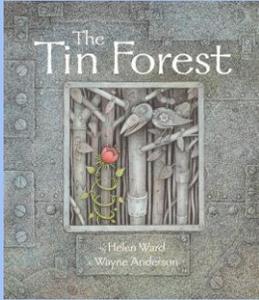
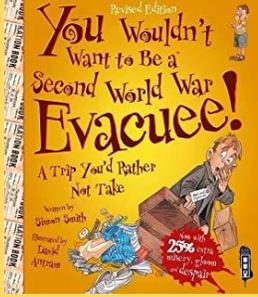
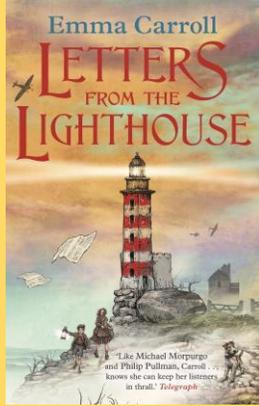
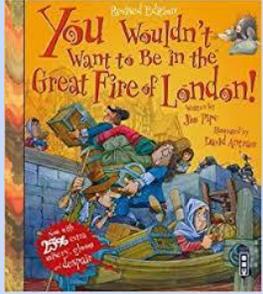


Curriculum Framework - Year 2

<p align="center">Autumn Term Global theme(s): Power and Governance</p> <p align="center">Focus:</p>		<p align="center">Spring Term Global theme(s): Sustainable Development</p> <p align="center">Focus: How we Impact on the Environment</p>		<p align="center">Summer Term Global theme(s): Peace and Conflict</p> <p align="center">Focus: WW2- The Home Front</p>	
<p align="center">Autumn 1 Positions of Power</p>	<p align="center">Autumn 2 The voice of the people</p>	<p align="center">Spring 1 Protecting our Environment</p>	<p align="center">Spring 2 Waste</p>	<p align="center">Summer 1 What causes a conflict between countries?</p>	<p align="center">Summer 2 What was it like to live during a time of conflict?</p>
<p align="center">Core text</p> <p>Vlad and the Great Fire of London</p>  <p>You wouldn't want to be in the Great Fire of London</p>	<p align="center">Core text</p> <p>The King who Banned the Dark</p> 	<p align="center">Core text</p> <p>Tin Forest</p> 	<p align="center">Core text</p> <p>One Plastic Bag</p> 	<p align="center">Core text</p> <p>You Wouldn't Want to be a WW2 Evacuee</p> 	<p align="center">Core text</p> <p>Letters from the Lighthouse</p> 



<p style="text-align: center;">Value Bravery</p> <p>I can talk about a profession which shows bravery (e.g. firefighter)</p>	<p style="text-align: center;">Value Collaboration Responsibility</p> <p>I can explain why leaders work together to make the right decision</p> <p>I can take responsibility for the decisions I make</p>	<p style="text-align: center;">Value Kindness</p> <p>I can name 1 way which my personal act of kindness affects the environment (e.g. recycling, switching off lights)</p>	<p style="text-align: center;">Value Responsibility Gratitude</p> <p>I can give reasons for my environmental decisions</p> <p>I can name 1 reason why I am grateful for the environment</p>	<p style="text-align: center;">Value Bravery Resilience</p> <p>I can explain how people who lived during WW2 showed bravery</p> <p>I can show resilience towards a work</p>	<p style="text-align: center;">Value Gratitude</p> <p>I can be grateful for things in my life and recognise some things which others may have to live without</p>
<p>Diversity, Community & Global Project Outcome</p> <p>Fire safety Visit from a firefighter</p> <p>Poster/ leaflet to promote fire safety</p>	<p>Diversity, Community & Global Project Outcome</p> <p>Letter to MP/mayor</p>	<p>Diversity, Community & Global Project Outcome</p> <p>Pond project</p> <p>Planting and maintaining our school forest</p>	<p>Diversity, Community & Global Project Outcome</p> <p>Litter Picking Recycling project - #projectlittercritter</p>	<p>Diversity, Community & Global Project Outcome</p> <p>Visit from an Evacuee</p>	<p>Diversity, Community & Global Project Outcome</p> <p>Young Leaders Award-homelessness project</p>

<p>Writing outcomes</p> <p>Diary Entry</p> <p>Retelling story</p> <p>Information Text - History Link</p> <p>Fire Safety information booklet</p>	<p>Writing outcomes</p> <p>Debate- who is in charge?</p> <p>Job description for PM/royal</p> <p>Instructions</p>	<p>Writing outcomes</p> <p>Descriptive Settings</p> <p>Narrative</p>	<p>Writing outcomes</p> <p>Information Text</p> <p>Debating</p> <p>Persuasive Articles</p>	<p>Writing outcomes</p> <p>Newspaper report from WW2</p> <p>Letter writing</p> <p>Factfiles</p> <p>Non- chronological reports</p>	<p>Writing outcomes</p> <p>Poetry</p> <p>Stories</p> <p>Diary entry</p> <p>Advert for Homefront</p>
<p>Curriculum Overview</p> <p>The children will learn about the historical events of the Great Fire of London. They will explore why it occurred, who was to blame and the aftermath.</p>	<p>Curriculum Overview</p> <p>Children will learn about who is in charge in our country and the way that other countries are run. They will learn about the MPs and the role that they play in informing the PM. They will learn about</p>	<p>Curriculum Overview</p> <p>Children will think about pollution and litter and how this destroys our environment. They will think about their local environment and how they can help.</p>	<p>Curriculum Overview</p> <p>The children will explore continents and oceans around the world through the journey of waste. They will learn about sustainable materials and the cost.</p>	<p>Curriculum Overview</p> <p>The children will have an overview on what life was like on the homefront during WW2. They will think about how life differed during this period and why lifestyles had to change around that time.</p>	<p>Curriculum Overview</p> <p>The children will think more deeply about the impact that air raids and evacuation had on family life and how this changed roles within the family.</p>

	group decisions and that with power comes responsibility.				
Curriculum Drivers	Curriculum Drivers	Curriculum Drivers	Curriculum Drivers	Curriculum Drivers	Curriculum Drivers
History- GfoL PSHE- democracy Geography- maps of London	PSHE - Health and wellbeing History- history of royals, coronation of the queen Geography- maps of London	Geography - countries and continents Science- materials PSHE- caring for our environment History- historical changes in our physical world	Geography - countries and continents Finance and enterprise - litter critters, cost of clear up/sustainable materials etc PSHE- caring for our environment History- historical changes in our physical world	Historical events- WW2 The Home Front Geography- Rural and urban areas PSHE- Empathy Music- Wartime music and how media has changed over time	Historical events- WW2 The Home Front Geography- Rural and urban areas PSHE- Empathy Forest school - Building air raid shelters
Skills	Skills	Skills	Skills	Skills	Skills
Science - Animals	Science - Animals	Science - materials	Science - habitats	Science - plants	Science - plants

<p>and Living things including humans</p> <p>RE I can understand that God is a loving father.</p> <p>I can understand that Christians are dependent on God for life itself</p>	<p>and Living things including humans</p> <p>RE I can understand aspects of Hanukah</p> <p>I can understand aspects of the festival of Christmas</p> <p>I understand that Jesus was known as the light of the world.</p> <p>I understand that Jesus birth was special from the outset</p> <p>I understand the significance of Jesus special visitors.</p>	<p>RE I value diversity and not to fear it.</p> <p>I can learn about the importance for Christians of love, of forgiveness, and of loving both God and one's neighbours.</p> <p>I can learn about some of the ways in which the Torah shapes Jewish lifestyle.</p>	<p>RE I can learn about aspects of the festival of Easter.</p> <p>I understand what Lent is</p> <p>I understand that Jesus was a different kind of King</p> <p>I can explain why Christians believe Jesus died</p> <p>I can explain why Christians believe death was not the end for Jesus.</p>	<p>RE I can explore Jewish Stories. - Journeys</p> <p>I understand the journey of Abraham and Sarah</p> <p>I understand the timeline of God's people</p> <p>I can explore Joseph's journey to Egypt.</p> <p>I can explore Jacob and his sons' journey to Egypt.</p> <p>I can explore the journey of the Israelites out of Egypt.</p>	<p>RE To understand who Jesus is and what he came to do.</p> <p>I can describe why Christians believe Jesus wasn't an ordinary boy.</p> <p>I can describe how Jesus called his followers</p> <p>I can explain what the Bible says about worry.</p> <p>I can explain what the Bible says about Jesus power.</p>
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<p>Maths Number -place value</p> <ul style="list-style-type: none"> Count in steps of 2, 3 and 5 from 0 and in tens from any number, forward and backward. Recognise the place value of each digit in a two digit number (tens, ones) Identify, represent and estimate numbers to 100 using different representations including the number line. <p>Number -addition and subtraction</p> <ul style="list-style-type: none"> Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two digit number and ones; a two digit number and tens; two two digit numbers; adding three one digit numbers. <p>Multiplication and Division</p> <ul style="list-style-type: none"> Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), 		<p>Maths Multiplication and Division</p> <ul style="list-style-type: none"> Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign. <p>Geometry -properties of shape</p> <ul style="list-style-type: none"> Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line. Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces. Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three quarter turns. <p>Number - fractions</p> <ul style="list-style-type: none"> Recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{2}{4}$ of a length, shape, set of objects or quantity. Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ 		<p>Maths Measurement: Time</p> <ul style="list-style-type: none"> Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. Know the number of minutes in an hour and the number of hours in a day. Compare and sequence intervals of time. <p>Measurement: Capacity, mass and temperature</p> <ul style="list-style-type: none"> Choose and use appropriate standard units to estimate and measure capacity (litres/ml), mass (kg/g) and temperature (°C) to the nearest appropriate unit, using thermometers and measuring vessels. Compare and order volume/capacity and record the results using >, < and = <p>Position and direction</p> <ul style="list-style-type: none"> Use mathematical vocabulary to describe position Order and arrange combinations of mathematical objects in patterns and sequences Use mathematical vocabulary to describe movement, including movement in a straight line <p>Problem solving and efficient methods</p> <ul style="list-style-type: none"> Solve number problems with number facts and place value 	

<ul style="list-style-type: none"> • division (÷) and equals (=) sign. <p>Measurement: Money Recognise and use symbols of pounds (£) and pence (p); combine amounts to make a particular value</p>	<p>Measurement: length and height</p> <ul style="list-style-type: none"> • Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers and scales. <p>Statistics</p> <ul style="list-style-type: none"> • Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. 	<ul style="list-style-type: none"> • Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts • Check subtraction calculations using addition calculations by adding in a different order • Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods • Apply reasoning to solve problems efficiently <p>Consolidation work</p>
<p>English</p>	<p>English</p>	<p>English</p>
<p>Science</p>	<p>Science</p>	<p>Science</p>
<p>History Show an understanding of the main elements of stories that they have heard about the past.</p> <p>Create written recounts of stories that they have heard about the past</p> <p>Recognise that there are reasons why people acted as they did in the past, beginning to explore more than one view point.</p> <p>Identify any important changes that happened at the</p>	<p>History Identify old and new from a variety of representations of the past giving justifications.</p> <p>A wide variety of representations of the past are known and selected appropriately to investigate and answer questions about the past.</p> <p>Summarise their learning in writing.</p>	<p>History Show an understanding of the main elements of stories that they have heard about the past.</p> <p>Create written recounts of stories that they have heard about the past</p> <p>Understand the term significant and be able to discuss and write about the lives of a significant individual and how their life has impacted ours</p> <p>Identify any important changes that happened at the time being studied, explaining the reasons why they</p>

<p>time being studied, explaining the reasons why they are important with reference to the past and now</p> <p>Use more complex phrases to describe time - a long time ago, centuries, decades, ...</p> <p>Organise historical studies in to a broad time order using dates in a variety of forms, including days, months and years</p> <p>Summarise their learning in writing.</p> <p>Begin to use historical knowledge to make connections between local and regional history</p> <p>Use a range of sources to devise relevant and specific historical questions and investigate these.</p> <p>Summarise their learning in writing.</p>		<p>are important with reference to the past and now</p> <p>Understand and use evidence to explain some reasons for difference between the time being studied and now</p> <p>Begin to use historical knowledge to make connections between local and regional history</p> <p>Use a range of sources to devise relevant and specific historical questions and investigate these.</p> <p>Summarise their learning in writing.</p>
<p>Computing</p> <ul style="list-style-type: none"> -Complete ROAR/MeOnline online E-safety activities. -Discuss and understand the school's e-Safety SMART rules -Know what to do if they find something inappropriate online -Explore what cyber bullying means and how to deal with it -Understand that not everyone they meet online is automatically trustworthy. E.g. Magda and Mo <p>Explore CEOP Thinkuknow resources, based on Hector's World. www.thinkuknow.co.uk/5_7/</p>	<p>Computing</p> <p>Talk about how everyday devices can be controlled</p> <ul style="list-style-type: none"> -Know that devices and actions on screen may be controlled by sequences of actions and instructions -Create a sequence of precise instructions. E.g. Create a right-angled shape on screen -Create a sequence of instructions to control a programmable robot to carry out a pre-determined route to include direction, distance and turn (on screen or floor robot) <p>Control a range of control devices such as cameras, sound recorders and other devices</p> <ul style="list-style-type: none"> -Predict what might happen when controlling 	<p>Computing</p> <ul style="list-style-type: none"> -Recognise different ways of using ICT and decide which to use -Make a simple slide show e.g. using digital photos -Use clipart to add and resize a picture -Use shortcuts to insert objects and delete them -Confidently find things on the internet -Begin to word process short narrative and non-narrative texts -Develop basic editing skills including different presentational features (font size, colour and style) -Save, print, retrieve and amend work -Use key words to find information on the Internet
<p>Geography</p> <p>Create detailed sketches whilst on fieldwork, using</p>	<p>Geography</p> <p>Use a range of sources to devise relevant geographical</p>	<p>Geography</p> <p>Take and use digital photographs to record</p>

<p>specific geographical vocabulary to label diagrams</p> <p>Identify features on a map</p> <p>Confidently name, locate and label the four countries and capital cities of the United Kingdom and its surrounding seas on a map</p> <p>Create maps and plans including simple keys and grid references for a variety of purposes</p> <p>Know physical and human features of different areas and use these to identify what sort of place it is</p> <p>Use vocabulary of size to classify- hamlet, town, city</p>	<p>questions and investigate these</p> <p>Hypothesise about, and prove changes in weather and seasons using a range of evidence</p> <p>Choose simple field work techniques to investigate human and physical features of the local area</p> <p>Collect, analyse and communicate information in tally charts and tables</p> <p>Identify features on a map</p> <p>Confidently name, locate and label the four countries and capital cities of the United Kingdom and its surrounding seas on a map</p> <p>Name, locate and label the main regions of the world including the world's continents, oceans, tropics and the equator</p> <p>Select and use a large range of geographical vocabulary to accurately describe and compare physical and human features of a place</p> <p>Know physical and human features of different areas and use these to identify what sort of place it is</p> <p>Know that places are linked by paths or roads and explain how these are different depending on the location</p> <p>Describe hot and cold areas of the world with reference to the equator, North and South Poles</p>	<p>observations and explain findings</p> <p>Create detailed sketches whilst on fieldwork, using specific geographical vocabulary to label diagrams</p> <p>Identify features on a map</p> <p>Create maps and plans including simple keys and grid references for a variety of purposes</p> <p>Use compass directions and locational language (near and far) to describe the location of features and routes on a map</p> <p>Mark local locations on a map of the UK - our town, our school visit, my holiday</p> <p>Use aerial photographs to identify landmarks and describe land use and other geographical features</p> <p>Know that places are linked by paths or roads and explain how these are different depending on the location</p> <p>Express their views about local area and environments using evidence to justify their views</p> <p>Use vocabulary of size to classify- hamlet, town, city</p>
<p>Music Confidently use their own voices in many different ways.</p> <p>Know how to use high, low and middle voice.</p>	<p>Music Beat out short rhythms and repeat short rhythmic patterns.</p> <p>Repeat short rhythmic phrases from memory.</p>	<p>Music Begin to understand tempo, rhythm and tone.</p> <p>Imitate changes in pitch with tuned instruments.</p>

<p>Sing songs with more accurate pitch.</p> <p>Maintain a simple part in a round.</p> <p>Sing a wider range of songs from memory</p> <p>Listen to simple elements of music.</p>	<p>Perform simple accompaniments and simple rhythmic parts.</p> <p>Keep to a steady pulse.</p> <p>Verbally recall what they have heard with simple vocabulary. I.e loud, soft, high low etc.</p> <p>Identify a strong, steady pulse in music.</p> <p>Identify simple repeated rhythmic patterns.</p>	<p>Name a range of instruments.</p> <p>Create short melodic patterns and rhythmic phrases.</p> <p>Choose sounds to represent two different contrasting things in different ways. E.g - a rough sea and a calm sea.</p> <p>Make sequences of sounds and combine sounds for different purposes and to reflect a topic.</p> <p>Create simple accompaniments.</p> <p>Use given simples to record long and short sounds.</p> <p>Begin to gain a sense of occasion when performing.</p>
<p>PSHE</p> <ul style="list-style-type: none"> ● To know the rules for and ways of keeping physically safe (including safety online, the responsible use of ICT, the differences between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety and safety in the environment) (SEAL) ● To recognise that they share a responsibility for keeping themselves and others safe, when to say "yes", "no", "I'll ask" and "I'll tell". ● To recognise that there are different types of bullying, that these are wrong and unacceptable. (SEAL) ● To know about people who are less fortunate than ourselves and how we can help them. ● To have an awareness of current issues in the world ● To recognise when people are being unkind to 	<p>PSHE</p> <ul style="list-style-type: none"> ● To have an awareness of global environmental issues ● To know that money comes from different sources and can be used for different purposes, including the concepts of spending and saving. ● To know what improves and harms their local and wider environments and about some of the ways people look after them ● To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) ● To recognise that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) ● To know that some household products, including medicines, can be harmful if not used properly. (Health and Wellbeing) 	<p>PSHE</p> <ul style="list-style-type: none"> ● To manage feelings and behaviours and to ask for help when needed ● To know about changes to our country and the effect these might have on us in the future ● To know how laws and changes are passed in our country ● To know about British Values and how these are incorporated in our country and in school ● To identify how to keep your body healthy, clean and hygienic ● To know that some household products, including

<p>them or others, how to respond, who to tell and what to say. (SEAL)</p> <ul style="list-style-type: none"> ● To know how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help. (SEAL) ● To know the names for the main parts of the body (including external genitalia) and similarities and differences between boys and girls. ● To know how to deal with negative thoughts and who to talk to if worried 	<ul style="list-style-type: none"> ● 	
<p>Art Choose from a range of materials to design and make different products.</p> <p>Select appropriate equipment needed to work with different materials. Choose from a range of mediums to share their ideas, experiences and imagination.</p> <p>Experience using natural and manmade materials.</p> <p>Explain how they have made their model/product describing the process.</p>	<p>Art Choose from a range of materials to design and make different products.</p> <p>Select appropriate equipment needed to work with different materials. Choose from a range of mediums to share their ideas, experiences and imagination.</p> <p>Experience using natural and manmade materials.</p> <p>Explain how they have made their model/product describing the process.</p> <p>Mix colours and describe how to make them.</p> <p>Control paint and water to mix paint of different thicknesses.</p> <p>Choose and use a wide range of art and design techniques with different drawing and painting tools.</p>	<p>Art Choose from a range of materials to design and make different products.</p> <p>Select appropriate equipment needed to work with different materials. Choose from a range of mediums to share their ideas, experiences and imagination.</p> <p>Experience using natural and manmade materials.</p> <p>Explain how they have made their model/product describing the process.</p> <p>Continue to develop their knowledge of the work of a range of artists, craft makers and designers.</p> <p>Describe and explain similarities and difference between their own and other artists work. Experiment with different practices to begin to create pieces using a similar style.</p>
<p>DT Use like and dislike when evaluating or describing Explain why some products are useful/not useful</p>	<p>DT Generate ideas and plan what to do next using their experience of materials and components</p>	<p>DT Measure out and cut fabric Use a simple template for cutting out</p>

<p>Say how the product will be useful to the user Follow basic safety rules Understand and use the terms ingredient and component</p>	<p>Use their knowledge of some working characteristics of materials when designing Use wheels, slide and levers in plans Follow basic safety rules Use plans to show how to put their ideas into practice Draw pictures with labels , with some text Use like and dislike when evaluating or describing Explain why some products are useful/not useful Say how the product will be useful to the user Talk about how moving objects work Describe how a commercial product works Recognise what they have done well and talk about what could be improved Seek out the views and judgements of others Predict how changes will improve the finished product Use simple scales or balances Understand main rules of food hygiene</p>		<p>Begin to select tools for folding, joining, rolling Select tools and techniques appropriate to the job Practice skills before using them Use simple finishing techniques Follow basic safety rules Use simple scales or balances Use digital photography to present design or finished work Use their knowledge of some working characteristics of materials when designing Use wheels, slide and levers in plans Understand and use the terms ingredient and component Use like and dislike when evaluating or describing Explain why some products are useful/not useful Say how the product will be useful to the user</p>		
<p>French</p> <p>Listen and engage with word in spoken in other languages.</p> <p>Use simple vocabulary for common nouns and verbs. Repeat simple phases, with increasing understanding.</p> <p>Repeat rhymes, enjoying the sounds. Label objects in the new language.</p> <p>Copy write in the new language.</p> <p>Match pictures and vocabulary.</p>					
<p>Visit Visit to Fire Station / from fire engine</p>	<p>Visit Visit to Great Fire of Newcastle and Gateshead</p>	<p>Visit Waste Education- City of Newcastle</p>	<p>Visit Litter Pick- Local Area</p>	<p>Visit Young Leaders project visit</p>	<p>Visit Beamish</p>

