

Dawpool C.E. (Aided) Primary School Year 2 Curriculum








DAWPOOL

Wisdom, Knowledge and Skills



The Abundant Life that Jesus offers



Dawpool Church of England (Aided) Primary School A Curriculum for Christ-Likeness												
Vision: The Dawpool Community are united in their ambition to create a school which embodies the person, love and work of Jesus Christ. A school where Christian values flourish and where all children experience the abundant life that Jesus offers.												
Reading	Person of Jesus (Our Christian Values) Galatians 5:22-23 <i>'The Fruit of the Spirit is Love, Joy, Peace, Patience, Kindness, Generosity, Faithfulness, Gentleness and Self-Control'</i>			Love of Jesus (Our HeartSmart Actions) Matthew 22:36-40 <i>'Love the Lord God with all your heart with all your mind and with all your might, Love your neighbour as yourself'</i>			Work of Jesus (Our Learning Values) Jeremiah 29:11 <i>'For I know the plans I have for you, declares the Lord, "Plans to prosper you and not to harm you, plans to give you hope and a future."</i>			Religious Education		
Writing										Art		
Spelling & Grammar												Design & Technology
Speaking												Computing & E-safety
Maths												Music
Science												Physical Education
History	Complete a Young Leaders Award	Understand Fundamental British Values	Learn a musical instrument	Compete in a sporting competition	Mentor a younger pupil	Perform a play to an audience	Lead an Act of Worship	Watch a live orchestra	Visit the theatre	Visit a museum	Modern Foreign Languages	
Geography	Campaign for a charity	Attend a residential visit	Participate in extra-curricular activities	Visit a library and borrow a book	Be a Dawpool ambassador	Enjoy and look after the environment	Visit a place of Worship of a different faith	Participate in a festival	Perform in a musical concert	Visit an art gallery	Early Years Curriculum	

Vision Statement

'The Dawpool community are united in their ambition to create a school which embodies the person, love and work of Jesus Christ: a school which enables Christian values to flourish and where all children may experience the abundant life that Jesus offers.'

'The Fruit of the Spirit is Love, Joy, Peace, Patience, Kindness, Generosity, Faithfulness, Gentleness and Self-Control' (Galatians 5: 22-23).

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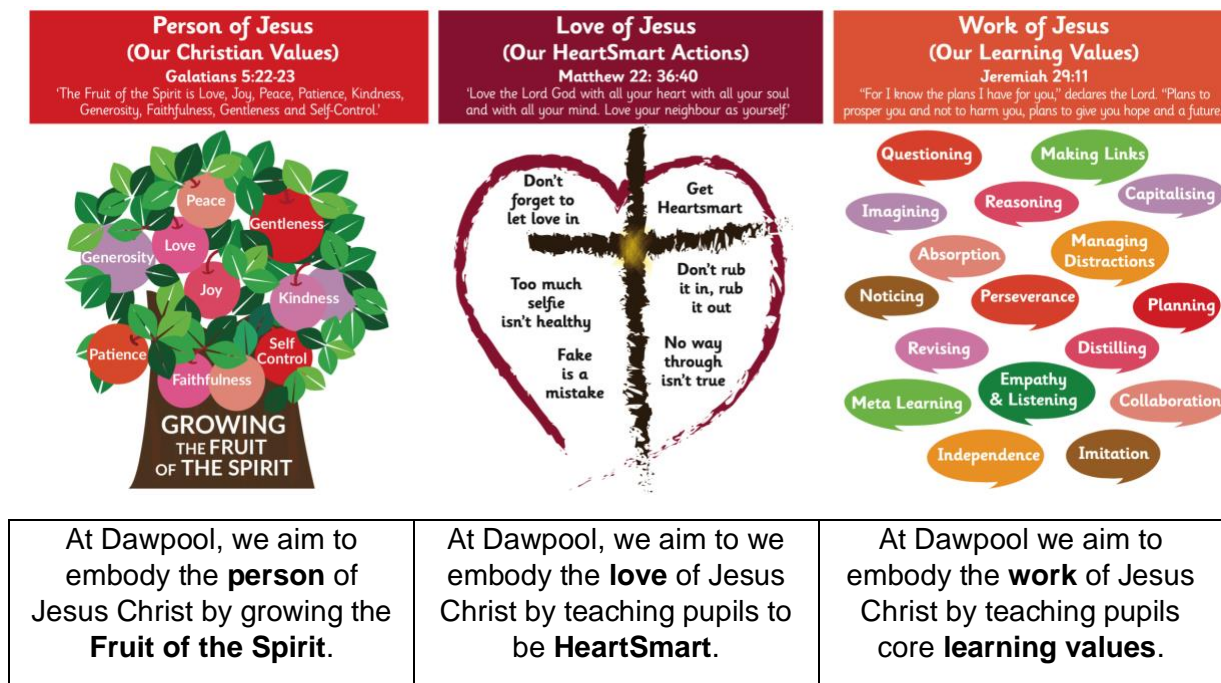
'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)



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The **Person, Love and Work of Jesus** are three golden threads that run through the heart of our curriculum



We know that all of these values were demonstrated by Jesus in his life. They are also rooted in pedagogy, such as Guy Claxton's '**Building Learning Powers**' and Rosenshine's '**Principles of Instruction**.'




In our curriculum planning we have taken each individual value - whether it be a **Fruit of the Spirit**, a **HeartSmart action** or a **Learning Value** - and directly referenced each one to the example of Jesus by providing a definition of the value, linking it to scripture and providing specific examples of how Jesus demonstrated it – see [The Curriculum for Christ-Likeness](#). By teaching the children how to emulate these values we enable **Christian values to flourish** through our curriculum.

Dawpool's focus on developing Christian and learning values through the curriculum encourages children to stretch themselves **spiritually, morally, intellectually, imaginatively and actively**. The impact of Dawpool's Curriculum for Christ-Likeness is that pupils are curious, confident and resilient learners who develop a sense of character and enjoy their learning. The Dawpool Curriculum places emphasis on **character development** and **wider flourishing**, recognising that these are fundamental to any **sustained academic success**.

The image below provides an overview of what the **Person, Love and Work of Jesus** looks like at a classroom level. Whether it be a Science lesson or a History lesson, there are familiar **characteristics of effective learning**:

'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)



<p>Person of Jesus (Our Christian Values) Galatians 5:22-23 'The Fruit of the Spirit is Love, Joy, Peace, Patience, Kindness, Generosity, Faithfulness, Gentleness and Self-Control.'</p> 	<p>Love of Jesus (Our HeartSmart Actions) Matthew 22: 36-40 'Love the Lord God with all your heart with all your soul and with all your mind. Love your neighbour as yourself'</p> 	<p>Work of Jesus (Our Learning Values) Jeremiah 29:11 'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future'</p> 
<p>A strong focus on all of our Christian Values, with specific emphasis on:</p> <ul style="list-style-type: none"> Loving God, loving and accepting ourselves and loving and responding well to others A joy of learning A peaceful classroom environment Kindness and generosity towards others Gentle interactions Patience and understanding Excellent behaviour and positive attitudes 	<p>A strong focus on all of our Heart Smart actions, with specific emphasis on:</p> <ul style="list-style-type: none"> Positive relationships High levels of praise Love and care for others Learning from mistakes Fostering a growth mindset & perseverance Equal opportunity for all pupils Nurturing positive self-esteem 	<p>A strong focus on all of our Learning Values, with specific emphasis on:</p> <p>Making Links</p> <ul style="list-style-type: none"> Presenting new material using small steps Providing models Providing scaffolds for difficult tasks <p>Questioning</p> <ul style="list-style-type: none"> Asking questions Checking for understanding <p>Revising</p> <ul style="list-style-type: none"> Daily, weekly and monthly reviews <p>Interdependence</p> <ul style="list-style-type: none"> Guiding pupil practice Obtaining a high success rate Supporting independent practice

Jesus' greatest commandment (Matthew 22:36-40) is central to the life of Dawpool: Loving God, loving and accepting ourselves and loving and responding well to others.

The next part of our curriculum is to ensure that all pupils experience the '**Abundant Life that Jesus Offers**'. This is defined as enabling **all children** to experience the **full curriculum** – it's not narrowed for any child. We aim to nurture children's **God-given talents** and provide for their **intellectual, emotional, personal, social, spiritual and physical development**.

We provide a **subject-specific curriculum** in which we have mapped out the **knowledge and skills** that we want children to learn at each stage (See the '**Wisdom, Knowledge and Skills**' documents for each year group and the subject specific documents).

**The Subject Specific Curriculum**

Reading	Writing	Spelling & Grammar	Speaking	Maths	Science	History	Geography
Religious Education	Art	Design & Technology	Computing & E-safety	Music	Physical Education	Modern Foreign Languages	Early Years Curriculum

For each subject, we have carefully established the expectations for timetabling, planning, marking and assessment to ensure that the curriculum is delivered fully to all pupils – see the **Curriculum Implementation Handbook**.

Where possible, subjects are delivered through topics which are designed for maximum engagement and ensure all pupils benefit from a **rich, broad, balanced** curriculum presented in an **interesting, exciting and imaginative** manner with lots of opportunities for **first-hand experience, practical work, investigation and learning through play**. The curriculum is enriched with **visits, visitors**, and extensive use of our **unique environment**.

Our '**local curriculum**' provides for an informal programme of **enrichment and extra-curricular activities** which is made up of those activities that we feel all children should experience at least once during their time in school, but in reality, there is likely to be several opportunities for each child. Such activities include: completing a young leaders award, learning a musical instrument, mentoring a younger pupil and leading an Act of Worship.

The Local Curriculum

Complete a Young Leaders Award	Understand Fundamental British Values	Learn a musical instrument	Compete in a sporting competition	Mentor a younger pupil	Perform a play to an audience	Lead an Act of Worship	Watch a live orchestra	Visit the theatre	Visit a museum
Campaign for a charity	Attend a residential visit	Participate in extra curricular activities	Visit a library and borrow a book	Be a Dawpool ambassador	Enjoy and look after the environment	Visit a place of Worship of a different faith	Participate in a Eucharist	Perform in a musical concert	Visit an art gallery

Therefore, Dawpool's full curriculum incorporates the **Person, Love and Work of Jesus** as three **golden threads** running through the curriculum with **Jesus' greatest commandment** at its heart. it includes our **subject-specific curriculum** and our **local curriculum** of **enrichment and extra-curricular activities**.

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Year 2 Curriculum Topics

Where appropriate, the vocabulary, knowledge and skills for Year 2 are delivered through the following broad topics:

	Autumn	Spring	Summer
Y2	Antarctica and its explorers	The Great Fire of London	Our Wonderful World

Year 2 Enrichment



Year 2 Reading Spine

English Curriculum	Reading for Pleasure	No Outsiders (Equality)
<p>The Emperor's Egg (Poetry)</p> <p>Yours Sincerely Giraffe</p> <p>The Runaway Iceberg</p> <p>Vlad and the Great Fire of London (Poetry)</p> <p>Traction man</p>	<p><u>Archaic:</u></p> <p>Where the Wild Things Are, Maurice Sendak</p> <p><u>Non-Linear:</u></p> <p>The Stinky Cheese Man and Other Fairly Stupid Tales</p>	<p>Can I Join Your Club?</p> <p>How to be a Lion</p> <p>The Great Big Book of Families</p> <p>Amazing</p> <p>What the Jackdaw Saw</p> <p>All Are Welcome</p>

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	<p><u>Complexity of The Narrator:</u></p> <p>The Day the Crayons Quit</p> <p><u>Complexity of Plot/Symbol:</u></p> <p>The Heart and the Bottle, Oliver Jeffers</p> <p><u>Resistant Texts:</u></p> <p>The Book with No Pictures, B.J. Novak</p>	
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A Year 2 Reader at Dawpool

Word Reading

- I can decode automatically and fluently.
- I can blend sounds in words that contain the graphemes we have learnt.
- I can recognise and read alternative sounds for graphemes.
- I can read accurately words of two or more syllables that contain the same GPCs.
- I can read words with common suffixes.
- I can read common exception words.
- I can read and comment on unusual correspondence between grapheme and phoneme.
- I read most words quickly and accurately when I have read them before without sounding out and blending.
- I can read most suitable books accurately, showing fluency and confidence.

Comprehension

- I can talk about and give an opinion on a range of texts.
- I can discuss the sequence of events in books and how they relate to each other.
- I use prior knowledge, including context and vocabulary, to understand texts.

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- I can retell stories, including fairy stories and traditional tales.
- I can read for meaning and check that the text makes sense. I go back and re-read when it does not make sense.
- I can find recurring language in stories and poems.
- I can talk about my favourite words and phrases in stories and poems.
- I can recite some poems by heart, with appropriate intonation.
- I can answer and ask questions about the text.
- I can make predictions based on what I have read.
- I can draw (simple) inferences from illustrations, events, characters' actions and speech.

Greater Depth in Reading

- When reading aloud I can improve my meaning through my expression and intonation.
- I can identify and comment on the main characters in stories and the way they relate to one another.
- I can self-correct, look backwards and forwards in the text and search for meaning.
- I can comment on the way the characters relate to one another
- I can show an understanding of the main points of the text and re-tell the story.
- I can make sensible predictions about what is likely to happen in the story and to different characters.
- I know how suspense and humour are built up in a story, including the development of the plot.
- I can recognise similarities in the plot or characters within different stories.
- I can extract information from non-fiction texts, appropriately using contents, index, chapters, headings and glossary.
- I can read poetry, using intonation and expression, and I can handle humour appropriately when needed.

A Year 2 Writer at Dawpool

Transcription

Spelling

- I can segment spoken words into phonemes and record these as graphemes.

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- I can spell words with alternative spellings, including a few common homophones.
- I can spell longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'.
- I can use my knowledge of alternative phonemes to narrow down possibilities for accurate spelling.
- I can identify phonemes in unfamiliar words and use syllables to divide words.

Handwriting

- I can form lower-case letters of the correct size relative to one another.
- I can begin to use some of the diagonal and horizontal strokes needed to join letters.
- I show that I know which letters are best left unjoined.
- I use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- I use spacing between words that reflects the size of the letters.

Composition

- I can write narratives about personal experiences and those of others, both real and fictional.
- I can write for different purposes, including real events.
- I can plan and discuss the content of writing and record my ideas.
- I am able to orally rehearse structured sentences or sequences of sentences.
- I can evaluate my own writing independently, with friends and with an adult.
- I can proof-read to check for errors in spelling, grammar and punctuation.

Vocabulary, Grammar and Punctuation

Word

- I can form **nouns** using **suffixes** such as *-ness*, *-er* and by compounding [for example, *whiteboard*, *superman*]
- I can form **adjectives** using **suffixes** such as *-ful*, *-less*
- I can use the **suffixes** *-er*, *-est* in **adjectives** and the use of *-ly* in Standard English to turn adjectives into **adverbs**

Sentence

'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)



- I understand **subordination** (using *when, if, that, because*) and **co-ordination** (using *or, and, but*)
- I can use expanded **noun phrases** for description and specification [for example, *the blue butterfly, plain flour, the man in the moon*]
- I understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command

Text

- I correctly choose and consistently use **present tense** and **past tense** throughout my writing
- I use the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress [for example, *she is drumming, he was shouting*]

Punctuation

- I can use capital letters, full stops, question marks and exclamation marks to demarcate **sentences**
- I can use commas to separate items in a list
- I can use **Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*]

Terminology

noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma

Greater Depth in Writing

- My descriptions are clear enough for people to recognise what is meant, even when things are not named.
- I use some phrases and words that I come across in reading.
- I use words like 'suddenly' or 'amazingly', so that writing grips the reader's interest.
- My stories have interesting endings that have been carefully thought about.
- I am consistent in using the first or third person.
- I keep my writing interesting throughout and I am not tempted to look at quick ways to finish it.

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- I check that capital letters, commas and question marks are used when needed and I attempt to use speech marks.
- I use a dictionary to check the spellings of words.
- I use specific nouns when needed, e.g. 'terrier' instead of 'dog'.
- I take time to describe characters and events within stories, rather than move from one event to another.

A Year 2 Speaker at Dawpool

- I can ask question to get more information and clarify meaning.
- I can talk in complete sentences.
- I can decide when I need to use specific vocabulary.
- I can take turns when talking in pairs or a small group.
- I am aware that formal and informal situations require different language (beginning).
- I can retell a story using narrative language and linking words and phrases.
- I can hold the attention of people I am speaking to by adapting the way I talk.
- I understand how to speak for different purposes and audiences (beginning).
- I can perform a simple poem from memory.

Greater Depth in Speaking

- I can use different style, tone and loudness of speech when speaking to a larger audience.
- I can help the discussion to go well by listening and responding to others' ideas.
- I can think of a some questions about a group of objects that is shared or discussed with the class.
- I can explain the main things I have learnt from a presentation by someone else.
- I can talk about why I think certain things happen in science.
- I can talk about own feelings when thinking about a story.
- I can choose persuasive language to suit the listener
- I know when to vary my voice and language to express my feelings at a key moment.
- I can make sure instructions follow one another in sequence.
- I can decide how to present a poem dramatically, using all members of the group.

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A Year 2 Mathematician at Dawpool

Number and place value

- I can count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.
- I can read and write numbers to at least 100 in numerals and in words.
- I can compare and order numbers from 0 up to 100; using $<$ $>$ $=$ signs.
- I recognise the place value of each digit in a 2-digit number.
- I can identify, represent and estimate numbers using different representations, including the number line.
- I can use place value and number facts to solve problems.

Calculations

- I can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
- I can add and subtract mentally, including:
 - A 2-digit number and ones
 - A 2-digit number and tens
 - Two 2-digit numbers
 - Adding three 1-digit numbers
- I can add and subtract numbers using concrete objects and pictorial representations, including:
 - A 2-digit number and ones
 - A 2-digit number and tens
 - Two 2-digit numbers
 - Adding three 1-digit numbers
- I recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.
- I can solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.
- I can solve problems with addition and subtraction applying my increasing knowledge of mental and written methods.
- I can recall and use multiplication and division facts for the 2, 5 and 10x tables, including recognising odd and even numbers.
- I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication, division and equals signs.



- I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context.
- I can show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.
- I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.

Fractions

- I recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.
- I can write simple fractions.
- I recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.

Measurement

- I can compare and order lengths, mass, volume/capacity and record the results using $>$ $<$ and $=$.
- I can choose and use standard units to estimate and measure length/height in any direction in m and cm using rulers.
- I can choose and use standard units to estimate and measure mass in kg and g using scales.
- I can choose and use standard units to estimate and measure temperature in $^{\circ}\text{C}$ using thermometers.
- I can choose and use standard units to estimate and measure capacity in l and ml using measuring vessels.
- I recognise and use symbols for £ and p and combine amounts to make a particular value.
- I can find different combinations of coins that equal the same amount of money.
- I can tell and write the time to five minutes, including quarter to/past and draw the hands on a clock face to show these times.
- I can compare and sequence intervals of time.
- I know the number of minutes in an hour.
- I know the number of hours in a day.
- I can solve simple problems in a practical context involving addition and subtraction of money of the same units, including giving change.



Geometry – properties of shapes

- I can compare and sort common 2D shapes and everyday objects.
- I can compare and sort common 3D shapes and everyday objects.
- I can identify and describe the properties of 2D shapes, including the number of sides and line of symmetry in a vertical line.
- I can identify and describe the properties of 3D shapes including the number of edges, vertices and faces.
- I can identify 2D shapes on the surface of 3D shapes.
- Geometry – position and direction
- I can order and arrange combinations of mathematical objects in patterns and sequences.
- I can use mathematical vocabulary to describe position, direction and movement.

Statistics

- I can interpret and construct simple pictograms.
- I can interpret and construct tally charts.
- I can interpret and construct block diagrams.
- I can interpret and construct simple tables.
- I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.
- I can ask and answer questions about totalling and comparing categorical data.

Greater Depth in Mathematics

- I can count reliably up to 1000 in 2s, 5s and 10s.
- I can count on and back in multiples of 4, 8, 25, 50 and 100 from any given number to beyond 1000.
- I can add and subtract fractions with a common denominator.
- I can apply knowledge of number up to 100 to solve a one-step problem involving a addition, subtraction and simple multiplication and division.
- I can apply knowledge of addition and subtraction to pay for items, up to £10, within a problem solving context.
- I can add and subtract two 2-digit and numbers to 100.
- I can use an appropriate strategy to add and subtract numbers that move between and through 100, for example, $97 + 7$; $103 - 8$.
- I know about right angles and where they can be seen in the environment.
- I can tell the time to 5 minute intervals with both analogue and digital clocks and relate one to the other.



- I can measure, compare, add and subtract using common metric measures.

A Year 2 Scientist

Working scientifically

- I can ask simple scientific questions.
- I can use simple equipment to make observations.
- I can carry out simple tests.
- I can identify and classify things.
- I can suggest what I have found out.
- I can use simple data to answer questions

Biology

Living things and their habitats

- I can identify things that are living, dead and never lived.
- I can describe how a specific habitat provides for the basic needs of things living there (plants and animals).
- I can identify and name plants and animals in a range of habitats.
- I can match living things to their habitat.
- I can describe how animals find their food.
- I can name some different sources of food for animals.
- I can explain a simple food chain.

Plants

- I can describe how seeds and bulbs grow into plants.
- I can describe what plants need in order to grow and stay healthy (water, light & suitable temperature).

Animals, including humans

- I can explain the basic stages in a life cycle for animals, including humans.
- I can describe what animals and humans need to survive.
- I can describe why exercise, a balanced diet and good hygiene are important for humans.

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Chemistry

Uses of everyday materials

- I can identify and name a range of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard.
- I can suggest why a material might or might not be used for a specific job.
- I can explore how shapes can be changed by squashing, bending, twisting and stretching.

Greater Depth in Science

- I can say whether things happened as I expected and if not why not.
- I can suggest more than one way of grouping animals and plants and explain my reasons.
- I can use information from books and online sources to find things out.
- I can name some characteristics of an animal that helps it to live in a particular habitat.
- I can describe what animals need to survive and link this to their habitats.
- I can describe what plants need to survive and link it to where they are found.
- I can classify living things into groups according to a range of criteria I have been given.
- I can describe the properties of different materials using words like transparent or opaque, flexible, etc.
- I can say which materials are natural and which are man made.
- I can tell which materials cannot be changed back after being heated, cooled, bent, stretched or twisted.

Year 2 Scientific Vocabulary

<u>Humans and other Animals</u>	<u>Materials</u>	<u>Plants</u>	<u>Living things and their habitats</u>
Carnivores, herbivores, omnivores, egg, larva, pupa, adult, invertebrates,	Types of materials: wood, plastic, glass, metal, water, rock, brick, fabric, sand, paper, flour, butter,	Trees - deciduous, evergreen, ash, birch, beech, oak, sweet chestnut, horse chestnut,	Habitat, micro habitat-Pond, meadow, log pile, woodland, river, lake, beach, cliff

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amphibians,	milk, soil.	apple, willow, sycamore, fir, pine , holly, Garden plants – crocus, daffodil, bluebells.	Organism – plant, animal
Stages of life, baby, toddler, child, teenager, adult	Properties of materials: hard/soft, stretchy/not stretchy, shiny/dull, rough/smooth, bendy/not bendy, transparent/not transparent, sticky/not sticky	Wild flowering plants – daisy, dandelion, white nettle.	Invertebrates – snail, slug, woodlouse, spider, beetle, fly
Life processes, growth, nutrition, feeding, respiration, breathing, healthy, grow, strong, energy	Verbs associated with materials: crumble, squash, bend, stretch, twist.	Parts of plants – roots, branch, trunk, stalk, leaf, flower, petal, seeds, bulbs and twigs	Pond animals – pond skater, pond snail, leech, common frog, newt
Hygiene, clean, wash, germs	Senses: touch, see, hear, smell and taste. Survey, test, classify, investigate, secondary source	Need of plants – water, light, heat, temperature	



A Year 2 Historian at Dawpool

All topics must begin with chronological knowledge, identifying the period of history on the corridor timeline.

<u>The Great Fire of London</u>
<u>Antarctica</u>
<u>Lives of significant individuals / events</u>
<ul style="list-style-type: none">• I will learn about Ernest Shackleton and his expeditions to Antarctica and how they influenced other explorers.• I will be able to use books and the internet to find out about Ernest Shackleton and his crew and their expeditions.• I will know about how Samuel Pepys wrote a diary that tells us about the events of The Great Fire of London and The Plague but also that there were other sources that provided information.• I will know that the Great Fire of London influenced the design of London today and how houses were built and streets laid out.• I will be able to use The National archives evidence to answer questions and make deductions about Samuel Pepys and The great fire of London.• I will be able to understand where and when the Great Fire of London started, and make deductions about what London was like in 1666.• I will be able to take the role of significant figures at the time of the Great fire of London and answer questions from others ie Thomas Farriner, Samuel or Elizabeth Pepys, King Charles.• I will use different sources to find out why the fire spread so quickly and stayed alight for so long.

- I can use words and phrases like: before, after, past, present, then and now.
- I can recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier and what they did later.
- I can give examples of things that were different when my grandparents were children.
- I can find out things about the past by talking to an older person.
- I can answer questions using books and the internet.
- I can research the life of a famous person from the past using different sources of evidence.

Year 2 Historic Vocabulary

Explorers, South pole, Antarctica, navigate,	Chronological order, era/period, travel,	past, present, before, after, then, now
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'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)



encounter, pioneer.	impact, significant	
The Great Fire of London, Samuel Pepys diary, Christopher Wren, St Paul's Cathedral,	memorial, investigate research, Historians, experts, letters, newspapers, websites, detective, opinion, artefact, What...? When...? Where...? Why...? How?	Timeline, ancestor, modern, recent, similar, decade, century, evidence, discovery, research,

A Year 2 Geographer at Dawpool

All topics begin with location knowledge:

KS1 – Locality and United Kingdom

Include human features: major cities, natural resources, settlement, trade, land use patterns and how these change over time etc.

Include physical features: rivers, lakes, mountains, coasts, etc.

<u>Antarctica</u>
<u>Place knowledge: UK and contrasting locality</u>
<ul style="list-style-type: none"> I will be able to describe a place outside Europe using geographical words- ie Antarctica. I will be able to describe what it is like in Antarctica-climate, land, sea, vegetation, climate, the features of Antarctica as an island. I will be able to name the continents of the world and the oceans-starting with Antarctica. I will be able to find where I live on a map and relate it to where Antarctica is.
<u>Our Wonderful World</u>
<ul style="list-style-type: none"> I will be able to show where the UK, the equator and the poles are on a world map. I can compare the land features and climate of the UK with Ecuador. I can compare the capital cities of the UK and Ecuador. I can find out where different animals live in the world, compare the climates and how near the countries are to the Equator. I will be able to identify physical and human features in aerial photos- beach, coast, forest, hill, mountain, ocean, valley, houses, buildings, roads

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etc.

- I can create a map with a key.

- I can say what I like and do not like about the place I live in.
- I can say what I like and do not like about a different place.
- I can describe a place outside Europe using geographical words.
- I can describe some of the features of an island.
- I can describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley.
- I can explain how jobs may be different in other locations.
- I can explain how an area has been spoilt or improved and give my reasons.
- I can explain the facilities that a village, town and city may need and give reasons.
- I can name the continents of the world and locate them on a map.
- I can name the world oceans and locate them on a map.
- I can name the capital cities of England, Wales, Scotland and Ireland.
- I can find where I live on a map of the United Kingdom.

Year 2 Geographical Vocabulary

beach	forest	hill	factory
mountain	ocean	valley	port
harbour	continents	local	season
weather	coast	locality	map
globe	nation	landmark	country
vegetation	key	plan	environment
North	South	East	West
left	right	near	far
symbol			



A Year 2 Theologian at Dawpool

The Bible

- I know that the Bible is the Christian holy book which tells God's big story. I know about people who struggle to have a bible of their own.
- I know that world faiths have different holy books including the Torah for Jewish people, the Qur'an for Muslims and the Guru Granth Sahib for Sikhs and I know some important details about these faiths.
- I know that Holy Books give believers guidance for living their lives as God has commanded.
- I can tell you about the stories found in the Bible and why the Bible is so important to Christians.
- I can name the holy books from world faiths that I have investigated and describe the similarities and differences between them.
- I can identify and describe the impact of the Holy Books and their content on the lives of believers.

Christmas

- I know that Christians believe that the birth of Jesus is good news.
- I know that angels brought the good news to Zachariah, Mary and the shepherds.
- I know that Christians believe Jesus is the saviour of the world.
- I can tell you the Christmas story and ask good questions about it.
- I can tell you about what happened to Zachariah.
- I can talk about the message of the angels and describe the different ways artists portray angels.
- I can talk about the ways Christians share the good news at Christmas time.

Easter

- I know that there are different objects and symbols used to help explain and understand the meaning of Easter.
- I know why the Easter story is central to Christian belief.
- I know that Christians believe that Jesus died to save humankind and this is part of God's salvation plan.
- I can retell the Easter story and describe simply what the symbols of Easter mean.
- I can describe briefly why Christian people celebrate Easter.

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- I can talk about my own experiences of Easter celebrations and explain what I think is the most important thing about Easter.

Ascension And Pentecost

- I know that 40 days after the resurrection Jesus ascended into heaven.
- I know that Christians believe that God is three in one – Father, Son and Holy Spirit.
- I know the gift of the Holy Spirit was poured out on the disciples at Pentecost and is here with us still.
- I can retell the stories of Jesus' ascension and the events of Pentecost.
- I can talk about my ideas of heaven.
- I can connect the gifts of the spirit with the school's Christian values.
- I can describe the symbols of the Holy Spirit.
- I can talk about why Christians believe that the events of Pentecost still impact on the church today.

The Church

- I know that for Christians the church is a special place where they meet to worship and pray and that the church is a holy blessed space.
- I know the story of Moses and the people of God building the tabernacle (tent of meeting) to house the ark of the covenant.
- I know that people of Muslim faith meet to pray in a mosque, that people of Jewish faith meet together for worship in a synagogue, that people of Hindu faith meet together in a mandir/temple.
- I can connect the features of the church to Bible stories and Christian belief and teaching.
- I can use religious vocabulary to name and describe the features of a church building, mosque, synagogue and a mandir/temple.
- I can connect the features of a place of worship to the beliefs and teaching of that faith.
- I can describe the worship that takes place in a mosque, synagogue and at a Hindu shrine and use religious vocabulary to describe a few similarities and differences between places of worship.



Year 2 Theological Vocabulary

Bible	Old Testament	New Testament	Holy
Gospel	Word of God	Mary Jones	Dead Sea Scrolls
Good news	Elizabeth	Zechariah	Jesus
Angel Gabriel	Joseph	shepherds	Mary
Bethlehem	Cross	crucifix	Paschal candle
resurrection	Last Supper	Eucharist	symbol
sacrifice	celebration	church	vicar
minister	pews	font	altar
stained glass	worship	holy	sacred
Mosque	Minaret tower	Temple	shrine
Mandir	Synagogue	Ark	Ascension
Pentecost	Holy Spirit	disciples	power
heaven	Trinity		

A Year 2 Artist at Dawpool

Antarctica
<ul style="list-style-type: none">• I can create tints with paint by adding white-children will be able to mix paints to create graduated tints.• I can create tones with paint by adding black- children will be able to mix paints to create graduated tones independently.• I can focus on one part of an explorers artefact object using a view finder and draw it in detail and using a pencil to add shades and tones.• I will be able to create a picture of an Antarctic landscape using watercolours and mixing my own secondary colours.• I will be able to create a drawing of a penguin using pencils and crayons and add detail.• I will be able to develop a wide range of art techniques in using colour, pattern, texture, and space in the context of making a drip painting from shades(Link to Bonfire night)• I can create a drip painting using shades I have mixed.

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- I will be able to talk about the work of Jackson Pollock and use his technique to create a picture.

The Great Fire of London

- I can use pastels to create flames, learning about the foreground and the background as I create my piece of work.
- I will know about the artist Rita Greer and what techniques she used to create her Great Fire of London inspired work and use collage to create a picture of the Great Fire of London.
- I can create a 3D piece of art work using The great fire of London and Ludgate as inspiration.
- I can use mixed media to create my own interpretation of a scene from The Great Fire of London.

Our Wonderful World

- I will learn about how Native Americans and Aboriginal artists painted on rocks using natural materials and create my own rock art.
- I will be able to create a 3D structure using natural materials that I have collected in Forest school using inspiration from Andy Goldsworthy and his work.
- I will be able to use natural materials to create a collage picture, based on Rangoli patterns and the use of leaves to create colour and pattern.
- I will be able to weave using natural materials using inspiration from different cultures use of weaving ie Turkey.
- I will create a mandala using natural materials, after finding out about the Indian cultural and spiritual reasons for making them.

- I can choose and use three different grades of pencil when drawing.
- I can use charcoal, pencil and pastel to create art.
- I can use a viewfinder to focus on a specific part of an artefact before drawing it.
- I can mix paint to create all the secondary colours.
- I can create brown with paint.
- I can create tints with paint by adding white.
- I can create tones with paint by adding black.
- I can use different effects within an IT paint package.
- I can suggest how artists have used colour, pattern and shape.
- I can create a piece of art in response to the work of another artist.

Year 2 Art Vocabulary

light	dark	foreground	middle ground
background	blend	layering	colour

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texture	shades	tones	collage
media	3D	2D	shape
form	shading	mix	

A Year 2 Designer at Dawpool

<u>Puppets</u>
<ul style="list-style-type: none">• I will be able to investigate a range of puppets and their features and record the materials and features of the puppets.• I will create a finger puppet using a template and then evaluate my work.• I will be able to use different sewing skills and practice them.• I will be able to design a glove puppet, choosing materials and tools and recording them on a plan.• I will be able to follow my design on my plan to create my glove puppet.• I will be able to work safely with a variety of tools.• I will be able to evaluate my puppet and demonstrate my puppet to others.
<u>Perfect Pizzas</u>
<ul style="list-style-type: none">• I will be able to complete a healthy eating plate by sorting favourite pizza ingredients.• I can sort food into different food groups.• I will be able to describe a variety of breads and their features and decide which would be fit for purpose for a pizza.• I will be able to name and sort a variety of ingredients and state my preferences.• I will be able to design a healthy pizza and identify ingredients I wish to use on my plan.• I will be able to make my pizza and following my design and work safely and hygienically.• I will be able to evaluate my pizza once it is made.
<u>Flying Kites</u>
<ul style="list-style-type: none">• I will be able to talk about the history of kites and what they look like and then make a design for a my own kite using the pictures of kites for inspiration.• I will be able to explore different materials and test them for suitability to make a kite.• I will be able to make a carp kite following instructions, after learning about why they are flown in Japan.• I will be able to design my own diamond kite, labelling the design and materials I will need.• I will be able to make my own diamond kite, following my plan and solving problems I come across.

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- I will be able to evaluate my kite and answer questions to explain my successes and failures during the making process.

- I can think of an idea and plan what to do next.
- I can choose tools and materials and explain why I have chosen them.
- I can join materials and components in different ways.
- I can explain what went well with my work.
- I can use different textiles and explain why I have chosen them
- I can measure materials to use in a model or structure.
- I can describe the ingredients I am using when preparing food.

Year 2 Design Vocabulary

design	construct	evaluate	function
criteria	purpose	planning	model
structure	template	assemble	product
investigate	equipment	ingredient	material
textile	sew	cut	join
fold			

A Year 2 Computer User at Dawpool

Algorithms and programming

- I can use a range of instructions (e.g. direction, angles, turns).
- I can test and amend a set of instructions.
- I can find errors and amend. (debug)
- I can write a simple program and test it.
- I can predict what the outcome of a simple program will be (logical reasoning).
- I understand that algorithms are used on digital devices.
- I understand that programs require precise instructions.

Information technology

- I can organise digital content.

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- I can retrieve and manipulate digital content.
- I can navigate the web to complete simple searches.
- Digital literacy
- I use technology respectfully.
- I know where to go for help if I am concerned.
- I know how technology is used in school and outside of school.

A Year 2 Safe Computer User

Knowledge and understanding

- I understand the different methods of communication (e.g. email, online forums etc).
- I know you should only open email from a known source.
- I know the difference between email and communication systems such as blogs and wikis.
- I know that websites sometimes include pop-ups that take me away from the main site.
- I know that bookmarking is a way to find safe sites again quickly.
- I have begun to evaluate websites and know that everything on the internet is not true.
- I know that it is not always possible to copy some text and pictures from the internet.
- I know that personal information should not be shared online.
- I know I must tell a trusted adult immediately if anyone tries to meet me via the internet.

Skills

- I follow the school's safer internet rules.
- I can use the search engines agreed by the school.
- I know what to do if I find something inappropriate online or something I am unsure of (including identifying people who can help; minimising screen; online reporting using school system etc).
- I can use the internet for learning and communicating with others, making choices when navigating through sites.
- I can send and receive email as a class.
- I can recognise advertising on websites and learn to ignore it.
- I can use a password to access the secure network.

**Year 2 Computing Vocabulary**

Coding	Online Safety	Spreadsheets	Questioning
action, character, command, algorithm, code block, debug / debugging, design mode, code design, bug, command, input, properties, timer, object, repeat, scale, when clicked, when key	search, display board, internet, sharing, email, attachment, digital footprint,	backspace, count tool, copy and paste, columns, rows, move cell tool, delete key, speak tool, equals tool, cells, image toolbox, lock tool, spreadsheet	pictogram, collate, avatar, binary tree, database, question, data
Effective Searching	Creating Pictures	Making Music	Presenting Ideas
internet, search, search engine	impressionism, share, surrealism, pointillism, palette, template	bpm, instrument, soundtrack, tempo, volume, sound effects, music, digitally, composition, sound effects (sfx)	Concept map (mind map), node, quiz, narrative, audience, non-fiction, presentation, animated

A Year 2 Musician at Dawpool

- I can sing and follow a melody.
- I can perform simple patterns and accompaniments keeping a steady pulse.
- I can compose simple rhythmic patterns.
- I can recognise changes in tempo.
- I can order sounds to create a beginning, middle and an end.
- I can create music in response to different starting points.
- I can choose sounds which create an effect.
- I can use symbols to represent sounds.
- I can make connections between notations and musical sounds.
- I can listen out for particular things when listening to music.
- I can improve my own work.

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Year 2 Music Vocabulary

keyboard	drums	bass	electric guitar
saxophone	trumpet	pulse	rhythm
pitch	improvise	compose	audience
melody	dynamics	tempo	perform
performance	rap	Reggae	glockenspiel

A Year 2 Sports Person at Dawpool

Games

- I can use hitting, kicking and/or rolling in a game.
- I can decide the best space to be in during a game.
- I can use one tactic in a game.
- I can follow rules.

Gymnastics

- I can plan and perform a sequence of movements.
- I can improve my sequence based on feedback.
- I can think of more than one way to create a sequence which follows some 'rules'.
- I can work on my own and with a partner.

Dance

- I can change rhythm, speed, level and direction in my dance.
- I can dance with control and coordination.
- I can make a sequence by linking sections together.
- I can use dance to show a mood or feeling.

General

- I can copy and remember actions.

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- I can talk about what is different from what I did and what someone else did.

Year 2 PE Vocabulary

Movement, speed, copy, repeat	Sequence, improvise, travel, teamwork	Relax, curl. Fast, slow, shape	Roll, travel, stretch, hold,
Direction, control, balance, tense	Resilience, patience, strength,	Underarm, overarm	Rules, attack, defend