

# DREAM Curriculum Community School Overview 2023 - 2024

## Year 2

Term:	Autumn Term	Spring Term	Summer Term
Unit Name:	How did we learn to fly?	Around the world in 80 days	Where in the world?
Hook:	Hot air balloon, aeroplane and rocket to land in class.	Have a delivery of large jigsaw pieces land on playground. How will the pieces fit together? What will they make?	Parcel delivered from overseas that contains surprises and clues.
Home Learning:	Create your own transport that can fly.	Create a poster/scrap book/ report/ piece of art work about a destination of your choice. This could be a place that you have visited or where a family member has visited.	Create a non – chronological report about Shanghai or the UK.
Showcase:	Test how well your transport can fly.	Presentation showcase to share information with the rest of the Year 2 children and staff.	Experience day that will include sharing facts and information, food tasting and creating inspiring art work.
Enrichment:	Visit to Manchester Aerozone.	Cinema experience focussing on a specific continent in the world.	Visit to the zoo to consolidate science learning.
Suggested Books to Enjoy!	Dogger (Fiction) George's Marvellous Medicine (Fiction) A First Poetry Book (Pie Corbett)	The Big Book of Blue (Fiction) The Clue is in the Poo (Non-fiction) Around the World in 80 Days (Fiction) The Day the Crayons Quit- Oliver Jeffers (Fiction) Meerkat Mail (Fiction) A First Poetry Book (Pie Corbett)	Anansi The Spider (various) Cinnamon-Neil Gaiman (Fiction) Shine!- Sarah Asuquo (Fiction) On the Way Home- Jill Murphy (Fiction) Jane Goodall-Little People Big World (Non-fiction) Michael Rosen (Poetry)

Subject Area:	Autumn Term	Spring Term	Summer Term
Reading	<ul style="list-style-type: none"> <li>- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>- making inferences on the basis of what is being said and done</li> <li>- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> </ul>	<ul style="list-style-type: none"> <li>- read accurately words of two or more syllables that contain the same graphemes as above</li> <li>-read words containing common suffixes</li> <li>- re-read these books to build up their fluency and confidence in word reading.</li> <li>- being introduced to non-fiction books that are structured in different ways</li> <li>- discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>-discussing their favourite words and phrases</li> <li>- drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>- answering and asking questions</li> </ul>	<ul style="list-style-type: none"> <li>-read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>-read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>- discussing the sequence of events in books and how items of information are related</li> <li>- recognising simple recurring literary language in stories and poetry</li> <li>-continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> <li>- checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>-predicting what might happen on the basis of what has been read so far</li> <li>-explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>

<b>Writing Focus and Features</b>	<p><b>Narrative</b></p> <p>Know what they are going to write before beginning.</p> <p>Plan what they are going to write about.</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p><b>Instructions:</b></p> <p>Plan and say out loud what they are going to write about</p> <p>Proof-reading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</p> <p>Verbs to indicate time are used correctly and consistently.</p>	<p><b>Narrative – Traditional Tales</b></p> <p>Write down ideas and or/key words including new vocabulary</p> <p>Plan what they are going to write about.</p> <p>Re-read to check their writing makes sense.</p>	<p><b>.Non-Chronological reports</b></p> <p>Specific vocabulary relating to topic.</p> <p><b>Poetry:</b></p> <p>Write poetry: writing down ideas and/or key words, including new vocabulary</p>	<p><b>Narrative - personal experiences and those of others (real and fictional)</b></p> <p>Consider what they are going to write before beginning.</p> <p>Planning or saying out loud what they are going to write about.</p> <p>Evaluate their writing with the teacher and other pupils.</p>	<p><b>Recounts</b></p> <p>Write about real events</p> <p>Verbs to indicate time are used correctly and consistently.</p> <p><b>Poetry:</b></p> <p>Write poetry: writing down ideas and/or key words, including new vocabulary :</p>
<b>SPaG</b>	<p>Using full stops, capital letters correctly.</p> <p>Co-ordinating Conjunctions: and, but, or</p> <p>Adjectives</p> <p>Noun phrases/expanded noun phrases</p>	<p>Introduce commas for lists</p> <p>Adverbs</p> <p>Use question marks correctly</p> <p>Different types of sentences – exclamation, command, question, statement,</p>	<p>Subordinating conjunctions -when, if, that, because</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress.</p> <p>Use exclamation marks correctly</p> <p>Noun phrases/expanded noun phrases/adjectives and adverbs</p>	<p>The present and past tenses correctly and consistently.</p> <p>Apostrophes to mark where letters are missing and singular possession</p>	<p>Use conjunctions consistently - if that when, or, because, but, yet so.</p> <p>Use the correct tenses and cohesion.</p> <p>Noun phrases/expanded noun phrases/adjectives and adverbs</p>	<p>Apostrophes to mark where letters are missing and singular possession</p> <p>Noun phrases/expanded noun phrases</p> <p>Verbs to indicate time are used correctly and consistently</p>
<b>Handwriting</b>	<p>Form lower case letters of the correct size relative to one another in some of their writing.</p> <p>Form lowercase letters in the correct direction, starting and finishing in the right place</p>	<p>Begin to form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p>	<p>Use spacing between words that reflect the size of the letters.</p>	<p>Start Using the diagonal and horizontal strokes needed to join some letters.</p>	<p>Use a joined style once letters are formed securely with correct orientation. (non-statutory)</p>	<p>Handwriting expectations previously taught.</p>
<b>Spelling</b>	<p>Revision of work in Y1</p> <p><b>Spelling rule-</b> /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y.</p> <p><b>Spelling rule-</b> /s/ spelt c before e, l and y.</p>	<p><b>Spelling rule-</b> /r/ sound spelt wr at the beginning of words.</p> <p><b>Spelling rule-</b> /l/ or /əl/ sound spelt –le at the end of words.</p> <p><b>Spelling rule-</b> /l/ or /əl/ sound spelt –el at the end of words.</p> <p><b>Spelling rule-</b> /l/ or /əl/ sound spelt –al at the end of words</p>	<p><b>Spelling rule-</b> /aɪ/ sound spelt –y at the end of words.</p> <p><b>Spelling rule-</b> Adding –es to nouns and verbs ending in –y</p> <p><b>Spelling rule-</b> Adding –ed, –ing, –er and –est to a root</p>	<p><b>Spelling rule-</b> Adding the endings –ed, –er, –est and –y to words ending in –e with a consonant before it</p> <p><b>Spelling rule-</b> Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter.</p>	<p><b>Spelling rule-</b> The /i:/ sound spelt –ey</p> <p><b>Spelling rule-</b> The /b/ sound spelt a after w and qu</p> <p><b>Spelling rule-</b> The /ɜ:/ sound spelt or after w</p> <p><b>Spelling rule-</b> /ɔ:/ sound spelt ar after w /ɜ:/ sound spelt s</p>	<p><b>Spelling rule-</b> The suffixes –ment, –ness, –ful, –less and –ly</p> <p><b>Spelling rule-</b> Words ending in –tion</p> <p>Homophones or near homophones</p> <p>Apostrophes for contraction</p>

	<b>Spelling rule-</b> /n/ sound spelt kn and (less often) gn at the beginning of words.	<b>Spelling rule-</b> Words ending –ill	word ending in –y with a consonant before it.  <b>Spelling rule-</b> Adding the endings – ing, to words ending in –e with a consonant before it	<b>Spelling rule-</b> /b:/ sound spelt a before l and ll  <b>Spelling rule-</b> /ʌ/ sound spelt o		Apostrophe for possession  Consolidate all Year 2 spelling patterns.
<b>Spoken Language</b>	<p>These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years.</p> <p><b>Pupils should be taught to:</b> - listen and respond appropriately to adults and their peers. - ask relevant questions to extend their understanding and knowledge. - use relevant strategies to build their vocabulary. - articulate and justify answers, arguments and opinions -give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. -maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. - use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. - speak audibly and fluently with an increasing command of Standard English. - participate in discussions, presentations, performances, role play, improvisations and debates. - gain, maintain and monitor the interest of the listener(s). - consider and evaluate different viewpoints, attending to and building on the contributions of others. - select and use appropriate registers for effective communication.</p>					
<b>Mathematics</b>	<b>Place Value</b> (4week)  <b>Addition and Subtraction</b> (2 weeks)	<b>Addition and Subtraction</b> (3 weeks)  <b>Shape</b> (3 weeks)  <b>Trust Assessment Checkpoint</b>	<b>Money</b> (2 weeks)  <b>Multiplication and Division</b> (week 4)	<b>Multiplication and Division</b> (week 1)  <b>Length and Height</b> (2 weeks)  <b>Mass, capacity and temperature</b> (3 weeks) <b>Trust Assessment Checkpoint</b>	<b>Fractions</b> (3 weeks)  <b>Time</b> (3 weeks)	<b>Statistics</b> (2 weeks)  <b>Position and direction</b> (2 weeks)  <b>Consolidation</b> (2 weeks) <b>Trust Assessment Checkpoint</b>
<b>RE</b> (Community schools)	<b>How do we show how we care for others?</b>	<b>Why and how are Christmas and Hanukah celebrated?</b>	<b>Who is an inspiring person?</b>	<b>Why and how do special places and symbols show what people believe?</b>	<b>What can we learn from Christian and Jewish Creation stories?</b>	<b>What do Muslims believe?</b>
<b>Computing</b>	<u><b>Digital Citizenship</b></u>  Purple Mash: Online Safety (Unit 2.2)  Project: Digital Citizenship presentation	<u><b>Computer Science</b></u>  Purple Mash: Coding (Unit 2.1)	<u><b>Information Technology</b></u>  Apple Everyone Can Create Early Leaners: Photo- Edit photos  Project: Create a piece of photo art	<u><b>Computer Science</b></u>  Apple Everyone Can Code Early Learners: Functions	<u><b>Information Technology</b></u>  Apple Everyone Can Create Early Leaners: Video- Tell a story  Project: Do a video treasure hunt	<u><b>Computer Science</b></u>  *App Design Template from Early Learners.  Project: Create an App in Keynote (as a class or small groups)
<b>Science</b>	<b>Muck, Mess and Mixtures</b> (Uses of everyday materials including forces)  To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.		<b>Can a Polar Bear live in a Desert?</b> (Living things and habitats) Explore and compare the differences between things that are living, dead, and things that have never been alive. To 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. To		<b>Marvelous Mammals</b> (Animals including Humans)  To notice that animals, including humans, have offspring which grow into adults. To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)  To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	

	To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.		identify and name a variety of plants and animals in their habitats, including micro habitats. To 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.			
	<b>Green Fingers</b> (Plants) To observe and describe how seeds and bulbs grow into mature plants. To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.					
	<b>Working Scientifically</b> During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: To asking simple questions and recognising that they can be answered in different ways. To observing closely, using simple equipment. To performing simple tests. To identifying and classifying. To using their observations and ideas to suggest answers to questions To gathering and recording data to help in answering questions.					
History	<b>What's in the past?</b> <b>How do we learn to fly?</b> (changes beyond living memory) Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]					
	<b>Newsround</b> (changes within living memory (What's in the News/Making History today)) <b>What is a monarch?</b> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life					
Geography			<b>Around the World in 80 days</b> <b>7 continents, 5 oceans</b> <b>Would you prefer to live in a hot or cold place?</b> To name and locate the world's seven continents and five oceans.		<b>Where in the World?</b> <b>What is it like to live in Shanghai?</b> <b>Compare the UK and a non- European Country</b> To 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.	
Art and Design	<b>Drawing:</b> <b>Tell a story</b>  <b>Painting:</b> <b>Life in colour</b>		<b>Craft</b> <b>Map it out</b>		<b>Sculpture</b> <b>Clay Houses</b>	
Design and Technology	<b>Mechanisms</b> <b>Fairground wheel / Moving Monsters</b>		<b>Cooking</b> <b>A balanced diet</b>		<b>Structures</b> <b>Baby Bears chair</b>	
Physical Education	<b>Dance</b> <b>Ball Skills</b>	<b>Invasion Games</b> <b>Yoga</b>	<b>Net and Wall</b> <b>Gymnastics</b>	<b>Fitness</b> <b>Target Games</b>	<b>Athletics</b> <b>Sending and Receiving</b>	<b>Striking and Fielding</b> <b>Team Building</b>
Music	<u><b>Voices Foundation</b></u> Find your voice	<u><b>Voices Foundation</b></u> Pitch and dynamics	<u><b>Voices Foundation</b></u> Sing and Play	<u><b>Voices Foundation</b></u> Pulse and Rhythm	<u><b>Voices Foundation</b></u> Elements in Action	<u><b>Infant Songshare</b></u> Quest Trust Singing Project

PSHE	<u>Being me in my world</u> Hopes and fears for the year, rights and responsibilities, rewards and consequences, safe and fair learning, environment, valuing contributions, choices, recognising feelings.	<u>Celebrating differences</u> Assumptions and stereotypes about gender, understanding bullying, standing up for self and others, making new friends, gender diversity, celebrating differences and remaining friends.	<u>Dreams and Goals</u> Achieving realistic goals Perseverance Learning strengths Learning with others Group co – operation Contributing to and sharing success.	<u>Healthy Me</u> Motivation Healthier choices, Relaxation Healthy eating and nutrition Healthier snacks and sharing food.	<u>Relationships</u> Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships.	<u>Changing me</u> Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition.
SMSC	Our Year two Curriculum promotes children’s Spiritual, Moral, Social and Cultural Development, ensuring that they are prepared to be reflective about and have courageous advocacy as digital global citizens.					
Fundamental British Values	Our Year two Curriculum actively promotes the Fundamental British Values of <i>democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> , in order to prepare children for life in Modern Britain.					
HGCP Values Cycle 1 2022 2023	Friendship	Sevice	Responsibility	Generosity	Creativity	Truthfulness
HGCP Values Cycle 2 2023 2024	Perserverance	Peace	Home	Forgiveness	Trust	Thankfulness
HGCP Values Cycle 3 2024 2025	Respect	Compassion	Wisdom	Humility	Justice	Courage