

SEASIDE CURRICULUM



SPIRITUALITY
ENVIRONMENT
ARTS
SPORT & WELLBEING
INSPIRATIONAL PEOPLE AND PLACES
DIVERSITY
ENTERPRISE AND TECHNOLOGY

GRACE INTEGRITY ASPIRATION



YEAR 2 CURRICULUM MAP



REFLECTIVE THINKING
EFFECTIVE COMMUNICATION
RESILIENCE
PROBLEM SOLVING
INDEPENDENCE
COLLABORATION
DECISION MAKING
CREATIVITY

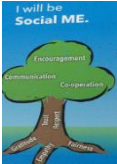
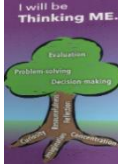

POWERFUL LEARNING ATTRIBUTES



	AUTUMN		SPRING		SUMMER	
	The BIG Adventure	Animal Magic AUTHOR STUDY: Jill Tomlinson	Sparks Will Fly!	Fantastic Mr Dahl AUTHOR STUDY: Roald Dahl	Colour Me Happy AUTHOR STUDY: Drew Daywalt	Fit for Life
Core Value	Grace	Grace	Integrity	Integrity	Aspiration	Aspiration
Powerful Learning Attributes	Effective Communication Creativity	Reflective Thinking Decision Making	Resilience Independence	Reflective Thinking Decision Making	Creativity Problem Solving	Collaboration Decision Making
Seaside Curriculum	DIVERSITY ENVIRONMENT	ARTS SPIRITUALITY	ENTERPRISE AND TECHNOLOGY	INSPIRATIONAL PEOPLE AND PLACES	ARTS	SPIRITUALITY SPORT AND WELLBEING
Global Neighbours	Poverty and Inequality Do we all have equal access to the world's resources? How can we share?	Climate Change and Climate Justice What can we do to stop owls losing their habitats?	Injustice and suffering	World wide reading. Book poverty – access to books and reading services.	Diversity and Inclusion How do differences contribute balance to a group or a community?	
Brilliant Beginning	Rwanda Art	Teacher Creatures: A visit from animal experts	London's burning collage	A visit to the library	Art and Puzzles Challenge	House Tournament
Fantastic Finale	African Drumming	All about Owls Exhibition	Recreating Pudding Lane	Potion Making	Visit from an artist	Beach Circuits
Visitors and visits	Beach School African Dream African Drumming	Creature Teachers	Dorest Fire and Rescue Service Great Fire of London Drama Day	Visit to Tuckton Library	Artist Beach Art Trip	National Sports Week visitors Beach School Islam Virtual Session
Key texts	We All Went on Safari: A Counting Journey Through Tanzania By Laurie Krebs African Tales, A Barefoot Collection By Gcina Mhlophe and Rachel Griffin A Bedtime Full of Stories: 50 Folktales and Legends from Around the World By Angela McAllister	The Owl who was Afraid of the Dark By Jill Tomlinson Owls (National Geographic Reader) By Laura Marsh	Fire Cat By Pippa Goodhart The Great Fire of London: Anniversary Edition of the Great Fire of 1666 By Emma Adams Toby and the Great Fire of London By Margaret Nash The Great Fire of London By George Szirtes	ROALD DAHL Fantastic Mr Fox The Enormous Crocodile The Twits George's Marvellous Medicine Revolting Rhymes	The Day the Crayons Quit The Day the Crayons Came Home By Drew Daywalt The Flower By John Light	Walter Tull's Scrapbook By Michaela Morgan The Tear Thief By Carol Ann Duffy
English	<p>Word Reading</p> <ul style="list-style-type: none"> Blend many phonemes and graphemes when reading. Use their knowledge of sounds to decode and segment polysyllabic words at an appropriately fluent speed. Recognise words that cannot be sounded out through a rich diet of daily reading, guided reading sessions, whole class reading and 1:1 reading at home. Discuss their favourite words and phrases Learn and recite extracts using intonation more effectively to make the meaning clear Self-correct when they are reading aloud. With a finger, track entire paragraphs when reading in 1:1, small group and whole-class sessions. Read aloud during 1:1, guided and whole-class reading sessions with expression and fluency. When asked, locate age related sentence types: questions, exclamations, command and statement. 					

	<ul style="list-style-type: none"> When asked, locate familiar word types (adjective, noun, noun phrase, verb and adverb), explain how they know which word type it is and link words with other words (synonyms). When asked, locate age related punctuation: question marks, exclamation marks and apostrophes (inverted commas -speech marks - may also be encouraged although they are not taught to use them in their writing until year three). 					
	<p>Inference and Comprehension</p> <ul style="list-style-type: none"> Link an aspect of a book's narrative, characters, setting, etc. to their own experiences and other books they have read. Become very familiar with traditional tales and fairy stories and identify their characteristics Recognise and join in with predictable phrases Learn some rhymes and poems by heart Identify key narrative aspects when making detailed predictions at the beginning or middle of a story. Understand the differences between past and present tense. Make calculated predictions based on key points within the text by justifying their ideas Make inferences based on what they have read and make inferences from what has been read to them: Develop their understanding of how to answer word problems focusing on the words and phrases: <i>How...? What...? Explain why...? Explain how you know...? Find and copy... Which...?</i> <i>The little boy said that 'dark was exciting'. How did show this to the Owl?</i> <i>How did you know that Mr Fox was worried after he said "I have had enough?"</i> Learn how to effectively reread in order to: find and copy specific words and phrases and make inferences. Participate in group and class discussions about characters, plot, narrative and genre and share their personal opinion about a text. Recognise and analyse the features of a non-fiction text through discussing and exploring: contents page, captions, headings/sub-headings, bullet pointed facts, index and glossary. 					
	These are continuous skills throughout the year...					
	<p>Composition Write for different purposes Write down ideas and key words before writing Make simple additions, revisions and corrections to own writing Re-read writing with intonation to make the meaning clear</p>	<p>Sentence structure Statements, commands, questions and exclamation sentences Subordinate clauses Co-ordinating conjunctions: and, but, so, or Subordinating conjunctions: because, if, when</p>	<p>Grammar/Vocabulary Co-ordinating conjunctions: and, but, or, so Subordinating conjunctions: because, if, when Past and present tense Adjectives to make simple noun phrases Adverbs – linked with spellings Proper nouns Progressive tense used accurately</p>	<p>Punctuation Commas in lists Capital letters for all proper nouns Apostrophe for singular possession Apostrophe for contractions</p>		
	<p>Spelling</p> <ul style="list-style-type: none"> Lesley Clarke's Phonics Scheme (phase 5 revisit and phase 6 informed by Year 2 spelling appendices) Plural rules s, es, ves; suffix ed for past tense verbs; suffixes rules ing, er, est, ly (adverbs), ful, less, ment, ness; contractions; possessive apostrophes Year 2 common exception words 					
	<p>Handwriting -</p> <ul style="list-style-type: none"> Form lower case letters of the correct size relative to one another Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Use spacing between words that reflects the size of the letters 					
Maths	<p>Number : Place Value - <i>Counting and representing numbers up to 100; tens and ones with a part-whole model; tens and ones using addition; using a place value chart; comparing and ordering objects and numbers; count in 2s, 5s and 10s then 3s</i></p> <p>Number: Addition and Subtraction - <i>Addition and subtraction bonds to 20; checking calculations; comparing number sentences; related facts; bonds to 100 (tens); add and subtract 1 and 2 digit numbers (including crossing 10)</i></p> <p>Geometry: Property of shape: <i>Recognise 2D and 3D shapes; count sides, vertices, faces, edges' draw 2D; sort 2D and 3D shapes; lines of symmetry; make patterns</i></p>	<p>Measure: Money: <i>Count money – pence, pounds (notes and coins); select money; make the same amount; compare; find totals; find the difference; find change; two-step problems</i></p> <p>Number: Multiplication and Division: <i>Recognise, make and add equal groups; write multiplication sentences from pictures and use the x symbol; use arrays; 2, 5 and 10 times table. Equal groups (sharing and grouping); divide by 2; odd and even numbers; divide by 5; divide by 10</i></p> <p>Measure: <i>measure length (cm and m); compare lengths; order lengths; four operations with lengths</i></p> <p>Mass, Capacity and Temperature: <i>Compare mass; measure mass in grams; measure mass in kilograms; compare capacity; millilitres; litres; temperature</i></p>	<p>Fractions: <i>Make equal parts; recognise a half, quarter and third; find a half, quarter and third; unit fractions; non-unit fractions; equivalence of ½ and 2/4; find three quarters; count in fractions</i></p> <p>Measurement Time: <i>O'clock and half past; quarter past and quarter to; telling time to 5 minutes; minutes in an hour; hours in a day; find durations of time; compare durations of time</i></p> <p>Statistics: <i>Tally charts; draw and interpret pictograms; block diagrams</i></p> <p>Geometry: Position and Direction: <i>Describing movement and turns; making patterns with shapes</i></p> <p>Problem Solving and Efficient Methods</p>			
RE	<p>Enquiry question: How was the world made?</p> <p>Knowledge:</p>	<p>Enquiry question: What was special about Jesus' birth?</p> <p>Knowledge:</p>	<p>Enquiry question: How much does thankfulness matter?</p> <p>Knowledge:</p>	<p>Enquiry question: What is the most important thing about the Easter story for Christians?</p> <p>Knowledge:</p>	<p>Enquiry question: Does going to a mosque give Muslims a sense of belonging?</p> <p>Knowledge:</p>	<p>Enquiry question: Does praying at regular intervals help a Muslim in his/her everyday life?</p> <p>Knowledge:</p>

	<p>Christians believe that God created the world and everything in it. Christians believe that God wants people to look after the world as he created it for them and gave it to them to enjoy and to look after. People from different religions and with different worldviews have varying ideas about how the world was made. People treat the world in positive and negative ways. Christians believe humans should care for the world because it belongs to God. Christians believe God has a unique relationship with human beings</p> <p>Skills: Retell the Christian creation story and be able to talk about it. Give at least two reasons of what Christians do to look after the world. Give reasons for whether God would be pleased/not pleased with the different ways people treat the world. Reflect on how you now think people should treat the world. Explain what the creation story tells Christians about God, creation and the world. <i>Inspirational places to explore: 7 Natural Wonders of the World</i></p>	<p>Christians celebrate Jesus' birth. Christians believe that Jesus is God and that he was born as a baby in Bethlehem. The Bible points out that his birth showed he was extraordinary and that he came to bring good news. Advent for Christians is a time of getting ready for Jesus' coming.</p> <p>Skills: Recognise that incarnation is part of the big story of the Bible. Tell the story of the birth of Jesus and recognise the link with incarnation/Jesus is God on earth. Give at least two examples of ways in which Christians use the nativity story in churches and at home for example, using nativity scenes and carols to celebrate Jesus' birth. Think, talk and ask questions about the Christmas story and the lessons they might learn from it, for example, about being kind and generous.</p>	<p>Christians believe Jesus brings good news for all people (for Christians, this good news includes being loved by God, and being forgiven for bad things). Christians believe Jesus is a friend to the poor and friendless. Christians believe Jesus' teachings make people think hard about how to live and show them the right way.</p> <p>Skills: Tell stories from the Bible and recognise a link with a concept: for example, the idea of 'good news' links to the practice of being thankful. Give clear, simple accounts of what the texts mean to Christians: for example, that people can trust God, and that they should say thank you to God for his good gifts. Describe how Christians show their beliefs: for example, thanking God in prayer. Give at least two examples of ways in which Christians use Bible stories and texts to guide their beliefs about prayer, in their church communities and their own lives. Think, talk and ask questions about whether Jesus' 'good news' matters to anyone other than Christians, exploring different ideas.</p>	<p>Easter is very important in the 'big' story of the Bible. Christians believe Jesus rose again, giving people hope of a new life. Many Christians celebrate Easter Sunday by singing happy, joyful songs at church. Easter is a time for sadness, reflection, joy and hope for Christians.</p> <p>Skills: Recognise that God, incarnation, gospel and salvation are part of the big story of the Bible. Tell stories of Holy week and Easter and make a link with the idea of salvation (Jesus rescuing people). Recognise that Jesus gives instructions about how to behave. Give at least 3 examples of how Christians show their beliefs about Jesus as saviour in church worship. Think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important) exploring different ideas.</p>	<p>Muslims believe that praying together in groups brings greater blessings than praying alone. The prophet Muhammed said, 'Prayer at home is counted once, prayer at the local mosque is equivalent to twenty-five prayers. Different mosques all have similar things inside. Muslims perform ritual washing before they pray. Muslims pray in different contexts, including at work, Hajj, in a mosque, at home, on the street etc.</p> <p>Skills: Understand why Muslims visit the mosque and explore whether this gives them a sense of belonging. Understand how meeting in a certain place could make someone feel like they belong. Explain what happens when Muslims pray alone or at the mosque. Allah is the name of the Muslim God. The holy book for Muslims is called the Qur'an. Allah asks Muslims to pray in the Qur'an.</p> <p><i>Inspirational people to explore: Mo Farrah</i> <i>Inspirational places to explore: The Mosque of Mecca</i></p>	<p>Muslims show commitment when they pray. Prayers are said to focus on God (Allah) and to talk to him. Muslims have different prayer postures when they pray. Muslims pray because God has asked them to and it says it in the holy book, The Qur'an. Some Muslims commit to praying 5 times a day. Each prayer posture symbolises something different.</p> <p>Skills: Explain what commitment means to us and to Muslims. Explain how it feels to stop doing something to reach the target set. Describe how Muslims pray and explain why they do this. Reflect on how praying 5 times a day might help in some ways more than others. Consider the different postures, actions and prayers that some Muslims use to focus on God (Allah) and their significance. Discuss what impact praying five times a day would have on a Muslim's daily life.</p>
<p>PSHE</p>	<p>Me and My Relationships We learn about emotions, how they affect us and others.</p> <ul style="list-style-type: none"> • There are rules we can follow to contribute to a positive classroom. • They can contribute to the rules of the classroom. • They can identify feelings and how to react to them. • They can deal with their emotions and get help if they need it. • They have special people in their lives and why they are special, friends are kind and care. • That bullying is unacceptable in any form. Anti-bullying link. • There are strategies they can use for dealing with bullying. Anti-bullying link. • There is a difference between teasing and bullying. Anti-bullying link. 	<p>Valuing Difference We learn about being a good friend and what that means, how we treat other people and features that make us different or the same.</p> <ul style="list-style-type: none"> • There are differences and similarities on the inside and outside. Anti-bullying link. • That there are special people in their lives who are all there to help. • Their own behaviour and others can affect how people feel. • They are part of a group. • Kindness and unkindness can impact on how someone feels. Anti-bullying link. • They can be an active listener and can help to negotiate social situations. 	<p>Keeping Safe We learn about how to keep ourselves safe in different situations and who we can tell if we don't feel safe.</p> <ul style="list-style-type: none"> • They need to use medicine sensibly. Science link. • Situations can make us feel safe or unsafe. Online Safety Link • They can use language to help them stay safe. • Privates and private belongings need permission to touch. • Telling someone about inappropriate touch means it will stop. • They can tell someone they trust if a secret makes them feel uncomfortable. 	<p>Rights and Respect We learn about how to respect ourselves and others. How to keep safe online and how there are people that can help us.</p> <ul style="list-style-type: none"> • There are strategies they can use for getting on with other people. • They can use strategies to deal with impulsive behaviour. • There are people at school that can help them feel safe. • They can learn how to stay safe online. Computing link • How we can save money and how it makes us feel when we spend it on different things. • They can spend money on essential and non-essential items. 	<p>Being My Best We learn that our bodies need essential ingredients to keep us healthy and how our bodies use these ingredients.</p> <ul style="list-style-type: none"> • They can learn new things in different situations. • They can choose to live a healthy lifestyle. • Keeping clean and having vaccinations is a way of keeping us healthy. Science link. • Dental hygiene is important. Science link. • Food, water, oxygen, sleep and exercise keep us healthy. Science link. • Food, water and air are in our blood and travel to our internal organs. Science link. • RED CROSS (stay safe lesson 2) -Identify dangers by looking and listening; Decide if an area is safe; Make an area safe; and Be able to help someone without risk to themselves. 	<p>Growing and Changing We learn our bodies change as we grow, and our body parts all have an important function.</p> <ul style="list-style-type: none"> • They can give someone positive feedback as support. • They will experience feelings when they say goodbye to a close person. • They are capable of different things at different stages of their lives. Science link • They have different body parts if they are a girl or a boy and these can help us make babies. Science link. • That privates are private and you shouldn't touch without permission. • Some touches are good, and some are bad. Anti-bullying link.

Trickbox	Mirror Mirror Big Voice	Stand Tall Magic Circle	Breathing Colour Sunny Side	Floating Cloud Big 'No'	Win-Win Light Bulb	Free Flow Big 'Yes'	
	Social me: Empathy 		Thinking me: Concentration 		Healthy me: Honesty 		
My Personal Best	Outdoor games: Invasion type games <ul style="list-style-type: none"> • Sending a ball using equipment • using fielding skills and receiving a ball • Using space to outwit the opposition • Making decisions to score points • Choose and use tactics to suit different situations • Begin to react to situations in a way that helps their partners and makes it difficult for their opponents • Learning how to score and keep the rules of the games 		Outdoor games: Striking and Fielding <ul style="list-style-type: none"> • Handling and passing a ball in various ways • Demonstrating control • Beginning to understand attack and defence in team games • Collaborating within a team and enjoying the challenge of scoring points against another team. Indoor: Gymnastics <ul style="list-style-type: none"> • Applying a range of balances, jumps, rolls and body shapes • Performing competently and with control • Using age related vocabulary • Demonstrate when linking actions together 	Outdoor games: Athletics <ul style="list-style-type: none"> • Sending a ball accurately over a net • Returning a ball; beginning to rally • Developing gait and running style • Experimenting with various jumps to gain the furthest distance • Throwing to achieve the furthest distance Indoor: Dance Theme: Narrative Dance 'Fantastic Mr Fox' with links to professional dance work 'Still Life at the Penguin Café' David Bintley developing skills in the three strands of dance: creating, performing and appreciating.	Outdoor games: Striking and Fielding <ul style="list-style-type: none"> • To be able to track a rolling ball and collect it • To develop accuracy in underarm throwing and consistency in catching when fielding a ball • To develop accuracy with overarm throwing to send a ball over a greater distance and limit a batter's score • To develop striking for distance and accuracy • To develop decision making to get a batter out • To develop decision making when under pressure 	Outdoor games: Net and Wall <ul style="list-style-type: none"> • To develop placing an object. • To use the ready position to defend space on court. • To develop returning a ball with hands. • To develop returning a ball using a racket. • To move an opponent to win a point. 	
PE	Indoor: Gymnastics <ul style="list-style-type: none"> • Use age related vocabulary • Incorporate honesty, respect and empathy when performing and respectfully commenting on others performance With control, perform the 5 key shapes and begin to creatively link actions, balances and travelling into a short sequence.	Indoor: dance Theme: Narrative Dance 'Tiddalick' developing skills in the three strands of dance: creating, performing and appreciating.			Indoor: Gymnastics <ul style="list-style-type: none"> • Demonstrate control when linking actions together • Confidently demonstrate the 5 key shapes incorporating levels • Collaborating with others in performance Perform a range of actions with control and coordination • Devise, repeat and perform a short sequence in which there is a clear beginning, middle and end • Use different combinations of floor, mats and apparatus, showing control • Balancing on different point of the body 		
Science	Animals and plants <ul style="list-style-type: none"> • Classification of animals • Their basic needs • Their habitats • Micro habitats • Living and non-living 	Animals and plants <ul style="list-style-type: none"> • Food chains • Animal offspring • Plant identification • Visit from creature teachers 	Materials Identify materials <ul style="list-style-type: none"> • Compare a range of materials • Investigate the suitability of different materials • Find out how materials can be changed 		Plants <ul style="list-style-type: none"> • Observe and describe how seeds and bulbs grow • Find out about what plants need to grow 	Humans <ul style="list-style-type: none"> ○ The importance of exercise for humans ○ Eating the right amounts of different types of food ○ Being hygienic 	
Computing (E-Safety week)	Year 2 E-Safety (continuing in Spring and Summer Terms) Privacy and Security The Big Adventure Programming		Anima-L-tion Scratch JR		Fit for Life Powerpoint/Poster		

History			Events beyond living memory that are significant nationally or globally - The Great Fire of London. <i>What happened to London during the fire of 1666?</i> <ul style="list-style-type: none"> • Stuart London • The Fire • John Evelyn and Samuel Pepys • Aftermath • Rebuild 			The lives of significant individuals in the past who have contributed to national and international achievements – Walter Tull. <ul style="list-style-type: none"> • Overview • Childhood • Football • Experience in Bristol • World War One • Achievements • Biography
Geography	Where in the world is Gahini and how does it compare with where we live? Non-European case study Name and locate the world's 7 continents and 5 oceans Use maps, atlases and globes Use simple compass directions Identify physical and human features in Rwanda Compare life in Southbourne to Gahini in Rwanda		Where did the Great Fire start? Identify UK on world map. Countries that make up the UK. Location of London and where fire started			Why does it matter where my food comes from? 1. Where do dairy products come from? 2. Why are there so many dairy farms in Devon? 3. How does Quicke's Dairy Farm in Devon make cheese? 4. How does our list of favourite fruit and vegetables compare with the favourites of other people? 5. Why is it important to know all about sugar? 6. Why does John have so many happy customers at his shop?.
D&T		Mechanical Systems Designing, making and evaluating a moving storyboard to retell a story to the class.		Structures Designing: how to make structures stronger, stiffer and more stable. Evaluate against design criteria. Make suggestions on how to improve		Cooking and Nutrition Designing, making and evaluating a fruit salad. Cutting and peeling techniques. Evaluate against design criteria. Make suggestions on how to improve.
Art & design	<u>Skill-drawing</u> <ul style="list-style-type: none"> • To develop a wide range of techniques in using line, pattern and shape. <u>Expression-printing</u> <ul style="list-style-type: none"> • Pupils should be taught about a range of designers making links to their own work • To use a range of materials creatively to design and make products 		<u>Skill-drawing</u> To use drawing to develop and share their experiences. Art History-Augustus Pugin/Norman Foster <ul style="list-style-type: none"> • mark making using oil/chalk pastels • To develop a wide range of techniques in using line, pattern, form, space and shape • To use a range of materials creatively to design and make products 		<u>Skill- painting</u> <ul style="list-style-type: none"> •To develop a wide range of techniques in using colour, pattern and texture Art History- Art History-Gerhard Richter <ul style="list-style-type: none"> •Pupils should be taught about a range of artists describing the differences and similarities between different practises and disciplines and making links to their own work 	
Music	Learn basics of recorder playing and through this learn more about notation, improvisation and performance.	Focus on learning repertoire for nativity Working together to perform Work to focus on diction and improve sense of pitch with some individuals for performance All children participating at their level	Continue rhythm work from Y1 Consolidate understanding of call and response Progress from listen and echo to question and answer in rhythm Use knowledge of rhythmic notation to underpin responses	Demonstrating pitch change and melody shape Concept of 4 beat metre Introduce Soh & me Distinguishing between pulse and rhythm Performing and improvising 4 beat rhythm phrases	Introducing different styles listening and appraising Learn about the interrelated dimensions of music through Games · Singing · Playing instruments · Improvising	Performing louder and quieter Relationship between pulse and tempo Introduction of Lah and singing and improvising using Lah together with Soh and Me
	Ongoing Recorder tuition					