

## GEMS Curriculum Plan – Year 2

### Vision & Values



*Helping our children to THRIVE with PRIDE & DRIVE*

### Curriculum Intent

At Godfrey Ermen, we believe that an interesting, stimulating curriculum is fundamental to our effectiveness as a learning community. Our curriculum has developed from our Vision and Values. We know our pupils well and shape our curriculum around them. We have identified six drivers, which are pertinent to our local setting and allow us to tailor our curriculum to meet the pupils' needs:

**Diversity**

**Reading**

**Inclusion**

**Vocabulary**

**Engagement**

**Curriculum Implementation (rationale):**

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English- Reading						
Reading- Word Reading			Reading- Comprehension			
<p><b>Pupils should be taught to:</b></p> <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 accurately words of two or more syllables that contain the same graphemes as above</li> <li>• read words containing common suffixes</li> <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>• read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>• re-read these books to build up their fluency and confidence in word reading</li> </ul>			<p><b>Pupils should be taught to:</b> Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <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>• discussing the sequence of events in books and how items of information are related</li> <li>• becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>• being introduced to non-fiction books that are structured in different ways</li> <li>• recognising simple recurring literary language in stories and poetry</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>• 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> </ul> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher.</li> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• making inferences on the basis of what is being said and done</li> <li>• answering and asking questions</li> <li>• predicting what might happen on the basis of what has been read so far</li> </ul> <p>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.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Class Reader</b>	<i>Roald Dahl – George’s Marvellous Medicine</i>	<i>Enid Blyton – The enchanted woods</i>	<i>Michael Morpurgo - Running Wild</i>	<i>Charlotte’s Web – EB White</i>	Author Study -Julia Donaldson <i>Dinosaur Diary – Julia Donaldson</i>	<i>Katie Morag Series</i>
Picture books shared weekly during daily story time session.						

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Texts & Genres					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Red Riding Hood- <i>Various Versions</i></p> <p>Very Little Red Riding Hood- <i>Heapy and Heap</i></p> <p>Good Little Wolf- <i>Nadia Shireen</i></p> <p>Poems on a Theme- Wolves (Innovated Cats Poem)</p>	<p>Poetry- Firework Poetry (Sound word Poem )</p> <p>Vlad and the Great Fire of London (Vlad the Flea in History)-<i>Kate Cunningham</i></p> <p>The Snowman- <i>Raymond Briggs</i></p>	<p>The Disgusting Sandwich- <i>Gareth Edwards &amp; Hannah Shaw</i></p> <p>The Great Kapok Tree- <i>Lynne Cherry</i></p> <p><i>&amp; Non Fiction animal rainforest books</i></p> <p>Animal- Riddles</p>	<p>Jack and the Beanstalk- <i>Various Versions</i></p> <p>Jack and the Secret Beanstalk- <i>Kees Moerbeek</i></p>	<p>Mungo &amp; The Picture Book Pirates- <i>Timothy Knapman</i></p> <p>Snail and The Whale, Gruffalo, Room on the Broom &amp; Others <i>Julia Donaldson</i></p>	<p>Harry and the Jaggedy Daggers- <i>Jan Fearnly</i></p> <p>In the Past- Seaside Holidays <i>Dereen Taylor</i></p> <p>At the Seaside- <i>Louise and Richard Spisbury</i></p>
<p>Narrative- Re-tell of a traditional tale.</p> <p>Narrative- Alternative Fairy Tales</p> <p>Poetry on a Theme</p> <p>Non- Chronological Reports- Wolves</p>	<p>Poetry- exploring poetic language (Rhyme, onomatopoeia &amp; rhythm)</p> <p>Narrative- Adventure</p> <p>Snowman Writing Outcomes</p>	<p>Narrative- Fantasy</p> <p>Narrative- Stories from Other Cultures</p> <p>Poetry- Riddles</p> <p>Non-Chronological Reports- Rainforest Animals</p>	<p>Narrative- Fairytales</p> <p>Diary Entry- Recount</p> <p>Non-Fiction Instructions</p>	<p>Character description</p> <p>Narrative- Author Study</p> <p>Narrative- Adventure</p>	<p>Persuasive Writing</p> <p>Seaside Poetry</p> <p>Lytham St Annes- Information Leaflet</p>

## GEMS Curriculum Plan – Year 2

English - Writing			
Writing- Transcription	Writing- Handwriting	Writing- Composition	Writing- Vocabulary, Grammar & Punctuation
<p>Pupils should be taught to spell by:</p> <ul style="list-style-type: none"> <li>● segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>● learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>● learning to spell common exception words</li> <li>● learning to spell more words with contracted forms</li> <li>● learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>● distinguishing between homophones and near-homophones</li> <li>● add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> <li>● apply spelling rules and guidance, as listed in English Appendix 1</li> <li>● write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>● form lower-case letters of the correct size relative to one another</li> <li>● 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 un-joined</li> <li>● write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>● use spacing between words that reflects the size of the letters.</li> </ul>	<p>Pupils should be taught to:</p> <p>develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>● writing narratives about personal experiences and those of others (real and fictional)</li> <li>● writing about real events</li> <li>● writing poetry</li> <li>● writing for different purposes</li> </ul> <p>To consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>● planning or saying out loud what they are going to write about</li> <li>● writing down ideas and/or key words, including new vocabulary</li> <li>● encapsulating what they want to say, sentence by sentence</li> </ul> <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>● evaluating their writing with the teacher and other pupils</li> <li>● re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>● proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> <li>● read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>	<p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>● learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> </ul> <p>learn how to use:</p> <ul style="list-style-type: none"> <li>● sentences with different forms: statement, question, exclamation, command &amp; expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>● the present and past tenses correctly and consistently including the progressive form</li> <li>● subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>● the grammar for year 2 in English Appendix 2</li> <li>● some features of written Standard English</li> <li>● use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul>

## GEMS Curriculum Plan – Year 2

<b>Spoken Word</b>			
<p><b>Pupils will be taught:</b></p> <ul style="list-style-type: none"> <li>• To listen carefully and respond with increasing appropriateness to what has been said, e.g. make a helpful contribution when speaking in a small reading group.</li> <li>• To fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear.</li> <li>• To attempt to follow instructions before seeking assistance.</li> <li>• To show that they are following a conversation by asking relevant and timely questions.</li> <li>• To answer questions using clear sentences.</li> <li>• To begin to give reasoning behind their answers when prompted to do so.</li> <li>• To speak confidently within a group of peers so that their message is clear.</li> <li>• To practise and rehearse reading sentences and stories aloud.</li> <li>• To take on a different role in a drama or role play and discuss the character’s feelings.</li> <li>• To recognise that sometimes speakers talk differently and discuss reasons why this might happen.</li> <li>• To start to use subject- specific vocabulary to explain, describe and add detail.</li> <li>• To suggest words or phrases appropriate to the topic being discussed.</li> <li>• To start to vary language according to the situation between formal and informal.</li> <li>• To usually speak in grammatically correct sentences.</li> <li>• To talk about themselves clearly and confidently.</li> <li>• To verbally recount experiences with some added interesting details.</li> <li>• To offer ideas based on what has been heard</li> <li>• To give enough detail to hold the interest of other participant(s) in a discussion.</li> <li>• To engage in meaningful discussions that relate to different topic areas.</li> <li>• To remain focused on a discussion when not directly involved and be able to recall the main points when questioned.</li> </ul>			
<b>Maths</b>			
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>	
<u>Place Value:</u>	<u>Multiplication &amp; Division:</u>	<u>Measure: Length &amp; Height</u>	

## GEMS Curriculum Plan – Year 2

- Count forwards and backwards in steps of two, three and five from zero.
- Count forwards and backwards in steps of ten from any number.
- Know the value of the tens and ones in a two-digit number.
- Partition two-digit numbers into different combinations of tens and ones.
- Identify, represent and estimate two-digit numbers using a range of representations.
- Compare numbers using  $<$ ,  $>$  and  $=$  signs.
- Order numbers up to 100.
- Read and write numbers to at least 100 in numerals and in words.
- Use knowledge of place value to explain concepts of number.
- Use number and place value skills fluently to solve a variety of problems.

### Addition & Subtraction:

- recall number facts to and within ten and related subtraction facts. Use these to derive number facts to and within 20 and 100;
- add and subtract within 100: a two-digit number and ones, a two-digit number and tens, two two-digit numbers;
  - add three one-digit numbers using efficient strategies;
- understand that addition is commutative but subtraction is not, and explain what this means;
- use the inverse relationship between addition and subtraction to solve problems and check answers to calculations;
- solve addition and subtraction problems, in the context of quantities and measures, using equipment, pictures and mentally

### Money:

- recognise and use signs for £ and P
- find different combinations of coins that equal the same amounts of money

- To count fluently in twos, fives and tens and keep track of their count to multiply;
- count fluently in twos, fives and tens and stop at a given point to divide;
- use equipment and different models and images to demonstrate multiplication and division;
- use equipment and different models and images to solve simple multiplication and division problems;
- write a repeated addition sentence and interpret a multiplication or division sentence.
- write a multiplication or division sentence from a context or array;
- make a context for a multiplication or division sentence; demonstrate an understanding of commutativity;
- demonstrate that multiplication and division are inverses;
- draw a picture, or use a number line or equipment to solve a problem..

### Statistics

- make and interpret a tally chart;
- construct and interpret a pictogram;
- complete and interpret a block diagram;
- complete and interpret a simple table.
- ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.

### Properties of Shape

- sort common 2D and 3D shapes according to their properties;
- recognise vertical line symmetry in 2D shapes;
- identify 2D shapes on the surface of 3D shapes;
- read and write names for common shapes;
- Identify regular and irregular shapes.

- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm)
- Use rulers and tape measures to measure length and height.
- Read scales on a ruler
- compare and order lengths using  $>$ ,  $<$  and  $=$

### Position & Direction

- Use mathematical vocabulary to describe position, direction and movements, including movement in a straight line and distinguish between rotation as a turn and in terms of right angles for quarter, half and three quarter turns (clockwise and anti-clockwise)

### Time

- compare and sequence intervals of time
- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- know the number of minutes in an hour and the number of hours in a day.

### Measurement: Mass, Capacity & Temperature

- choose and use appropriate standard units to estimate and measure mass (kg/g); temperature ( $^{\circ}\text{C}$ ); capacity (litres/ml) to the nearest appropriate unit, using scales, thermometers and measuring vessels
- compare and order mass, volume/capacity and record the results using  $>$ ,  $<$  and  $=$

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<ul style="list-style-type: none"> <li>• solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> </ul> <p style="text-align: center;"><b><u>Multiplication &amp; Division</u></b></p> <ul style="list-style-type: none"> <li>• To count fluently in twos, fives and tens and keep track of their count to multiply;</li> <li>• count fluently in twos, fives and tens and stop at a given point to divide;</li> <li>• use equipment and different models and images to demonstrate multiplication and division;</li> <li>• use equipment and different models and images to solve simple multiplication and division problems;</li> <li>• write a repeated addition sentence and interpret a multiplication or division sentence.</li> <li>• write a multiplication or division sentence from a context or array;</li> <li>• make a context for a multiplication or division sentence; demonstrate an understanding of commutativity;</li> <li>• demonstrate that multiplication and division are inverses;</li> <li>• draw a picture, or use a number line or equipment to solve a problem.</li> </ul>	<p style="text-align: center;"><b><u>Fractions:</u></b></p> <ul style="list-style-type: none"> <li>• find half and then half again, to find one quarter;</li> <li>• put three of the four groups together to make three quarters;</li> <li>• share objects into three groups to find one third;</li> <li>• recognise that half and two quarters look the same when coloured on a shape;</li> <li>• explain what is and what is not half</li> <li>• name half, quarter, two quarters, three quarters and one third;</li> <li>• recognise the equivalence of half and two quarters;</li> <li>• write a simple fraction sentence for half and one quarter; explain that a fraction has been divided into equal groups</li> <li>• count in halves.</li> </ul>	
<b><u>Maths Vocabulary</u></b>		
<p style="text-align: center;"><b><u>Place Value</u></b></p> <p>ones tens, hundreds digit one-, two- or three-digit number place, place value stands for, represents exchange the same number as, as many as more, larger, bigger, greater fewer, smaller, less fewest, smallest, least most, biggest, largest, greatest one more, ten more one less, ten less equal to compare order size first, second, third ... twentieth twenty-first, twenty-second ... last, last but one before, after next between halfway between above, below</p> <p style="text-align: center;"><b><u>Addition, Subtraction</u></b></p> <p>addition add, more, and make, sum, total altogether double near double half, halve one more, two more ... ten more ... one hundred more how many more to make ...? how many more is ... than ...? how</p>	<p style="text-align: center;"><b><u>Multiplication &amp; Division</u></b></p> <p>Multiplication, multiply, multiplied by, multiple, groups of, times once, twice, three times ... ten times repeated addition, division, dividing, divide, divided by, divided into grouping sharing, share, share equally, left, left over, one each, two each, three each ... ten each, group in pairs, threes ... tens, equal groups of, doubling, halving, array, row, column, number patterns, multiplication table, multiplication fact, division fact, commutative, number families.</p> <p style="text-align: center;"><b><u>Statistics</u></b></p> <p>count, tally, sort, vote graph, block graph, pictogram represent group, set list, table label, title most popular, most common least popular, least common</p>	<p style="text-align: center;"><b><u>Measure: Length &amp; Height</u></b></p> <p>Measure, measurement, size, compare, measuring scale, centimetre, metre length, height, width, depth long, short, tall high, low wide, narrow thick, thin longer, shorter, taller, higher ... and so on longest, shortest, tallest, highest ... and so on far, further, furthest, near, close ruler metre stick, tape measure</p> <p style="text-align: center;"><b><u>Position and Direction</u></b></p> <p>Position over, under, underneath above, below top, bottom, side on, in outside, inside around in front, behind front, back beside, next to opposite apart between middle, edge centre corner direction journey, route left, right, up, down higher, lower forwards, backwards, sideways across next to, close, near, far along through to, from, towards, away</p>

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<p>much more is ...? subtract take away how many are left/left over? how many have gone? one less, two less, ten less ... one hundred less how many fewer is ... than ...? how much less is ...? difference between equals is the same as number bonds/pairs/facts tens boundary, column addition, column subtraction Augend, add, addend, equal, sum Minuend, subtract, subtrahend, equal, difference</p> <p style="text-align: center;"><b><u>Money:</u></b></p> <p>money coin penny, pence, pound price, cost buy, bought, sell, sold spend, spent pay change dear, costs more cheap, costs less, cheaper costs the same as how much ...? how many ...? Total</p> <p style="text-align: center;"><b><u>Multiplication &amp; Division</u></b></p> <p>Multiplication, multiply, multiplied by, multiple, groups of, times once, twice, three times ... ten times repeated addition, division, dividing, divide, divided by, divided into grouping sharing, share, share equally, left, left over, one each, two each, three each ... ten each, group in pairs, threes ... tens, equal groups of, doubling, halving, array, row, column, number patterns, multiplication table, multiplication fact, division fact, commutative, number families.</p>	<p style="text-align: center;"><b><u>Geometry:</u></b></p> <p>shape, pattern, flat, curved, straight, round, hollow, solid, sort, make, build, draw, surface, size, bigger, larger, smaller, symmetry, symmetrical, symmetrical pattern, line symmetry, pattern, repeating pattern match</p> <p style="text-align: center;"><b><u>2D shape</u></b></p> <p>corner, side point, pointed rectangle (including square), rectangular circle, circular triangle, triangular pentagon hexagon octagon</p> <p style="text-align: center;"><b><u>3D Shape</u></b></p> <p>face, edge, vertex, vertices cube, cuboid pyramid sphere cone cylinder</p> <p style="text-align: center;"><b><u>Fractions</u></b></p> <p>Fraction, equivalent fraction, mixed number, numerator, denominator, equal part, equal grouping, equal, sharing, parts of a whole half, two halves, one of two equal parts, quarter, two quarters, three quarters, one of four equal parts, one third, two thirds, one of three equal parts.</p>	<p>from clockwise, anticlockwise movement slide roll turn stretch, bend whole turn, half turn, quarter turn, three-quarter turn right angle straight line</p> <p style="text-align: center;"><b><u>Time</u></b></p> <p>time days of the week, Monday, Tuesday ... months of the year (January, February ...) seasons: spring, summer, autumn, winter day, week, weekend, fortnight, month, year birthday, holiday morning, afternoon, evening, night bedtime, dinnertime, playtime today, yesterday, tomorrow before, after earlier, later next, first, last midnight date now, soon, early, late quick, quicker, quickest, quickly slow, slower, slowest, slowly old, older, oldest new, newer, newest takes longer, takes less time how long ago? how long will it be to ...? how long will it take to ...? how often? always, never, often, sometimes usually once, twice hour, o'clock, half past, quarter past, quarter to 5, 10, 15 ... minutes past, clock, clock face, watch, hands digital/analogue clock/watch, timer hour hand, minute hand hours, minutes, seconds</p> <p style="text-align: center;"><b><u>Mass</u></b></p> <p>kilogram, half kilogram, gram weigh, weighs, balances heavy, light heavier than, lighter than heaviest, lightest scales.</p> <p style="text-align: center;"><b><u>Volume/Capacity</u></b></p> <p>litre, half litre, millilitre capacity volume full empty more than less than half full, quarter full holds, contains container</p> <p style="text-align: center;"><b><u>Temperature</u></b></p> <p>Temperature, degree, celsius</p>
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## GEMS Curriculum Plan – Year 2

Theme	<i>Street Detective- Local Area Study</i>	<i>The Great Fire of London</i>	<i>The Rainforest</i>		<i>Blue Planet</i>	
Experiences	<b>Canal Trip &amp; Lowry Visit</b>	<b>Fire Service Visit/ Recreate the Great Fire of London</b>	<b>Zoo Lab Rainforest Animals</b>		<b>Visit to St. Michaels</b>	<b>Visit to Lytham St Annes RNLi Station and Beach</b>
<b>RE</b>						
<b>Unit 2.1 The Bible - 6hrs</b>  Widen the children’s understanding of the Bible, its contents, presentation and importance to Christians.  <b>Non-Christian Link – 4hrs</b>  Do people of other faiths have special books?  Qu’ran, Islam; Torah, Judaism; Guru Granth Sahib, Sikhism; The Vedas, Hinduism.	<b>Unit 2.2 Christmas Good News &amp; UC 1.3 Incarnation - 4hrs</b>  Look at the story of Christmas from the perspective that it was good news then and now.  Link to the Christingle Service.	<b>Unit 2.3 Jesus friend to everyone &amp; UC 1.4 Gospel – 6hrs</b>  Enjoy these stories of Jesus’ Miracles and to increase the children’s awareness that Jesus was an extraordinary person who welcomed everyone as a friend.	<b>Unit 2.5 Easter Symbols &amp; UC 1.5 Salvation - 5hrs</b>  Give children an understanding that symbols are pictures or objects with a deeper meaning and a story to tell.	<b>Unit 2.4 Why is the Church a special place? - 6hrs</b>  Give the children an understanding of ‘Church’ as a place and as a body of people.  Visit to St Michael’s Church  Non-Christian Link – 4hrs Places of worship – Mosque, Islam; Synagogue, Judaism; Gurdwara, Sikhism; Temple, Hinduism.	<b>Unit 2.6 Ascension and Pentecost - 3hrs</b>  Begin to develop the children’s knowledge and understanding of these two very significant events. Give children an opportunity to begin to explore the concept of God as three in one. Emphasize the importance of these events in the life of Jesus and the Church, then and now	
Bible, Christian, stories, books, Jesus, Old Testament, New Testament, faith, Mary Jones, Judaism, Torah	Good news, Elizabeth, Zechariah, Jesus, Mary, Angel Gabriel, Joseph, shepherds and Bethlehem	Jesus, friend, Bible, miracles, Bartimaeus, Christian	Easter, Holy Week, Good Friday, Easter Sunday, new life, growth, Church, Christian, cross, Jesus, donkey, palm leaf, Paschal candle, Holy Spirit	Church, special, pray, worship, God, people, features, building, Clergy, congregation	Ascension Day, Pentecost, Holy Spirit, heaven, Church	
<b>PHSE (Jigsaw)</b>						
<b>Being Me In My World</b>	<b>Celebrating Difference</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>	

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<ul style="list-style-type: none"> <li>I can identify some ways in which my friend is different from me I can tell you why I value this difference about him/he</li> </ul>	<ul style="list-style-type: none"> <li>Understanding that people make assumptions about being a boy or a girl.</li> <li>Understanding what bullying is, how people being bullied might feel, looking after people who are bullied.</li> <li>Standing up for myself and others</li> <li>Making new friends.</li> <li>How are we the same and different?</li> <li>Understanding that we are all special and unique.</li> </ul>	<ul style="list-style-type: none"> <li>Goals to success.</li> <li>My learning strengths.</li> <li>Learning with others.</li> <li>Working on group challenges.</li> <li>Celebrating achievements.</li> </ul>	<ul style="list-style-type: none"> <li>I can make some healthy snacks and explain why they are good for my body.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify some of the things that cause conflict between me and my friends.</li> <li>I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise the physical differences between boys and girls and use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private.</li> <li>I can tell you what I like/don't like about being a boy/girl</li> </ul>
Hopes, worries, fears, rights, responsibilities, reward, consequences, belonging, actions, praise, positive, negative, choices, cooperate, learning charter, problem solving	Boys, girls, similarities, assumptions, stereotypes, special, bully, purpose, difference, kind, unkind, feelings, sad, lonely, help, friends, included, qualities, friendship, caring, unique, value	Realistic, proud, success, celebrate, achievement, goal, strengths, persevere, challenge, difficult, easy, together, partner, team work, problem solve, dream	Healthy choices, lifestyle, motivation, relax, relaxation, calm, healthy, unhealthy, dangerous, safe, body, medicine, balanced diet, portion, energy, fuel, nutritious	Family, different, similarities, special, relationships. important, cooperate, touch, contact, communication, likes, dislikes, friends, conflicts, problem solving, adult, trust, happy, sad, frightened, surprised, honesty, reliability, celebrate, positive, negative, appreciate	Change, grow, life cycle, control, baby, adult, old, young, respect, appearance, physical, toddler, teenager, child, independent, freedom, responsibilities, boy/male, girl/female, excited, nervous, anxious, happy
Science					
Materials	Working Scientifically	Animals Including Humans	Plants	Living Things and Their Habitats	
Pupils should be taught to: <ul style="list-style-type: none"> <li>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>find out how the shapes of solid objects made from some materials can be changed by</li> </ul>	Pupils Should be taught to: <ul style="list-style-type: none"> <li>Ask simple questions and recognise that they can be answered in different ways</li> <li>observe closely, using simple equipment</li> <li>performing simple tests</li> <li>identify and classify</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>notice that animals, including humans, have offspring which grow into adults</li> <li>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>observe and describe how seeds and bulbs grow into mature plants</li> <li>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>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</li> <li>identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>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.</li> </ul>	

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squashing, bending, twisting and stretching.	<ul style="list-style-type: none"> <li>use their observations and ideas to suggest answers to question</li> <li>gather and record data to help in answering questions.</li> </ul> <p><b>Although a stand- alone unit- there should be evidence of these skills across all units.</b></p>	<ul style="list-style-type: none"> <li>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>		
<p><b>Seasonal Changes:</b></p> <p><i>Over the course of the year pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>observe changes across the four seasons</li> <li>observe and describe weather associated with the seasons and how day length varies.</li> </ul>				
Hard, soft, heavy, light, dense, metal, wood, plastic, cardboard, stone, squash, bend, twist, stretch, break, solid, properties, sort, compare, contrast, same, different, waterproof	Enquiry, scientific, skills, observe, tests, equipment, classify, data, questions results, conclusions, predictions,	Human, exercise, diet, hygiene, growth, change, baby, child, adult, alive, survive, alive, living, non-living, never alive, features, animal group, fish, birds, mammals, reptiles, amphibians, insects,	Seeds, bulbs, plants, water, light, temperature, growth, healthy, predication, explanation, findings, life cycle, leaves, stem, roots, soil	Habitats, living, non-living, never alive, plants, animals, microhabitats, food, food chain, sources
<b>D&amp;T</b>				
<b>Design</b>	<b>Make</b>	<b>Evaluate</b>	<b>Technical Knowledge</b>	
<ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul>	<ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>explore and evaluate a range of existing products</li> <li>evaluate their ideas and products against design criteria</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>build structures, exploring how they can be made stronger, stiffer and more stable</li> </ul> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	
Autumn		Spring		Summer

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<b>Stable Structures: Making a House</b>		<b>Moving Mini-beasts: Mechanisms and Mechanical Structures</b>		<b>Flying Kites: Exploring Materials</b>	
<ul style="list-style-type: none"> <li>To explore the features of stable structures, including toy car garages</li> <li>To design and plan a stable structure.</li> <li>To explore a range of materials and make decisions based on the end product.</li> <li>To follow a design plan and make a product.</li> <li>To evaluate products</li> </ul>		<ul style="list-style-type: none"> <li>To be able to create a sliding mechanism</li> <li>To be able to use levers and pivots to create a moving mechanism</li> <li>To be able to create a wheel mechanism</li> <li>To design a picture with a moving mechanism</li> <li>To make a mini-beast-themed moving picture.</li> <li>To evaluate a moving mini-beast picture.</li> </ul>		<ul style="list-style-type: none"> <li>To explore the history of different kites and what they look like.</li> <li>To explore materials used to make simple kites.</li> <li>To be able to make a simple Carp Kite.</li> <li>To explore designs of diamond kites.</li> <li>To be able to construct a kite by following a design.</li> <li>To be able to evaluate a finished product.</li> </ul>	
Structure, materials, features, purpose, stable, product, plan, modify, properties, strength, suitability, malleability, precision, criteria		Sliding mechanism, moving picture, mini-beast, lever, pivot, wheel mechanism, evaluate		Countries, kite, purpose, colours, shape, patterns, materials, tests, observations, festival, Children’s day, diamond, features, template, instructions, evaluate	
<b>History</b>					
<b>Knowledge of People and Events</b>					
<ul style="list-style-type: none"> <li>The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods</li> <li>Significant historical events, people and places in their own locality.</li> <li>Changes within living memory</li> <li>Changes beyond living memory that are significant nationally or globally</li> </ul>					
<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
<b>Street Detectives- Local Area History</b>	<b>The Great Fire of London</b>			<b>Seaside Holidays in the Past</b>	<b>Grace Darling</b>
<ul style="list-style-type: none"> <li>To compare how Eccles has changed from the Industrial Revolution to the present day.</li> <li>To learn about how the Bridgewater Canal was constructed.</li> <li>To find out about Francis Egerton (3<sup>rd</sup> Duke of Bridgewater) and why he built the Bridgewater Canal.</li> <li>How has the Bridgewater Canal changed over time.</li> </ul>	<ul style="list-style-type: none"> <li>To understand where and when the Great Fire of London started.</li> <li>To understand the events of the Great Fire of London.</li> <li>To find out why the fire spread so quickly and stayed alight for so long.</li> <li>To find out about Samuel Pepys and his diary.</li> </ul>			<ul style="list-style-type: none"> <li>To identify features of a seaside holiday.</li> <li>To use photographs to find clues as to what seaside holidays were like in the past.</li> <li>To find out when and how seaside holidays became popular.</li> <li>To find out what seaside holidays were like 100 years ago.</li> <li>To be able to order seaside holidays in chronological order.</li> </ul>	<ul style="list-style-type: none"> <li>Who was Grace Darling?</li> <li>What was Grace Darling's everyday life like?</li> <li>What did Grace Darling do to make her famous?</li> <li>How did Grace Darling become famous?</li> <li>Why do we remember Grace Darling?</li> <li>What can we learn from Grace Darling's example?</li> </ul>

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<ul style="list-style-type: none"> <li>To learn about the work and life of L.S. Lowry.</li> <li>To understand why L.S. Lowry is a significant person from history in Salford.</li> </ul>			<ul style="list-style-type: none"> <li>To be able to identify similarities and differences between seaside holidays now and in the past.</li> </ul>	
<p>LS Lowry, time, year, timeline, change, industrial, a long time ago, living memory, similar and different, famous people, events, local events, national events, global events, locality, artefacts, diary, information books, articles, museum, industrial revolution, before I was born, when I was younger</p> <p>before/after, past/present then/now, sequence</p> <p>chronological order, earlier later, when grandparents were young, Britain, source</p> <p>Research, heritage, Canal, Bridgewater canal, James Brindley, Duke of Bridgewater, Francis Edgerton, transport, coal, 1700s, John Gilbert, Worsley Old Hall, Manchester, Liverpool, Parliament, change, progress, transport</p>	<p>Anachronism, chronological order ,era/period, The Tudors ,The Stuarts, The Gunpowder Plot, plotters, Parliament, secret, King James, Guy Fawkes, Catholic, Protestant</p> <p>Traitor, treason</p> <p>The Great Fire of London, Samuel Pepys, diary, danger</p> <p>Impact, significant, brave</p> <p>Why...? Historians, experts</p> <p>Letters, newspapers, websites</p> <p>Detective, opinion, artefact</p> <p>What...? When...? Where...? 17th Century, London</p> <p>Pudding Lane,</p> <p>St Pauls Cathedral, River Thames, capital city</p> <p>Bakery, change, order</p> <p>Architect, Lord Mayor</p> <p>Sir Christopher Wren,</p>		<p>Victorian, compare and contrast, similar, different, change, living memory, timeline, local, national, secondary sources: photographs, postcards, newspapers, website, books, when I was younger before/after, past/present then/now, sequence</p> <p>chronological order, earlier later, when grandparents were young, Britain, source, research, evidence</p>	<p>Grace Darling, pioneer</p> <p>Storm, rescue, danger</p> <p>Survive, memorial, inventions</p> <p>investigate, research, evidence</p> <p>danger</p> <p>Impact, significant, brave</p> <p>Why...? Historians, experts</p> <p>Letters, newspapers, websites</p> <p>Detective, opinion, artefact</p> <p>What...? When...? Where...?</p>

### Geography

Locational Knowledge	Place Knowledge	Human & Physical Geography	Geographical Skills & Fieldwork
<ul style="list-style-type: none"> <li>To name and locate the world's seven continents and five oceans.</li> <li>To name, locate and identify characteristics of the four countries and</li> </ul>	<ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and</li> </ul>	<ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul>	<ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> </ul>

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capital cities of the United Kingdom and its surrounding seas.	of a small area in a contrasting non-European country	<ul style="list-style-type: none"> <li>use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>	<ul style="list-style-type: none"> <li>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> <li>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>
Autumn	Spring		Summer
<ul style="list-style-type: none"> <li>To be able to name the seven continents of the world and locate the UK on a world map.</li> <li>To be able to identify the countries and capital cities of the UK.</li> <li>To be able to identify features and characteristics of the countries of the UK.</li> <li>To explore the town we live in.</li> <li>To be able to describe where you live.</li> </ul>	<ul style="list-style-type: none"> <li>To locate jungles around the world and begin to describe them.</li> <li>To identify some features and weather of Brazilian tropical seasonal forests.</li> <li>To identify the locations of mangroves and describe their features and weather.</li> <li>To identify the locations and features of cloud forests.</li> <li>To compare British woodland to a tropical jungle.</li> <li>To summarise what has been learned about the locations, weather and geographic features of jungles.</li> </ul>	<ul style="list-style-type: none"> <li>To locate and identify oceans and continents.</li> <li>To find out about British beaches.</li> <li>To find out about British seas.</li> <li>To use fieldwork skills to find out about a place.</li> <li>To compare a British beach with one from another country.</li> <li>To use compass points to move around a map</li> </ul>	
Geographical, feature, physical, human, beach, cliff, mountain, coast, forest, hill, sea, ocean, river, soil, valley, vegetation, season, weather, North, South, East, West, compass, left, right, map, key, symbols, United Kingdom, country, continent, ocean	Geographical, feature, physical, human, beach, cliff, mountain, coast, forest, hill, sea, ocean, river, soil, valley, vegetation, season, weather, North, South, East, West, compass, left, right, map, key, symbols, city, town, farm, factory, village, house, office, port, harbour, shop	beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, port, harbour, shop, oceans, continents, capital cities, United Kingdom, human, physical, feature	
Art & Design			
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> </ul>			

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- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

Autumn		Spring		Summer	
<b>LS Lowry</b>		<b>Animal Art:</b>		<b>Andy Goldsworthy</b>	
<ul style="list-style-type: none"> <li>• To learn about LS Lowry and analyse his paintings. To explore Lowry's figures and crowds in his paintings.</li> <li>• To explore colour mixing, tints, tones and shades.</li> <li>• To explore the foreground, mid-ground and background of a landscape painting. To create a composite picture in the style of LS Lowry</li> </ul>		<ul style="list-style-type: none"> <li>• To be able to create artwork to reflect British wildlife.</li> <li>• To be able to manipulate paper to create African animal art.</li> <li>• To be able to explore and create patterns.</li> <li>• To be able to create animal art in the style of aboriginal dot art.</li> <li>• To explore the use of animals as symbolism in Native American art.</li> <li>• To be able to use paint to create animal artwork.</li> </ul>		<ul style="list-style-type: none"> <li>• To sort items by material and colour.</li> <li>• To use a variety of materials to create paths and walls.</li> <li>• To select materials and make spirals or circles.</li> <li>• To manipulate materials when creating sculptures.</li> <li>• To use reflections in art work.</li> </ul>	
Similarities, differences, analyse, matchstick men, tools, figures, 5 colours, red, blue, yellow, black and white, tints, tones, shades, colour mixing, matching, depth, perspective, foreground mid-ground, background, landscape painting, composite painting		Shapes, colours, animals, observational drawing, visual clues, patterns, silhouette, paper, clay, Aboriginal, dot art, 3D artwork, mobile, symbolism, totem pole, paints, shades		Colours, shapes, materials, patterns, pathways, natural materials, curves, circles, spirals, collage, paint, pastels mould, clay, reflect	
Music					
Perform & Compose			Listen & Understand		
<ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>• Play tuned and un-tuned instruments musically</li> </ul>			<ul style="list-style-type: none"> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>		
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Hands, Feet, Heart	Ho Ho Ho	I Wanna Play in a Band	Zootime	Friendship Song	Reflect, Rewind & Replay

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<p>To learn an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p> <p>To learn, sing, play, improvise and compose.</p> <p>To listen and appraise different styles of South African music</p>	<p>Listen &amp; Appraise a range of styles of music and continue to embed the interrelated dimensions of music through games, singing and playing.</p>	<p>To sing, compose and play in an ensemble and also listen and appraise rock songs.</p>	<p>The learn an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	<p>To sing and play instrumental parts within a song.</p>	<p>Listen and appraise Classical music and continue to embed the foundations of the interrelated dimensions of music using voices and instruments.</p>
<p>a capella, appraising, arrangement, back beat, backing, balance, ballad, band, bridge (middle 8), chord, chorus, coda, cover, composing, crossover, decks, drum loops, dynamics, ending, ensemble, groove, harmony, hook, improvise, interlude, introduction, lyrics, melody, melodic, notation, offbeat, original, ostinato, outro, pentatonic scale, performing, phrase, pitch, pre-chorus, pulse beat, recurring theme, rhythm, riff, roots reggae, sampling, secular, solo, structure/form, shape, style, style indicators, syncopation, tag, tempo, texture, timbre, urban contemporary, verse</p>					
<p><b>P.E.</b></p>					
<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> <li>• perform dances using simple movement patterns.</li> </ul>					
<p>Real PE Personal Unit Yoga</p>	<p>Real PE Social Unit Invasion Games 2</p>	<p>Real Gym Cognitive Unit Striking &amp; Fielding Games 2</p>	<p>Real Gym Creative Unit Athletics</p>	<p>Real PE Physical Unit Football</p>	<p>Real PE Health &amp; Fitness Unit Dance</p>
<p>Personal, social, cognitive, creative, physical, health and fitness, reflect, coach, cog, personal best, forwards, backwards, sideways, roll, slow, body parts, shape, jump, travel, stretch, wide, narrow, stretch, push, pull, step, spring, crawl, still, slowly, tall, long, high, low, roll, copy, jump, land, balance, muscles, joints, symmetrical/asymmetrical, rotation, turn, shape, landing, take-off, flight, performance/evaluation, striking, catching, space, team, speed direction, passing, controlling, shooting, scoring, control, fluency, movement, possession, pass/send/receive, travel with a ball, rules, tactics, batting, fielding, defending, hitting, Keeping possession, passing, dribbling, shooting, support, marking, attackers/defenders, marking, forehand/backhand, stillness, direction, space, body parts, levels, speed, pike, tuck, repetition action and reaction, pattern, dance style, technique, pattern, rhythm, variation, unison, canon, action, reaction</p>					
<p>In Addition to this will be sport specific vocabulary which will be introduced where appropriate.</p>					
<p><b>Computing</b></p>					
<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>• create and debug simple programs</li> <li>• use logical reasoning to predict the behaviour of simple programs</li> <li>• use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>• recognise common uses of information technology beyond school</li> </ul>					



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<ul style="list-style-type: none"> <li>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>					
<p><b>2:1 Coding</b></p> <ul style="list-style-type: none"> <li>Algorithms as instructions to program a computer.</li> <li>Creating a computer program</li> </ul>	<p><b>2:2 online safety and 2:3 spreadsheets</b></p> <ul style="list-style-type: none"> <li>Use technology safely.</li> <li>Use technology purposely to create, organise, store, manipulate, retrieve digital content.</li> </ul>	<p><b>2:4 Questioning</b></p> <ul style="list-style-type: none"> <li>To learn about the importance of phrasing questions and that certain data-handling resources are limited in the answers they can provide.</li> <li>Making pictograms, creating yes/no questions, construct a binary tree, using a database.</li> </ul>	<p><b>2:5 Effective Searching</b></p> <ul style="list-style-type: none"> <li>Using the internet and google browser to search for information.</li> </ul>	<p><b>2:6 Creating Pictures</b></p> <ul style="list-style-type: none"> <li>Creating pictures using 2paint, adding images. Study the work of a number of Artists.</li> </ul>	<p><b>2: 7 Making Music</b></p> <ul style="list-style-type: none"> <li>Make music digitally using 2sequence.</li> <li>Explore, edit and combine sounds.</li> <li>Add sounds to a well known tune to change it.</li> <li>Think about how music makes me feel.</li> <li>Upload sounds from a bank and also record their own.</li> </ul>
<p>Computer, coding, algorithms, instructions, repeat, timer, command, programme, debugging, 2Code, output</p>	<p>Online, search, share, Internet, safe, secure, Google</p>	<p>Computer, questioning, pictogram, information, separate, binary tree, match, answer, database, complex, search</p>	<p>Search(ing), internet, web page, results, information, effective</p>	<p>Computer, style, click, drag, select, save, move, mouse, open, folder, image, undo, repeat, slide, clipart, button</p>	<p>Computer, sequence, digital, sound, click, select, tune, speed, slow, fast, quick(er), volume, side, change, save, open, folder, type, keyboard, mouse,</p>