



Year Two

Our Vision

**Together we love learning and
work as a team**

Our Mission

Our ambitious curriculum fosters self-regulated learners who are resilient and inquisitive.

The Arts and physical activity, alongside creative academic experiences, enable every pupil to love learning in an active classroom environment.

Participation in our '#teamstanah' nurtures the confidence to challenge each other and collaborate with a Growth Mindset, whilst sharing in the success of all.

We thrive at Stanah because we come to school everyday!

Curriculum Intent

At Stanah, our curriculum is designed to enable our children to be prepared for the modern world; we aim to provide the appropriate cultural capital so they can become successful citizens in our community. Academic achievement, the arts and physical activities are at the core of our curriculum offer. The children at Stanah will be exposed to a wide range of texts to read; lessons will be creative in order to inspire and challenge our learners and we actively promote a vocabulary-rich environment. Our curriculum is inclusive for all learners, allowing them to explore ideas and ask purposeful questions.

Global Learning Themes

Global Learning
Themes



Global Learning Themes are key topical issues which are prevalent in today's society. At Stanah we have chosen four 'Global Learning Themes'. These are woven into our curriculum topics so that they are purposeful within our learning.

Global Learning
Theme

Conflict Resolution



Global Learning
Theme

Diversity



Global Learning
Theme

Equal Rights



Global Learning
Theme

Sustainability



Year 2 Long-Term plan

Year 2 Curriculum												
Term	Autumn One		Autumn Two		Spring One		Spring Two		Summer One		Summer Two	
Theme	Castles and Dragons		Traditional Tales with a Twist		Mission to the Moon!		The Great Fire of London		Africa		Amazon Adventure	
Lead Subject	History		English		History		History		Art		Geography	
Reading Genre	Stories with familiar settings	Non-chronological Reports	Creative Fortnight	Stories with recurring language	Information Texts	Poem on a theme	Diary Entries	Information Texts	Key Stories	Information Texts	Key Stories	Play Script
Key Text	The Kiss that Missed, by David Melling	A range of non-chronological reports		Traditional Tale with a Twist	Research of the Moon Landing	The Magic Box, by Pi Corbett.	Samuel Pepys' diary	A range of information texts.	The Hunter, by Paul Geraghty	A selection of research and fact finding texts.	The Great Kapok Tree, by Lynne Cherry	The year 2 play script
Writing Genre	Description	Non-chronological reports		Narrative	Narrative about others' experiences	Poetry	Description	Information Texts	Narrative	Explanation Texts	Persuasion	Performance
Outcome	To write a character description.	To write a non-chronological report about a castle.		To retell a story with a twist.	To write a diary entry as an astronaut.	To write a 'magic box' poem based on a journey to the moon.	To write a setting description of London.	To write an information text.	To write an opening of a Savannah adventure story.	To write a fact file about an African animal.	To write a persuasive letter.	To perform a play
Science	Suitability of materials		Animals, including humans: Growth and Exercise		Animals, including humans: What humans need to survive.		Properties of materials: How solid objects can be changed.		Living things and their Habitats		Plants	
History	Significant places in their locality				The lives of significant individuals		Events beyond living memory					
Geography	Use aerial photos to recognise landmarks/ devise a map						Name and locate the 4 countries of the UK and capital cities.		Compare geographical similarities between UK and non-European country		Location of hot places in the world in relation to Europe. Use of maps.	
Art	Drawing: Review formal elements. Drawing to create patterns and texture		Art created to accompany Creative Writing fortnight		Painting: Learn how to mix more variation of colours; explore texture and shades with paint.		Sculpture: Using printing skills and drawing skills for texture / pattern skills, create houses of their choice		Drawing & Painting: Create artwork taking inspiration from traditional African art		Collage and Sculpture: Using textiles, paper, card etc to create texture and sculptures of Amazonian birds	
DT	Construction: Designing, building and testing catapults (Trebuchet and Ballista).				Mechanisms: Using mechanisms in products to design and build a Moon Buggy.				Textiles: To design and create an animal puppet, using stitching techniques.		Design food and nutrition: Understanding where food comes from and create a basic recipe.	
Computing	Computing Systems and Networks – IT around us				Creating media – digital photography Creating media – making music						Programming B – An introduction to quizzes	
Music	Hands, Feet, Heart		Ho Ho Ho		I Wanna Play in a Band		Zootime		Friendship Song		Reflect, Rewind, Replay Rainforest Soundscapes	
PSHE	Keeping/Staying Safe (Understanding) Tying Shoelaces (Resilient)		Keeping/Staying Healthy Healthy Eating Brushing Teeth (Adaptable)		Computer Safety – Image Sharing (Caring) Money Matters (Understanding)		Being Responsible Practice Makes Perfect Helping someone in need (Helpful)		Relationships Bullying (Forgiving)		Feelings and Emotions Worry and Anger (Forgiving)	
Spanish	Animals (Early Teaching Unit)				Instruments (Early Teaching Unit)				Fruit (Early Teaching Unit)			
PE	Fundamental Skills		Dance		Gymnastics		Games Orienteering		Athletics Dance		Games	
RE	Christianity: God		Christianity: Jesus		Hindu Dharma		Christianity: Church		Judaism		Islam	

Key to Global Learning Themes:

Conflict Resolution

Diversity

Equal Rights

Sustainability

Reading in Year Two

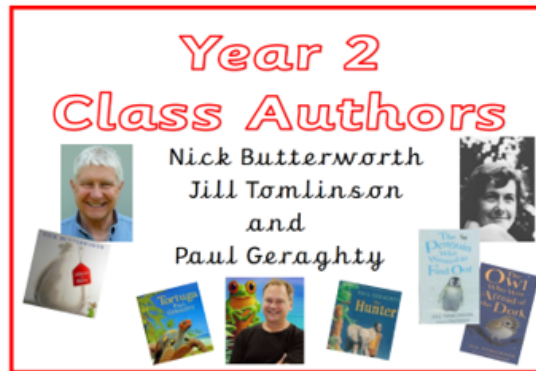
At Stanah, we actively promote the notion of 'Everyone is a Reader' and through our carefully designed curriculum, we provide an array of reading experiences to develop life-long readers. This enables our pupils to foster a love of reading and therefore read for pleasure. As well as this, they will read across a range of subjects which deepens their knowledge. As a school, we recognise the importance of reading role models and value working in partnership with others including: reading with other classes in school, our local library, local authors and other partners to ensure reading remains a high priority in our school.

During the year, pupils in Year 2 will be exposed to a wide range of texts and selected class authors that are closely matched to our year group curriculum topics. Teachers make meaningful links through the 'Talk four Writing' process, ensuring pupils are able to: discuss and unpick features of a text; have the opportunity to practise reading using the 'Reader's Theatre' and make explicit vocabulary links using our 'Stanah Vocabulary' lesson to ensure our pupils are fluent and confident readers.



During the year, our Year 2 pupils will read and study the following books as a whole class:

- The Kiss that Missed
- Traditional Tales with a Twist (written by various authors)
- The Hunter
- The Magic Box
- London's Burning
- The Great Kapok Tree
- The Owl who was Afraid of the Dark



Year 2: 50 Recommend Reads <https://www.booksfortopics.com/booklists/recommended-reads/year-2/>

Writing in Year Two

Writing



Year 2 Curriculum												
Term	Autumn One		Autumn Two		Spring One		Spring Two		Summer One		Summer Two	
Theme	<u>Castles and Dragons</u>		<u>Traditional Tales with a Twist</u>		<u>Mission to the Moon!</u>		<u>The Great Fire of London</u>		<u>Africa</u>		<u>Amazon Adventure</u>	
Reading Genre	Stories with familiar settings	Non-chronological Reports	Creative Fortnight	Stories with recurring language	Information Texts	Poem on a theme	Diary Entries	Information Texts	Key Stories	Information Texts	Key Stories	Explanation
Key Text	The Kiss that Missed, by David Melling	A range of non-chronological reports		Traditional Tale with a Twist	Research of the Moon Landing	The Magic Box, by Pi Corbett.	Samuel Pepys' diary	A range of information texts.	The Hunter, by Paul Geraghty	A selection of research and fact finding texts.	The Great Kapok Tree, by Lynne Cherry	A range of explanation/ instruction texts.
Writing Genre	Description	Non-chronological reports		Narrative	Narrative about others' experiences	Poetry	Description	Information Texts	Narrative	Explanation Texts	Persuasion	Explanation
Outcome	To write a character description.	To write a non-chronological report about a castle.		To retell a story with a twist.	To write a diary entry as an astronaut.	To write a 'magic box' poem based on a journey to the moon.	To write a setting description of London.	To write an information text.	To write a Savannah adventure story.	To write an explanation text about an African animal.	To write a persuasive letter.	To write a rainforest explanation text, linked to foundation subjects.

Key Knowledge:

- A compound sentence is two simple sentences joined together with a coordinating conjunction.
- A complex sentence can be formed by using subordinate clauses starting with because, while, after.
- Adjectives are describing words and can be added to nouns to form expanded noun phrases.



Talk for Writing at Stanah

Writing



S

At Stanah, we have established a core reading collection, from which we implement our writing strategy: Talk for Writing. The process begins with the children internalising the structures and language features of the text type (Imitation) and moves through a transition from shared and guided writing (Innovation) to independent writing (Independent).

Imitation ⇒ **Innovation** ⇒ **Independent**

It is through this process that our children become creative and powerful writers.

A.
P.
E.

At the beginning of every unit of Writing, children will identify the Audience, Purpose and Effect of the text type. When children know the A.P.E, they will be able to make authorial choices which will meet their target audience, whilst achieving their intended purpose and effect. The A.P.E. will be returned to regularly and writing will be assessed against whether it has been achieved.

Science at Stanah

Science



Our Science Vision

At Stanah, we believe our children, as scientists, should explore, investigate and ask questions through stimulating, challenging, exciting, hands on and practical experiences, that encourages a deeper understanding of the real world.



Science is outstanding when:

1. Hands on – Practical, interactive, exploring
2. Ask ‘What if?’ questions
3. Scientific vocabulary
4. Real life links
5. Exciting resources and opportunities

OUTSTANDING



Working Scientifically



Asking questions

Asking questions that can be answered using a scientific enquiry.



Making predictions

Using prior knowledge to suggest what will happen in an enquiry.



Setting up tests

Deciding on the method and equipment to use to carry out an enquiry.



Observing and measuring

Using senses and measuring equipment to make observations about the enquiry.



Recording data

Using tables, drawings and other means to note observations and measurements.



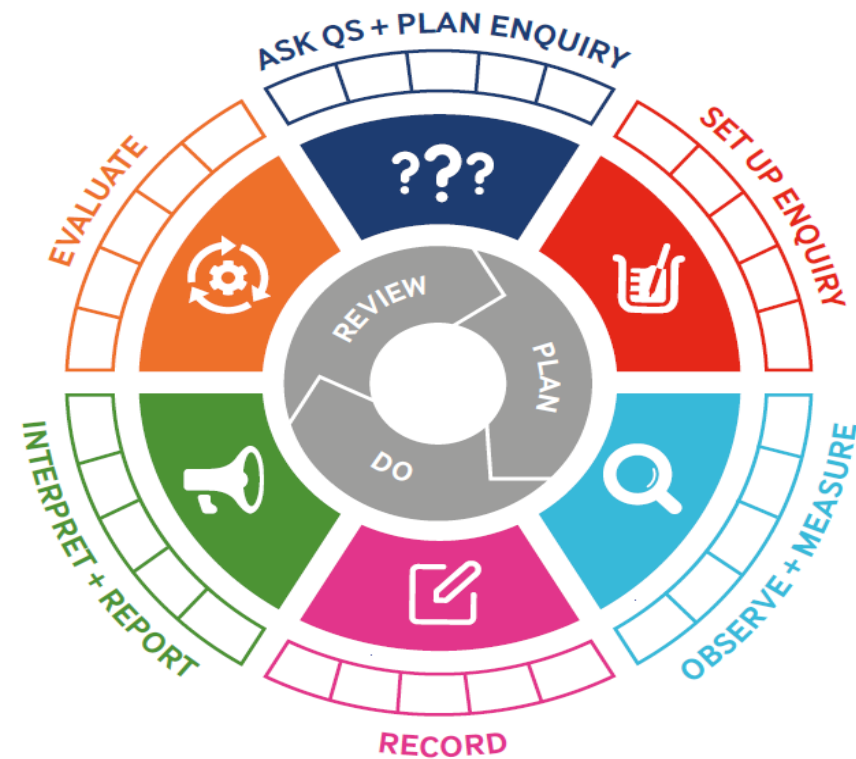
Interpreting and communicating results

Using information from the data to say what you found out.



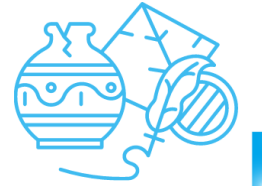
Evaluating

Reflecting on the success of the enquiry approach and identifying further questions for enquiry.



History Substantive Concepts

Historical
Concepts



At Stanah, we have selected four substantive concepts that are revisited throughout our History Curriculum. These concepts help us to make connections, draw contrasts, analyse historical information and devise historically valid questions.

Historical Concepts

Chronology
Changes over time



Historical Concepts

Significance



Historical Concepts

Settlement



Historical Concepts

Invasion





History in Year 2



Concept progression	Year 1	Year 2	Year 3
Change over time/Chronology	Family album - personal timelines and family.	The Great Fire of London	The Seaside – Fylde Coast
	Dinosaurs		
Significance	Beatrix Potter	The Great Fire of London	
		Castles and Dragons	
		Mission to the Moon – Neil Armstrong	

NC	Chronology Vocabulary
Events beyond living memory that are significant nationally and globally.	before, after, a long time ago, past, recently, decade, century, present, chronology, later, modern, past, previously, nowadays, recent history, earlier, later, era, period, hundreds of years ago, about a hundred years ago
The lives of significant individuals in the past who have contributed to national and international achievements.	

Outdoor Education



Exploring and Experimenting

- Great Fire of London – Fire pit
- Everyday materials collection – science
- Exploring patterns and texture - art

Personal and Social Development

- Design a safe place to cross the road
 - Playground games

Academic Achievement

- Performance Poetry – Meadow
- Growing plants/vegetables
- Measurement – maths and science
- Aerial photographs of school
 - Digital photography

Good Health and Wellbeing

- Survival – exercise
- Healthy foods
- 'Golden Mile'
- Maypole dancing

Environmental Responsibility

- Deforestation
- Plants – Amazon like

Term	Enrichment Opportunities
<u>Autumn One</u> Castles and Dragons	Castle trip (Lancaster or Skipton) Medieval Day
<u>Autumn Two</u> Twisted Tales	Theatre company visit Writing fortnight Christmas
<u>Spring One</u> Mission to the Moon	Rossall planetarium
<u>Spring Two</u> The Great Fire of London	Museum - artefacts
<u>Summer One</u> Africa	Blackpool Zoo or Little Zoo to You visit Wildlife Expert - visitor
<u>Summer Two</u> Amazon Adventure	Millfield trip – plants/science

