

SUBJECT	TOPICS/THEMES
Current Special Projects in Year 2	<ul style="list-style-type: none"> • Growth Mindset - skills of meta-cognition (being aware of how they learn) and how to apply those skills in the classroom in order to be able to think about how they learn a new skill and acquire new knowledge - Big up the Brain / Point out the Process / Make Meaning from Mistakes • Return by Aaron Becker – Whole school study of the third book in the series after Quest and Journey • Windrush – cross curricular project learning and practicing the key skills of enquiry, evaluation, creative thinking, communication, problem solving with a Notting Hill inspired March and a visit to a Windrush Photo Exhibition • Brixton Market Trip- To support our cross-curricular learning about Windrush • Deen City Farm Trip- To support our Science learning around Living Things and Their Habitats • Whole School Production – singing, dance, main parts - speak audibly and fluently with an increasing command of Standard English • Clapham Picturehouse Visit • South London Synagogue – To enhance our learning about Judaism • Annual KS1 Trip to the Beach • Two presentation assemblies sharing learning with pupils and parents/carers, speak audibly and fluently with an increasing command of Standard English
English Current Schemes CLPE Banded Books Cracking Comprehension CLPE Power of Reading No Nonsense Spelling Penpals	Reading Word Reading <ul style="list-style-type: none"> • Apply phonic knowledge to decode words until embedded and reading is fluent • Read most words quickly and accurately without overt sounding and blending • Develop independent reading and re-reading Comprehension <ul style="list-style-type: none"> • Listen to and discuss and express 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 • Sequence and retell a range of stories, fairy stories and traditional tales and poems Develop understanding of a text and vocabulary, making inferences and predictions about a text and asking and answering questions. Writing Composition <ul style="list-style-type: none"> • Develop stamina for writing longer narratives about personal experiences and those of others (real and fictional), writing about real events, writing poetry and writing for different purposes. • Begin to plan and edit writing Through ‘Power of Reading’ texts and broader curriculum areas children will develop writing in a range of genres including narratives, reports, information texts, recounts, instructions and poems. Zeraffa Giraffa by Dianne Hofmeyr, Traction Man by Mini Grey, Claude in the City by Alex. T Smith, The Dark by Lemony Snicket and The Magic Finger by Roald Dahl. EGPS [English Grammar, Punctuation & Spelling] Spelling <ul style="list-style-type: none"> • Use phonics knowledge to segment words and write words • Spelling Year 2 common exception words and some homophones • Adding prefixes and suffixes • Using apostrophes to spell contractions and for possession (For further guidance see National Curriculum English Appendix 1 and ‘No Nonsense Spelling’ overviews) Grammar <ul style="list-style-type: none"> • Knowing and applying different sentence forms – statement, question, command and exclamation. • Knowing and applying word types – nouns, adjectives and verbs (past and present) correctly. • Using subordination and co-ordination in sentences (For further guidance see National Curriculum English Appendix 2 and ‘No Nonsense Grammar’ overviews) Handwriting <ul style="list-style-type: none"> • Form letters of the correct size and in the correct direction • Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters are best left unjoined use spacing between words that reflects the size of the letters

Mathematics Current Schemes Lancashire Mathematics White Rose Mathematics		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Week 1	Number and Place value	Counting, multiplication and sorting	Number and Place value	Length and Mass/weight	Number and Place value and statistics	Time
	Week 2	Number and Place value	Statistics	Mass/weight	Addition and subtraction	Addition and subtraction	Multiplication and division
	Week 3	Length and Mass/weight	Fractions Capacity and volume	2-D and 3-D Shape	Fractions	Capacity and volume and temperature	Statistics including finding the difference
	Week 4	Addition and subtraction	Money	Counting and money	Position and direction	Fractions	Measurement
	Week 5	Addition and subtraction	Time	Multiplication	Time	Position and direction Time	Sorting
	Week 6	2-D and 3-D shape	Assess and review week	Division	Assess and review week	2-D and 3-D shape	Assess and review week
Science Current Schemes Hamilton website Snap Science BBC Terrific Science	<ul style="list-style-type: none"> • Good Choices: Animals, including humans -Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. • Apprentice Gardener: Plants - Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. • Animals Including Humans: Living things and their habitats - Explore and compare the differences between things that are living, dead, and things that have never been alive. • What Is In Your Habitat? Living things and their habitats - 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. Identify and name a variety of plants and animals in their habitats, including micro-habitats. • Shaping Up: Uses of everyday materials - Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. • How Can We Sort This Food? Living things and their habitats - 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. • Growing Up Animals, including humans - Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). 						
Computing <i>Scheme of Work</i> 'Rising Stars: Switched on Computing'	<ul style="list-style-type: none"> • 2.1 We are astronauts: Programming on screen - <i>Programming</i> • 2.2 We are games testers: Exploring how computer games work – <i>Computational Thinking</i> • 2.3 We are photographers: Taking, selecting and editing digital images – <i>Creativity</i> • 2.4 We are researchers: Researching a topic – <i>Computer Networks</i> • 2.5 We are detectives: Communicating clues – <i>Communication/Collaboration</i> • 2.6 We are zoologists: Recording bug hunt data - <i>Productivity</i> 						
D&T	CONSTRUCTION Links: Literacy: Instruction texts & instructional writing Science: Forces Electricity ICT: Roamer, floor turtle, creating pictures using graphic programs for designs TEXTILES Links: Science: Changing & grouping materials Literacy: Non-fiction writing ICT: Writing stories COOKERY Links: Literacy: Recipe and Instructional writing Geography: Foods from around the world.						

Humanities	<p>Geography</p> <ul style="list-style-type: none"> • ‘The UK’ – Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. • UK/Non-European comparison – Compare a small area of the UK (Clapham) to a small area in a contrasting non-European country. Link to whole school Windrush project (Caribbean). <p>History</p> <ul style="list-style-type: none"> • The Great Fire of London – A study of a significant national event. • The lives of significant individuals in the past. A study of the lives of significant individuals in the past who have contributed to international achievements. Compare aspects of life in different periods. <p>Explorers - Christopher Columbus and Neil Armstrong (Tudor/20th Century life – travel and exploration)</p> <p>Mary Seacole and Florence Nightingale/Edith Cavell (nursing and medicine, Crimean War/WWI)</p>
Art	<p>Drawing - draw for different purposes e.g. to represent stories, real life situations, plans and designs for DT, to show feelings, to reflect different cultures. Learn Pointillism dot technique. <i>Suggested artists: The Seine seen from La Grande Jatte by Seurat</i></p> <p>Painting - use the environment as a starting point. Make patterns in paint in the style of an artist. Experiment with watercolour, colour washes, ready mix. <i>Suggested Artists: Van Gogh’s Sunflowers, Monet</i></p> <p>Printing - experiment with different inks, crayons, pens and paints suitable for fabric. Create a printed picture using different materials to represent features in the environment, e.g. ferns as trees, boxes as houses, etc. <i>Suggested artists: Islamic patterns www.salaam.co.uk/ Look at Islamic patterns</i></p> <p>Collage - draw shapes, cut from a variety of materials arrange to create either an abstract or representational picture. Create patterns from observational line drawings using appropriate media</p> <p>Textiles - learn simple stitches, use a variety of materials to experiment with. Learn basic batik. <i>Suggested artists: Eleko technique</i></p> <p>3D – Use malleable materials for sculpture. Junk modelling. <i>Suggested artists: Henry Moore, www.artfromscrap.org/index.html</i></p> <p>Digital Media – Capture and manipulate digital images. Use basic tools effectively within art software.</p>
Music	<p>Musical Skills:</p> <ul style="list-style-type: none"> • sing songs from memory. • sing with a sense of shape and melody and some accuracy of pitch. • listen to and appraise an extract of music using some simple musical terminology. • recognise and explore sound sources to create an intended effect. • order sounds within a simple structure and use symbols to represent sound. • perform simple rhythmic patterns and accompaniments keeping a steady pulse. • perform simple melodic patterns and accompaniments keeping a steady pulse. • make improvements to their own work • perform with others <p>Themes, topics or genres and traditions: Counting songs and clock music, Musical Stories, The Weather, Opposites, Samba Carnival</p>
P.E	<p><i>Developed from the National Curriculum</i></p> <ul style="list-style-type: none"> • Be physically active for sustained periods of time • Engage in competitive (both against self and against others) sports and activities • Understand how to lead healthy, active lives • Master basic skills 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 • Participate in team games, developing simple tactics for attacking and defending • Perform dances using simple movement patterns.
R.E developed from Local Authority SACRE document	<p>Judaism unit 1: Beliefs about God - Autumn 1 Judaism unit 2: Celebrations in the home - Autumn 2</p> <p>Christianity unit 4: The church - Spring 1/2 Christianity unit 5: Jesus’ life & death (do unit prior to Easter) - Spring ½</p> <p>Islam unit 3: Prayer – Summer 1 Islam unit 4: The mosque and Ramadan – Summer 2</p>
PSHCE	<p style="text-align: center;">AUTUMN TERM SMSC Value: Celebrate Diversity</p>

PSHCE Curriculum

Core 1:

1. what is meant by a healthy lifestyle
2. how to maintain physical, mental and emotional health and wellbeing
3. how to manage risks to physical and emotional health and wellbeing
4. ways of keeping physically and emotionally safe
8. to identify different influences on health and wellbeing
6. how to make informed choices about health and wellbeing and to recognise sources of help with this

Core 2:

Links with Anti-Bullying Week

3. how to recognise risky or negative relationships including all forms of bullying and abuse
5. how to respect equality and diversity in relationships

Core 3:

1. respect for self and others and the importance of responsible behaviours and actions

Refer to 'suggested learning opportunities for key stage 1 in core 1&2 – Clapham Manor PSHCE Curriculum.

P4C

P4C Across the Curriculum

- General introduction to P4C enquiries.
- Setting ground rules.
- Understanding what makes a philosophical question.
- Being familiar with the order of a full enquiry.
- Identifying concepts from the stimulus

P4C linked with Anti-Bullying Week.

Mindfulness

Ideas below are suggestions not compulsory – use meditations that work for your context

Glitter jar introduction to mindfulness

'Hot Chocolate'

Mindfulness cards – short mindfulness.

Stop, Breathe, Think – kids version

<https://www.youtube.com/channel/UcKB9zEEqnP9kMIf5VChd99Q>

SEAL (Circle Time)

'Say No to Bullying'

'New Beginnings'

SEAL Resources/ Y1&2 for circle time and shared learning sessions.

SPRING TERM SMSC Value:

PSHCE Curriculum

Core 2:

Links with 'Safer Internet Day'

1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. how to recognise and manage emotions within a range of relationships

Core 3:

1. respect for self and others and the importance of responsible behaviours and actions
2. rights and responsibilities as members of families, other groups and ultimately as citizens
3. different groups and communities
4. respect diversity and equality and how to be a productive member of a diverse community
5. the importance of respecting and protecting the environment

Links with Re-generation Nation – pupil leadership on this raise awareness

Online Safety Focus:

12. rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety,

Refer to 'suggested learning opportunities for key stage 1 in core 1&2 – Clapham Manor PSHCE Curriculum.

P4C

P4C Across the Curriculum

- Starting to understand the 'bigger idea' behind a stimulus
- Concept builder activities and concept collisions.
- Starting to formulate own philosophical questions
- Introducing P4C language.
- Moving questions away from stimulus.
- Starting to ask different types of questions

P4C linked with Safer Internet Day/ Online Safety

P4C in Assemblies

Mindfulness

Ideas below are suggestions not compulsory – use meditations that work for your context

Glitter jar introduction to mindfulness

'Hot Chocolate'

Mindfulness cards – short mindfulness.

Stop, Breathe, Think – kids version

<https://www.youtube.com/channel/UCkB9zEEqnP9kMif5VChd99Q>

SEAL (Circle Time)

'Good to Be Me'

'Getting on and Falling Out'

SEAL Resources/ Y1&2 for circle time and shared learning sessions.

SUMMER TERM SMSC Value:

PSHCE Curriculum

Core 1:

Explicit focus on the teaching of RSE (through the 'Living and Growing' scheme of work) and Drug Education

6. the importance of, and how to, maintain personal hygiene

7. how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading

8. about the process of growing from young to old and how people's needs change

9. about growing and changing and new opportunities and responsibilities that increasing independence may bring

10. the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls

11. that household products, including medicines, can be harmful if not used properly

Core 3:

Focus on Enterprise/ global citizenship – links with Venn Street Market/ Summer Fair

6. where money comes from, keeping it safe and the importance of managing it effectively

7. the part that money plays in people's lives

8. a basic understanding of enterprise

Online Safety Focus:

12. Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety. Revisit

Refer to 'suggested learning opportunities for key stage 1 in core 1&2 – Clapham Manor PSHCE Curriculum.

P4C

P4C Across the Curriculum

- Active listening
- Taking turns by building on previous speaker.
- Starting to give reasons
- Starting to review individual and class progress- Critical and creative

- Starting to link questions to own experiences.
- Responding to each other's ideas.

P4C linked with Online Safety
P4C in Assemblies

Mindfulness

Ideas below are suggestions not compulsory – use meditations that work for your context

Glitter jar introduction to mindfulness

'Hot Chocolate'

Mindfulness cards – short mindfulness.

Stop, Breathe, Think – kids version

<https://www.youtube.com/channel/UCkB9zEEqnP9kMIf5VChd99Q>

SEAL (Circle Time)

'Changes'

'Relationships'

SEAL Resources/ Y1&2 for circle time and shared learning sessions.

Natural Thinkers	Aspect of learning	Autumn	Winter	Spring/Summer
	Tools	<ul style="list-style-type: none"> • Whittling – Using peelers vegetable/ fruit and make vegetable soup 	<ul style="list-style-type: none"> • Whittling elder – Make; • Charcoal pencils • Jewellery • Elder candles 	<ul style="list-style-type: none"> • Sawing – Make; Wooden medals (sports day) • Drums • Music sticks • Wooden sculptures
	Natural investigations	<ul style="list-style-type: none"> • Leaf crowns • Collections of natural objects • Leaf garlands • Leaf kebabs • Leaf patterns 	<ul style="list-style-type: none"> • Large den building shelters • Insulation, keeping warm • Knot tying • Look at differences-evergreens • Bark rubbings 	<ul style="list-style-type: none"> • Life cycles • Finding similar patterns/differences, seeds • Conkers • Classifying leaves and trees • Petal perfume
	Eco	<ul style="list-style-type: none"> • Discuss nature v man • Make bird feeders/lard cakes • Composting 	<ul style="list-style-type: none"> • Feed the birds • Collecting systems for water • Collecting sticks for fire 	<ul style="list-style-type: none"> • Investigate stag beetles • Conservation and lifecycles • Precious insects • Pollinators • Composting
	Growing/ Gardening/ living things	<ul style="list-style-type: none"> • Harvesting • Gardening • Weeding • Pick cabbages, onions, garlic and broad beans 	<ul style="list-style-type: none"> • Protecting the plants • Planting 	<ul style="list-style-type: none"> • Harvest: Strawberries, beans, tomatoes, courgettes and salads
	Natural Art	<ul style="list-style-type: none"> • Art - Neil Buchanan Art Attack you tube videos • Tie dye with natural dyes • Make acorn men/animals with acorns and cocktail sticks 	<ul style="list-style-type: none"> • Natural sculpture • Snowman • Leaf men book • Clay faces • Valentine hearts with clay and mud bombs outside 	<ul style="list-style-type: none"> • Flower pressing • Placing and arranging • Daisy chains • Stone art and making small world environments