Gatekeeper (Year 2)

Curriculum

Autumn	Spring	Summer
Exploring and endurance	Imaginary worlds	www.com
British values/ learning, perseverance and manners	British values/ learning, perseverance and manners	British values/ learning, perseverance and manners
Learning, perseverance and manners are central to all that we do at Three Legged Cross First and Nursery school. We teach mutual respect, tolerance, democracy, rule of law and individual liberty through assemblies and progressive tailored learning throughout our curriculum. Opportunities for you to engage and celebrate your child/ children's learning, perseverance and manners are offered during the year and can be found on our school calendar. https://3lxschool.com/calendar/		
Phonics	Phonics	Phonics
Phase 6 of the 3LX Letters and Sounds scheme. - Read accurately most words of two or more syllables - Read most words containing common suffixes - Read most common exception words In age-appropriate books, the pupil can: - Sound out most unfamiliar words accurately, without undue hesitation. We will continue to progress with our phonics learning, as well as revisiting the phonemes (smallest units of sound) and graphemes (phonemes when written down) taught so far. Below are some websites you may find useful in order to support your child with this element of Year 2 learning: http://www.letters-and-sounds.com - for information about each of the phases. https://www.phonicsplay.co.uk/index.htm - this website has a range of free games for each phase. https://www.teachyourmonstertoread.com- a free game to support your child with their reading.		
Reading comprehension	Reading comprehension	Reading comprehension
In a familiar book that they can already read accurately and fluently, the pupil can: - Check it makes sense to them - Answer questions and make some inferences on the basis of what is being said and done.		

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Writing	Writing	Writing
The pupil can, after discussion with the teacher: • Write simple, coherent narratives about personal experiences and those of others (real or fictional) • Write about real events, recording these simply and clearly • Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required • Use present and past tense mostly correctly and consistently • Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses • Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others • Spell many common exception words* • Form 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	Maths	Maths
Inspire Maths Please follow the link bellow for useful information for parents ../../Documents/Inspire_Maths_Parent info.pdf	Inspire Maths Please follow the link bellow for useful information for parents ../../Documents/Inspire_Maths_Parent info.pdf	Inspire Maths Please follow the link bellow for useful information for parents ../../Documents/Inspire_Maths_Parent info.pdf

Science	Science	Science
Working scientifically • Identifying and classifying things according to whether they are living, dead or were never alive, and recording their findings using charts. • They should describe how they decided where to place things, exploring questions for example: 'Is a flame alive? Is a deciduous tree dead in winter?' and talk about ways of answering their questions. • Gathering and recording data	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. Work scientifically • Observing and recording, • Setting up a comparative test.	Working scientifically • Ask simple questions and recognising that they can be answered in different ways • Observe closely • Use simple equipment • Perform simple tests • Identify and classify • Using observations and ideas to suggest answers to questions • Gather and record data to help in answering questions. • Observe, through video or first-hand observation and measurement, how different animals, including humans, grow

		• Observe and record, with some accuracy, the growth of a variety of plants as they change over time
PE	**PE**	**PE**
Gymnastics • Perform and remember actions and movement sequences. • Travel in different ways including rolling. • Hold shapes whilst balancing on different points of the body. • Jump in a variety of ways and land with increasing control and balance. • Perform using a range of actions and body parts with some coordination including a range of shapes and balances • Evaluate their own performances and make improvements • Talk about the differences between their work and that of others.	Games • Striking and hitting • Learn skills for playing striking and fielding games. • Throwing and catching • Use hand-eye coordination to control a ball. • Know how to pass the ball in different ways. • Possession • Using space • Learn different ways of travelling at different speeds and following different pathways, directions or courses. • Begin to use and understand the terms attacking and defending. • Tactics and rules • Evaluate their own performances and make improvements • Talk about the differences between their work and that of others.	Athletics • Throw different types of equipment in different ways, • Investigate ways to alter their throwing technique to achieve greater distance. • Run with agility and coordination at different paces, describing the different paces. • Vary the speed and direction in which they are travelling. • Run with basic techniques following a curved line. • Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. • Investigate the best jumps to cover different distances. • Perform, evaluate and compete against self and others.
History	**History**	**History**
• To learn about the lives of significant individuals in the past who have contributed to national and international developments. • To find out when Christopher Columbus lived and what he was trying to achieve. • To find out about Christopher Columbus's and other maritime explorer's journeys and what they discovered. • To explore the impact of Columbus's voyages and what he brought back to Europe. • To find out who Neil Armstrong is and why he is	• Revisit and consolidate previous learning	• To learn about significant historical events and the achievements of individuals who have contributed to national and international achievements. • To compare aspects of life in different periods; changes in technology and their impact, pre WWW and post WWW. • To find out about early writing systems. • To find out who William Caxton was and what he introduced to Britain. • To find out about the invention of telegraphs and Morse code. • To find out who Alexander Graham Bell was and

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remembered today. • To find out about Neil Armstrong's landing on the moon and the impact this had on the world.		what he invented. • To find out about Tim Berners-Lee and what he invented. • To compare the lives of William Caxton and Tim Berners-Lee. To summarise the history of communication.
Geography	**Geography**	**Geography**
• To use world maps, globes and atlases to name and locate the world's seven continents and five oceans. • To use simple compass directions (North, South, East, West) and locational and directional language; near, far, left, right, to describe the location of features and routes on a map.	• To devise a simple map with basic symbols in a key.	• Revisit and revise previous learning on the world's seven continents and five oceans.
Computing	**Computing**	**Computing**
• Revisit how to store and retrieve information to and from my class storage area • Learn to open and save a word document • Learn to print • Coding: Recap of the main concepts covered so far • Different sorts of inputs- learn that programs respond to different sorts of inputs, and that the keyboard can be used to control objects on screen, not just by clicking them directly.	Internet safety- • Understand the difference between online and offline friendships and the importance of being kind online • Understand that bullying can occur online and what to do if this happen • Understand that they need to keep certain information about themselves private online • Understand the importance of permission and consent, in particular in relation to sharing images and videos • Learning to dentify signs of manipulative behaviour and respond safely to it	• Understanding that for most people the internet is an integral part of life • Buttons and instructions -learn that one object can be used to control another object • Learning to write code so that different buttons can be used to make an object move in different directions when they are clicked

	• Understanding the importance of identifying and seeking help from a trusted adult when needed	
RE	RE	RE
Christianity • The significance of the Lords Prayer • What is the bible is and how do Christians use it • What a parable is and why Jesus used them • Learn about the story of The Good Samaritan • Learn about the story of The parable of the rich fool (Luke)? • Considering how Christians put Jesus teachings into action Reflection- continuous Children will have the opportunity to be reflective about their own beliefs and perspective	Islam • Understand what Muslims believe about Allah • Learn about the status and importance of the Qur'an • Learn about how the Qur'an came into existence • Understand how Muslims believe the Qur'an should be treated to show it respect • Learn about the different ways in which Muslims worship Reflection- continuous Children will have the opportunity to be reflective about their own beliefs and perspective	Islam • Learn about who Muhammad was and why he is an important figure in Islam • Explain how Muslims believe the Qur'an was revealed to Muhammad • Learn about what it is like to be a Muslim in the UK • Find out about the Hajj • Understand the importance of going on Hajj for UK Muslims Reflection- continuous Children will have the opportunity to be reflective about their own beliefs and perspective
MFL	MFL	MFL
• Hear and sing French key phrases	• Hear and sing numbers to ten in French • Revisit copy and use simple greetings in French	• Hear and sing basic colours in French • Consolidate, recognise and read key French vocabulary learnt so far.
PSHE	PSHE	PSHE
Our curriculum has integrated cross-curricular opportunities for children to develop their PSHE. We base our PSHE lessons on the SEAL scheme, which has built it progression for each year group. Our themes for each term are shown below.		
New beginnings	Going for goals	Relationships
Forest	Forest	Forest
• Forest safety: observe fire and learn about being safe around fires.	• Tool skills: teach saw skills with 1:1 support • Woodland art: creating wands	• Consolidation of previously taught tool skills. • Den building: Adult supported - self standing 'A'

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• Den building	• Listening and attention: gnomes, giants and wizards.	frame structures.
Music	**Music**	**Music**
• Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Play echoed phrases by ear on a pitched instrument • Give a performance using controlled dynamics	• Begin to experiment with, create, select and combine sounds using the inter-related dimensions of music. • Play tuned and unturned instruments musically. • Perform rhythmically as a group, incorporating accurate choreographed actions • Compose accompanying robot music using percussion and unconventional sound-makers	• Experiment with, create, select and combine sounds using the inter-related dimensions of music. • Sing a lively melody with a dotted rhythm, (rhythm using longer notes alternating with shorter notes). • Sing clearly articulated words set to a stepping-note melody • Master awkward intervals confidently
Art	**Art**	**Art**
• To use drawing to develop and share their ideas, and imagination. • Learn about the work of a range of artists making links to their own work. • To develop a wide range of art and design techniques – texture.	• To use painting to develop and share their ideas, and imagination • Learn about the work of a range of artists links to their own work.	
Design and technology	**Design and technology**	**Design and technology**
Use the basic principles of a healthy and varied diet to prepare dishes		Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
Survival	Our amazing world	Investigate
British values/ learning, perseverance and manners	**British values/ learning, perseverance and manners**	**British values/ learning, perseverance and manners**
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Phase 6 of the 3LX Letters and Sounds scheme.

- Read accurately most words of two or more syllables
- Read most words containing common suffixes
- Read most common exception words

In age-appropriate books, the pupil can:
- Sound out most unfamiliar words accurately, without undue hesitation.

We will continue to progress with our phonics learning, as well as revisiting the phonemes (smallest units of sound) and graphemes (phonemes when written down) taught so far.

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https://www.teachyourmonstertoread.com- a free game to support your child with their reading

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- Spell many common exception words*
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Science	Science	Science
Animals • 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) • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. **Work scientifically** • Observing Asking questions • Suggesting ways to find answers to questions	**Living things and their habitats** • Explore and compare the differences between things that are living, dead, and things that have never been alive • 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 • 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. **Work scientifically** • Sorting and classifying • Recording their findings • Exploring questions type(s) of plants and animals that live there	**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. **Work scientifically** • Performing simple tests • Using their observations to suggest answers to questions • Gathering and recording data to help answer questions

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PE	PE	PE
Dance • Put a sequence of actions together to create a motif. • Use simple choreographic devices such as unison, canon and mirroring. • Improvise independently to create a simple dance. • Perform movement patterns of their own composition with coordination and increasing control. • Compete against self and others. • Evaluate their own performances and make improvements • Talk about the differences between their work and that of others.	Games • Striking and hitting • Learn skills for playing striking and fielding games. • Throwing and catching • Use hand-eye coordination to control a ball. • Know how to pass the ball in different ways. • Possession • Using space • Learn different ways of travelling at different speeds and following different pathways, directions or courses. • Begin to use and understand the terms attacking and defending. • Tactics and rules • Evaluate their own performances and make improvements • Talk about the differences between their work and that of others.	Athletics • Throw different types of equipment in different ways, • Investigate ways to alter their throwing technique to achieve greater distance. • Run with agility and coordination at different paces, describing the different paces. • Vary the speed and direction in which they are travelling. • Run with basic techniques following a curved line. • Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. • Investigate the best jumps to cover different distances. • Perform, evaluate and compete against self and others.
History	History	History
• To learn about events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] • Place the Great Fire of London on a timeline and explore ways in which London was different in 1666. • Explore the events of the Great Fire and Samuel Pepys' experiences. • Investigate some of the reasons the fire lasted so long, and measures that were put in place to ensure	• Revise and revisit previous learning- how have the events/ people we have learning about helped to shape 'Our amazing world?"	• Revise and revisit previous learning- how have we developed our ability to investigate? (The invention of the worldwide web/ advances in science etc.)

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a fire on such a large scale didn't happen again. Consider how we know about the Great Fire, looking at sources including Pepys' diary, pictures, reports and artifacts. Recall key facts and events from the Great Fire.		
Geography	**Geography**	**Geography**
- We will revisit and revise how to use a key when making and reading maps (eg. where the Great Fire of London began.) - Begin to contrasting and comparing areas we learn about with where we live	- To understand geographical similarities and differences through studying the human and physical geography of a small area of the UK (our local area), and of a small area in a contrasting non-European country. - To identify the location of hot and cold areas of the world in relation to the equator and the North and South Poles.	- To use simple fieldwork and observational skills to study the geography of the school and its grounds and use basic geographical vocabulary to describe key human and physical features of its surrounding environment. - To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. - To use basic geographical vocabulary to refer to key physical features and key human features.
Computing	**Computing**	**Computing**
- Write code to make a character move in different directions and stop when different keys are pressed - Learn to program objects to move and hide when keys are pressed	- Write code to make several objects move and change directions when different keys are pressed - write code to make several objects change direction when the pointer is pressed and released - Write code to make objects move and disappear in response to different inputs	- Use word processing skills to organise information - Write code where a set of buttons control the witch, and a different button hides the cat - Write code so that a set of buttons will make and object move, and different buttons will make multiple objects disappear - Debugging: buttons and instructions- children will have the opportunity to use their coding knowledge to fix mistakes in a variety of programs
RE	**RE**	**RE**
Christianity - What Christians do at Christmas - Christian symbols - Christian charities - The Nativity- Three Wise Men/ Epiphany	Christianity - Stories of Jesus Life (Turning over the tables in the Temple / Being betrayed by Judas/ Jesus denied by Peter) - Church and services	Places of worship in the Muslim and Christian faiths - We will compare and contrast - What happens inside Mosques and Churches - The features of Mosques and Churches - The importance of belonging in these special

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• Reflection- continuous Children will have the opportunity to be reflective about their own beliefs and perspective	• Christian symbols • Importance of Easter to Christians Importance of communion • Reflection- continuous • Children will have the opportunity to be reflective about their own beliefs and perspective	places Reflection- continuous Children will have the opportunity to be reflective about their own beliefs and perspective
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Getting on and falling out (inc Anti-bullying)	Good to be me	Changes
Forest	**Forest**	**Forest**
Forest safety: Introduce fire as a way of cooking. Den building: tripod structures with growing independence.	Den building: teach children to tie a clove hitch. Woodland art: Clay tree faces	Fire safety: combustible materials wet vs dry.
Music	**Music**	**Music**
• Listen with concentration and understanding to a range of high-quality live and recorded music. • Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Create a sequence of sounds to suggest a mood or atmosphere to tell the story of a fire and/or support the Christmas performance.	• Experiment with, create, select and combine sounds using the inter-related dimensions of music. • Play tuned and unturned instruments musically. • Sing nonsense lyrics in an unfamiliar language- Invent own lyric ideas to substitute • Maintain a clapped pulse pattern and play the authentic game competitively	• Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Sing a rock style song incorporating delivering short phrases and rests confidently • Perform the second spoken part, interacting with the sung line • Sing confidently in another language. • Use tuned percussion instruments to create a simple introduction
Art	**Art**	**Art**

		• To use sculpture to develop and share their ideas and imagination. • To use a range of materials creatively to design and make products • Learn about the work of a range of artists describing the differences and similarities between different practices and disciplines and making links to their own work
Design and technology	Design and technology	Design and technology
Build structures, exploring how they can be made stronger, stiffer and more stable	Use the basic principles of a healthy and varied diet to prepare dishes	