



RED HOUSE
SCHOOL

Year 2 Curriculum Booklet

AN EDUCATION
ENJOYED

KEY STAGE ONE (KS1)

Key Stage 1 is for Years 1 and 2 (5, 6 and 7-year-olds).

The education we offer to our children in Key Stage One is based on the following principles:

It offers a smooth educational and emotional transition from one phase EYFS (Early Years Foundation Stage) to the next (KS1).

It builds on what our children already know and understand.

It ensures that no child is excluded or disadvantaged and each child is well known to all staff.

It offers a structure for learning that has a range of starting points, content that matches the needs and ages of the children, and activities that provide opportunities for learning both indoors and outdoors.

It provides a rich, stimulating, and calm environment for learning.

It provides planned activities to develop all children's social and emotional skills and wellbeing.

Where appropriate, it offers high expectations and challenges at a pace suitable for everyone.

YEAR 2 CURRICULUM

The Year 2 Curriculum focuses on building essential skills in core subjects such as English, Mathematics, Science, and Computing. In addition, children will be encouraged to develop independence in their learning as they are expected to carry out self-directed tasks and responsibilities. Teachers will provide opportunities for children to make choices in their learning, set goals, and manage their time effectively. Children will be encouraged to ask questions, seek solutions independently, and take ownership of their work and resources. Building a growth mindset, where mistakes are seen as opportunities for learning, also promotes independence as children learn to persevere.

Children in Year 2 will have four lessons each day. With a 20-minute break at 10:50 am and a one-hour lunch at 12:30 pm.

CONTENTS

INTRODUCTION FROM THE HEAD OF THE JUNIOR SCHOOL

Subjects studied in Year 2 (each taught by the class teacher, unless otherwise stated):

Art

Computing (Mr Haywood)

Design Technology

English

French

Geography

History

Mathematics

Music (Mrs Bell)

PSHE & RSE

Physical Education & Games (Miss Cummings)

Religious Studies

Science

HOMEWORK

FURTHER ADVICE AND HELP

INTRODUCTION FROM THE HEAD OF THE JUNIOR SCHOOL

Our vibrant family atmosphere is a great strength at Red House Junior School and this is highly valued by children and parents. We enjoy challenging each other, working hard and having plenty of fun!

Children are happy and confident with a 'can-do' attitude. They feel comfortable to take risks and to learn from mistakes. Through hard work and determination to be the best that they can be, they see great success. Developing self-belief and resilience from an early age is paramount with benefits stretching far beyond their time at Red House.

At the Junior School we pride ourselves on focusing on the individual child. Teachers form strong bonds with the children in their class. By understanding and treating every child as an individual they discover their unique personalities, interests and abilities. Teaching can then be tailored to suit the needs of pupils.

A handwritten signature in black ink, appearing to read 'Simon Haywood', with a horizontal line underneath.

Simon Haywood

(Head of the Junior School)

ART

Overview

The Art and Design curriculum in Year 2 focuses on fostering creativity and self-expression through various art forms and the exploration of different materials and techniques. Children engage in artistic activities that encourage imagination, experimentation and the development of fine motor skills. Through drawing, painting, and sculpting, children explore colour, shape, texture and composition expressing their unique perspectives and emotions. Children are also encouraged to show their appreciation for the arts through a visit to the local art gallery in Middlesbrough, MIMA.

Curriculum Content

Autumn Term:

In the Landscapes and Cityscapes unit, the children will learn about the bright colours and bold brushstrokes used by the Impressionists. They will be introduced to the work of Claude Monet, Vincent van Gogh, and Jean Metzinger and use a range of media to produce their versions of some very well-known pieces of art.

Spring Term:

In our Colour Chaos unit, the children will choose, use and mix their own colours to create quality artwork that shows progression in skills. The children will have the opportunity to explore the life and work of key abstract artists and, working primarily in paint, to create pieces in a range of abstract styles. The children will then use their colour-mixing skills to create a piece of artwork based on The Great Fire of London.

Summer Term:

In the Let's Sculpt unit, children will be introduced to various sculptors, including: Marc Quinn, Jill Townsley, and Eva Rothschild. Children will make their own sculptures using a range of unusual materials. Children will learn about figurative and abstract sculptures and think about shapes and materials. The children will also take part in a class trip to MIMA.

Assessment

The subject of Art is informally assessed by the teacher each term. By the end of Year 2, most children should be able to:

- Use colour, texture, pattern and line, to create landscapes and cityscapes in a range of materials.
- Describe the work of at least two artists, identifying one similarity and one difference between their work
- Mix a range of secondary and tertiary colours.
- Mix shades.
- Mix tints.

Year 2 Curriculum Booklet

- Decide if colours are warm or cool
- Design and make sculptures with a range of unusual materials.
- Talk about the shapes that they are using.
- Express preferences for certain materials

Differentiation

Within the schemes of work, it is expected that most lessons are differentiated by the outcome and by the support and scaffolding children are given to meet their individual needs. For each unit of work, there are three example assessment statements relating to children's outcomes: Emerging; Achieving, and Exceeding. The emerging level outcomes would include children in the lowest 20% of attainment in this area. For more able children there are extension tasks provided in many of the lessons.

COMPUTING

Overview

Year 2 children are introduced to essential digital skills and basic programming concepts in the Computing curriculum. Children learn about the importance of safe internet use and digital citizenship, developing an understanding of online safety and responsible online behaviour. Through interactive activities and introductory programming tasks, children explore computational thinking, algorithms, and basic coding principles, enhancing their problem-solving abilities and logical reasoning skills. The Computing curriculum equips children with the foundational knowledge and skills needed to navigate the digital landscape confidently and responsibly in an increasingly technology-driven world.

Curriculum Content

Autumn Term:

Children will explore the work of some well-known artists and recreate their work using appropriate online templates. The children will then learn how to present ideas about a topic using a variety of software to manipulate and present digital content and information. In the e-safety unit, the children learn about how what they do online leaves a trail called a 'digital footprint'. They will look at how to improve the efficiency of their online searches, and the types of websites that are best to access when looking for information. Children will be introduced to the term 'cyberbullying' and look at how they should communicate online and deal with instances of people being unkind via digital means.

Spring Term:

Children will begin to understand the terminology associated with the Internet and searching and learn to read a web search results page. Children will then design and create a comic strip based on The Great Fire of London. They will focus on inserting text and graphics and manipulating the text within the document. They will then be introduced to making music digitally; exploring, editing and combining sounds to make a

personal composition. As part of Safer Internet Day, children will learn the importance of staying safe online and explore respect and relationships online.

Summer Term:

Children will engage in practical activities involving data manipulation and programming concepts. They will create a data table using spreadsheet software and use the data to manually construct a block graph. Through this process, children will gain familiarity with spreadsheet terminology, such as rows and columns, and develop the skills to open and edit their spreadsheets effectively. Children will learn how algorithms are transformed into executable programs on digital devices. They will understand that programs function by adhering to precise and unambiguous instructions. Children will also practice debugging programs and honing their ability to anticipate the behaviour of simple programs, fostering a comprehensive understanding of computational concepts. In online safety, children will be able to identify unkind online behaviour and know what to do if they think someone is being unkind to them online.

Assessment

The subject of Computing is informally assessed by the teacher each term. By the end of Year 2, most children should be able to:

- describe the algorithms they created.
- explain that for the computer to make something happen, it needs to follow clear instructions
- explain what rows and columns are in a spreadsheet.
- open, save, and edit a spreadsheet.
- can recall the meaning of key Internet and searching terms
- read a web search results page
- can use technology to create art based upon various styles
- create, upload and use their own recorded sounds and create a composition.
- understand the importance of staying safe online and the SMART rules

Differentiation

Within the schemes of work, it is expected that most lessons are differentiated by the outcome and by the support and scaffolding children are given to meet their individual needs. For each unit of work, there are three example assessment statements relating to children's outcomes: Emerging; Achieving, and Exceeding. The emerging level outcomes would include children in the lowest 20% of attainment in this area. For more able children there are extension tasks provided in many of the lessons.

DESIGN TECHNOLOGY

Overview

Children continue to develop their understanding of basic design principles and practical skills. They engage in hands-on projects that involve designing and making simple products, including food technology, structures and mechanisms. They also begin to understand the importance of evaluating their designs and considering factors like functionality and aesthetics.

Curriculum Content

Autumn Term:

The Sensational Salad unit gives children the opportunity to learn where different fruits come from and why some fruits cannot be grown in the UK. They will follow a simple recipe and practise peeling and cutting to make a delicious, nutritious fruit salad. They will learn the importance of hygiene when preparing food.

Spring Term:

The children will be preparing for the school's fashion show using a range of design elements. Linking to the Africa topic, children will have studied the fabrics popular in Kenya and then will learn to print by replicating their favourite designs. Their finished product will be showcased on the catwalk in an artistic celebration.

Summer Term:

Children will learn and practice skills under the bracket of 'technical knowledge' in design and technology this term. By learning how to build a stable structure, children will understand how to make a design stronger, stiffer and more stable. They will also acquire the skills to choose appropriate materials, amend designs and build a variety of structures to a simple brief.

Assessment

The subject of Design Technology is informally assessed by the teacher each term. By the end of Year 2, most children should be able to:

Differentiation

Within the schemes of work, it is expected that most lessons are differentiated by the outcome and by the support and scaffolding children are given to meet their individual needs. For each unit of work, there are three example assessment statements relating to children's outcomes: Emerging; Achieving, and Exceeding. The emerging level outcomes would include children in the lowest 20% of attainment in this area. For more able children there are extension tasks provided in many of the lessons.

ENGLISH

Overview

The English curriculum focuses on building foundational language skills. Children engage in activities that enhance their reading, writing, speaking and listening abilities. Reading comprehension is emphasised through stories, poems and informational texts to develop understanding and vocabulary. Writing tasks include forming sentences, paragraphs and simple narratives to encourage expression and creativity. Children also learn basic grammar rules and punctuation to support their writing skills and speaking and listening activities promote communication and comprehension. Children learn alternative graphemes to aid spelling and will continue to move through the KS1 spelling lists. Children enjoy learning the cursive joins and are expected to present their work neatly.

Curriculum Content

Autumn Term:

The children look in depth at two different characters and explore how they overcome their fears. They develop their knowledge of sentence constructions, joining two or more sentences with 'and' and using the correct punctuation. Then, children explore the Big Question: Could you keep an orang-utan as a pet? They read the interactive eBook *All About Orangutans*, asking questions and collecting facts. They research other animals in 'expert groups' and present their findings. They learn about imperatives and how they are used in commands and instructions.

Spring Term:

The children will read a range of traditional tales with a twist and explore stories from the perspective of different characters. They will then use what they have learned to plan and write their version of a traditional tale with an alternative 'twisted' ending or from a reversed role. Later in the term, the children will explore the Big Question: Does Chocolate Grow on Trees? They read the interactive eBook and explore the layout and features of an explanation text, before writing their own. As part of World Book Day, they will carry out an in-depth study of an author. In phonics, the children will continue to revise and learn alternative ways of representing digraphs. Spelling patterns and rules will be taught weekly and reading aloud will be practised regularly.

Summer Term:

The children will be building their reading stamina through the study of two humorous stories, 'The Whole Truth' and 'Penny Dreadful and the Rat'. They will use drama techniques, and role-play scenarios and consider how characters change over the course of longer stories. They will then use what they have learned to plan and write their own Penny Dreadful story. The children will learn about the features of report writing and use their summer term trip to write their detailed reports. Later in the term, the children will explore the Big Question: What is the most unusual place in the world to live? They will read the interactive eBook, find information and explore the layout of non-fiction texts, before writing their screen for the eBook. In phonics, the children will continue to revise and learn alternative ways of representing these digraph sounds.

Spelling patterns and rules will be taught weekly and reading aloud will be practised regularly each week.

Assessment

Throughout the year, teachers will assess children's writing against a series of age-related criteria. Children will be given writing targets and the next steps for learning. Writing is also moderated in teams and across Key Stages each term.

Differentiation and Support for MAGT Children

In English, differentiation can be achieved in different ways. Most commonly, by assigning children various tasks including a core, support, and an extended activity to cater to different levels of understanding. The outcomes may vary based on individual abilities. In addition, grouping or pairing children may be used and each group may be accompanied by a teacher or a teaching assistant to support or extend the group. Support through additional resources is available to aid children as needed, allowing for flexibility and based on individual requirements.

FRENCH

Overview

Children continue their journey of learning French by being introduced to basic vocabulary, phrases and simple language structures. The focus is on developing an awareness and appreciation of the French language and culture in a fun and interactive way. Through songs, games and stories children build a foundation in French vocabulary related to everyday topics such as greetings, numbers, colours, animals and common objects. Pronunciation practice is also emphasised to help children become familiar with the sounds of the French language.

Curriculum Content

Autumn Term:

In this 'Getting to Know You' unit the children will learn about the basics of the French language. They will practise greeting each other, exchanging names, asking how someone is, counting to 10, and saying how old they are.

Spring Term:

This term, the children will continue to broaden their vocabulary and develop accurate pronunciation in greetings and conversation openers. They will continue to revise simple greetings, days of the week and numbers to 10. They will learn some simple classroom instructions and begin to use them in their everyday classroom life.

Summer Term:

This term, the children will continue to broaden their vocabulary and develop accurate pronunciation further. They will learn colours, and classroom objects and continue to revise simple greetings, days of the week and numbers to 10. They will also learn the names of some body parts and practise these through fun action songs.

Assessment

Throughout the year, children' speaking, listening and writing skills will be assessed through informal tasks and quizzes to allow teachers to plan the next steps for learning.

Differentiation and Support for MAGT Children

More able children are guided towards tasks that encourage them to develop their French speaking skills and pronunciation. Higher-level questioning allows them to become more flexible, spontaneous and creative language learners.

GEOGRAPHY

Overview

The Geography curriculum introduces children to the basic concepts of geography and the world around them. Children explore continents, countries, oceans, and local environments. They develop an understanding of different landscapes, and climates, and how human activities can have an impact on such. They are introduced to map reading, directions, and simple geographical terms. The curriculum aims to foster a curiosity about the world, develop a sense of place, and cultivate an appreciation for natural and human-made environments.

Curriculum Content

Autumn Term:

Children will learn about the location of countries, continents and oceans of the world in relation to the position of the United Kingdom and children' own locality. Children will develop a global awareness by looking in detail at the position of the seven continents and five oceans of the world, understanding that the world is spherical and creating their journeys across the world. Children continue to build on their map skills developed in Year 1 using atlases, world maps and globes more widely, along with using aerial photographs to recognise human and physical features including landmarks.

Spring Term:

The children learn about the geography of Kenya by focusing on the main human and physical features of the country. Children will learn about the key geographical features of the country including Kenyan wildlife, landscapes and culture. Children will learn about the similarities and differences between Kenya and the UK along with continuing to develop their geographical skills through a variety of fun and interactive activities.

Summer Term:

The children will prepare for a field trip around Norton in which they will study how the landscape has changed and why. They will learn the geographical vocabulary for hills, rivers, and more and then use maps to follow a route identifying the features shown. They will draw sketch maps of the local area and go searching for an Anglo-Saxon burial site. They will understand why amenities are so important and conduct a traffic survey.

Assessment

Formative assessment will be used throughout the year to assess children's progress against age-related expectations.

Differentiation and Support for MAGT Children

Children identified as having a talent for Geography will be provided with extension activities to further develop their skills. Activities will be adapted where required to provide additional support.

HISTORY

Overview

Children explore historical concepts and events such as significant historical figures, events, and changes over time. They learn about different aspects of daily life in the past, such as homes, schools, and transport. Through stories and interactive activities, children develop an understanding of chronology and begin to grasp the concept of the past. The children will also enjoy a trip to Captain Cook's Birthplace Museum in the Autumn Term.

Curriculum Content

Autumn Term:

The children explore why some people are considered to be significant before going on to learn about the locally born explorer, James Cook. They will develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements. This topic provides the opportunity to visit the Captain Cook Museum, Marton.

Spring Term:

This term the children will learn about the Great Fire of London. They will talk about some of the key events of the Great Fire and learn why it spread and eventually stopped. They will also be introduced to Samuel Pepys and his infamous diary. Children will have the opportunity to increase their awareness of the past by comparing and contrasting past and present-day London, as well as looking at how life was different in the 17th century.

Summer Term:

This term the children will study the unit 'Kings and Queens'. They will learn about some significant British monarchs in history, including King Richard III, Queen Elizabeth I and Queen Victoria. The unit consolidates the children's awareness of the past and significant individuals using timelines and making comparisons between various periods in history. A particularly gruesome unit as the children also learn about treachery and obscure eating habits!

Assessment

At the end of each unit, teachers carry out a formative assessment of the children's progress and attainment.

Differentiation and Support for MAGT Children

Extension tasks are built into all units to provide challenges for children with a talent for History. Tasks and resources are adapted where children require additional support.

MATHEMATICS

Overview

The Mathematics curriculum focuses on building foundational numeracy skills and introducing more complex mathematical concepts to children. Split into two main areas of arithmetic and, problem-solving and reasoning, the children will continue to develop their understanding of numbers as well as learning to solve word problems using all four mathematical operations and developing their fluency. Geometry, measurement and data handling are also introduced with activities that involve shape, size, time and basic statistics. Throughout the year, the children will develop critical thinking skills and logical reasoning.

Curriculum Content

Autumn Term:

Autumn term focuses on counting, reading and writing numbers to 100. They learn about place value in numbers 0–100 and learn different ways of representing, comparing and ordering these. They will count in uniform steps of 2, 3 and 5, using coins to help create sequences and find totals. Children build upon their knowledge of addition and subtraction by consolidating number facts, including bonds to 10 and doubling and halving. They will identify and classify 2D shapes, using a variety of sorting devices to help their geometric understanding.

Spring Term:

This term will reinforce children's counting skills, as well as addition and subtraction strategies. Children will focus on coins and notes and learn to calculate total amounts, find change, and solve word problems. Children will look at several important multiplication and division methods and skills and will gain a more solid understanding of equal groups. Children look at division facts within the context of other multiplication facts that have been learned previously. The children accurately measure mass, capacity and temperature and are also introduced to making chains of linked reasoning about measures and they will have the opportunity to apply their ordering, comparing and estimating skills to a different area of maths.

Summer Term:

Children learn to divide a whole into equal parts and discover that these equal parts are assigned specific names. They also learn to halve shapes by folding or cutting them. Using the same technique of sharing objects, children can determine a fraction of a quantity. Children learn to use efficient methods, requiring them to justify their approach. Additionally, the curriculum focuses on explaining position relative to other objects, lateral and rotational movements, and identifying and continuing repeating patterns. In the area of statistics, children learn how to collect data efficiently and represent it in various formats.

Assessment

Regular quizzes are used throughout the year to identify next steps for learning. End-of-unit tests are used in Key stages 1 and 2 (Years 1-6) to check children's progress. In addition, children in Key Stages 1 and 2 will be assessed in Arithmetic and Reasoning at the end of each term; these scores are recorded and shared with Key Stage Leads to identify any interventions that may be required.

Differentiation and Support for MAGT Children

Differentiation is provided through adult support, use of resources, retrieval practice and timely intervention. MAGT children will be offered extension tasks to take their learning to the next level.

MUSIC

Overview

The curriculum for Music aims to ensure that all pupils perform, listen to, review and evaluate music, learn to sing and to use their voices, create and compose music on their own and with others, and understand and explore how music is created, through the inter-related dimensions of pitch, duration, dynamics, tempo, timbre, texture, and structure. These are explored and delivered through the three main components of listening, performing and composing.

Curriculum Content

Autumn Term:

The children will enjoy exploring the relationship between beat and rhythm through a variety of games and songs. They will learn the songs for the Harvest celebrations and start preparing for the Christmas production.

Spring Term:

The children will be using their voices and tuned percussion instruments to explore pitch. They will learn to play different pitches from a graphic score and differentiate between high and low sounds. During the second half of term they will use a variety of instruments to make and change sounds, as well as preparing for Mother's Day and Easter celebrations.

Summer Term:

With Mrs Bell, the children will be exploring timbre. They will explore the tone quality of several instruments then apply their understanding to a composition themed on weather. During the second half of the term, they will be focusing on vocal development whilst preparing for our Festival of Achievement.

Assessment

The subject of Music is informally assessed by the teacher each term. By the end of Year 2, most children should be able to:

- use their voices expressively and creatively
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Differentiation and Support for MAGT Children

Within the Music schemes of work, it is expected that most lessons are differentiated by the outcome. Where necessary, support is given to meet a child's individual needs. For more able children there are extension tasks provided in many of the lessons.

PSHE & RSE

Overview

In Year 2, PSHE & RSE (Personal, Social and Health Education & Relationships and Sex Education) is designed to introduce children to essential life skills and concepts in a sensitive and age-appropriate manner. The curriculum focuses on developing children understanding of emotions, relationships and personal wellbeing. Children will learn about the importance of healthy friendships, respect for each other, and ways to manage their feelings. The curriculum aims to create a supportive and inclusive learning environment where children feel empowered to make informed decisions.

Curriculum Content

Autumn Term:

This PSHE and Citizenship KS1 Diverse Britain explores the fantastic people, places, cultures and communities within Britain and other British Isles. It develops an understanding of the many of the benefits of diversity. It helps children to be active, responsible citizens who treat others with kindness and respect and discusses and celebrates the differences and similarities we observe. The Be Yourself Unit goes on to teach the children all about embracing themselves and their individuality.

Spring Term:

During the first half term the children will be learning about responsibility and learning the difference between right and wrong. They will be encouraged to take part in group discussions and express their opinions. They will continue to take part in weekly mindfulness sessions through the 'well-being Wednesday' lessons. During the second half term, children will focus on people who are special to them and learn that there are many types of families. They will work on developing respect for others and celebrating people's differences.

Summer Term:

During the first half of the term, the children will be learning about medicines and their uses and that some household substances can be harmful if used incorrectly. The children will continue to take part in weekly mindfulness sessions through the Wellbeing Wednesday lessons. During the second half of the term, the children will learn about life cycles and begin to learn the physical differences between males and females. They will revise the correct terminology for body parts. If you have any questions regarding the RSE curriculum, please arrange to speak with Mrs Cooper the KS1 Coordinator, via the Junior School office (jodie.mason@redhouseschool.co.uk).

Assessment

Teachers carry out formative assessments throughout the academic year.

Differentiation and Support for MAGT Children

Children are encouraged to stretch their thinking through extended questioning. They are also challenged to begin to form their own arguments and justify their opinions. Support is provided for children as required.

PHYSICAL EDUCATION & GAMES

Overview

The PE curriculum allows pupils to experience a number of different sports and physical activities. In the autumn and spring terms, Dance, Gymnastics, Games skills and Games are covered. In the final term, the children will work on summer Games skills such as striking, catching and fielding and will be introduced to Tennis and Rounders. The main focus in the summer term is in covering a range of Athletics skills which culminate in Sports Day, which takes place in June. Throughout the year, the children learn about fitness and how being active benefits physical, mental and social wellbeing.

Curriculum Content

Autumn Term:

The children will enjoy PE sessions on Dance and create dances based on characters and counting, such as a dance called 'Copy Cat'. Their Games lessons this term are kicking skills and football, and later, throwing and catching and Netball. In Gymnastics the focus is on rocking and rolling and pathways, where sequences will be created in small groups.

Spring Term:

Dance lessons this term will concentrate on stories and include pair and group work. They will create dance based around 'The Three Little Pigs', for example. In Games, striking and invasion Games will be the focus and will include Hockey and Basketball. After half term, the children will focus on linking movements in Gymnastics and further their throwing and catching skills, leading to Tag Rugby.

Summer Term:

The children will enjoy PE lessons focusing on Sports Day events. They will work on sprint, egg and spoon, sack and skipping races. They will also work on their balancing and agility skills as they prepare for an obstacle course race. They will also get the opportunity to design their own obstacle courses! In other PE lessons, the children will enjoy Games, where they will practise striking skills for Tennis, and later, catching and fielding skills with Rounders and Cricket games. After Sports Day, the children will enjoy taking part in jump-rope activities, with both long and short ropes.

Assessment

Informal throughout the year.

Differentiation and Support for MAGT Children

The PE lessons allow for differentiation by teacher/teaching assistant support. For more able children, extension activities are provided. Also, in Games skills lessons, similarly-abled children may be grouped together to encourage development.

RELIGIOUS STUDIES

Overview

Children are introduced to basic concepts of religion, traditions and celebrations from various cultures and faiths. Through age-appropriate stories, activities and discussions, children develop an awareness of the beliefs and practices of different religions as well as an understanding of the importance of respect and empathy towards others.

Curriculum Content

Autumn Term:

During the first half of the term, the children will learn about how nature can be important across religions. Children will learn the Christian Creation story, the importance of harvest to some Christians and Jews by learning about harvest festivals and Sukkot. Children then go on to hear stories from Buddhism and Islam which highlight the importance of looking after nature.

The second half of the term will teach the children about the importance of light to many in Christianity, Hinduism and Judaism through learning about Advent, Christmas, Diwali and Hanukkah. Children learn how and why light can be important to each festival through participating in lots of practical and creative activities.

Spring Term:

During the first half of the term the children learn about 'rules and routines' and how they help us in our everyday lives. They will develop an understanding of the different rules and routines within the world religions and understand that it is important to respect everyone's ideas and beliefs. Children then go on to learn about rules and routines from the viewpoint of different religions and will also be introduced to humanism and the beliefs of humanists.

During the second half term, children will explore how beginnings and endings are marked in special ways in different religions and their own lives. They will learn how Sikh's celebrate New Year and key facts about the religion. The children will also learn

about baptism and the main events in the Bible story of Jesus' baptism and how new life is linked to Easter within the Christian faith.

Summer Term:

During the first half of the term the children learn about 'ceremonies', including what a ceremony is and the common features of religious and non-religious ceremonies. They will find out about what happens at an Aqiqah, a Bar and Bat Mitzvah, a Dastar Bandi and a Hindu wedding. Children will consider how people feel at these important ceremonies and will draw similarities and differences between them.

During the second half of the term, the children will explore places of worship and reflect on places that are special to them. They will learn about what a place of worship is and what happens there. The children will learn about what a visitor to a mosque, a gurdwara and a Buddhist temple might see and they will gain an understanding of how a visitor should behave in each of these places of worship. They will also develop an understanding of why places of worship are so important to the people who attend them.

Assessment

Teachers carry out formative assessments throughout the academic year.

Differentiation and Support for MAGT Children

Children are encouraged to stretch their thinking through extended questioning. They are also challenged to begin to form their own arguments and justify their opinions. Support is provided for children as required.

SCIENCE

Overview

The Science curriculum aims to give children a foundational understanding of the natural world; building a curiosity about the world around them. Children will be encouraged to ask questions and find answers developing their understanding. Throughout the year, children will participate in scientific inquiry, conducting experiments and making observations in the STEAM lab. They will develop their skills in data recording analysis, critical thinking and problem-solving.

Curriculum Content

Autumn Term:

The children will explore how seeds and bulbs grow into mature plants. They will investigate and describe how plants need water, light and a suitable temperature to grow and stay healthy. The children will learn the importance of exercise and eating the right amounts of different types of food. They will find out about the basic needs of

animals, including humans, for survival and will consider what humans need to live. The children will design a survival backpack and grow plants in a variety of environments.

Spring Term:

Children will study a range of materials and investigate their properties. Then they will learn about famous scientists and inventors including Charles Macintosh. They will identify suitable and unsuitable materials for different objects and after investigating absorbency and waterproofing, they then will be set the challenge of designing a waterproof jacket.

Summer Term:

This term, the children will be studying the topics 'habitats' and 'living things'. Forest School sessions will give the children the opportunity to make observations of the local environment and study the creatures that live there. They will learn to tell the difference between things that are living, dead and things that have never been alive, and apply this in a range of contexts. The units will also allow the children to research a range of global habitats and how living things that live there are suited to their environments. The children will also have fun worm charming using water, sound and movement! The summer term is when our final trip to Washington Wetlands will take place.

Assessment

Teachers carry out formative assessments throughout the academic year. Summative assessments may be used at the end of each unit.

Differentiation and Support for MAGT Children

Children are encouraged to stretch their thinking through extended questioning and practical investigations. They are also challenged to begin to form their own arguments and justify their opinions. Support is provided for children as required.

HOMWORK

In Year 2, children should read daily. Children will receive homework totalling approximately 1 hours per week, mainly Maths and English. Children are provided with a homework folder, including a homework schedule, at the start of Year 2.

The role of parents

The school encourages parents, as far as possible, to:

- Provide a reasonably peaceful, suitable place in which pupils can do their homework.
- Give help and assistance, when necessary.
- Make it clear to their child that they value homework and support the school in explaining how it can help him/her make progress at school.

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- Encourage their child and give praise when s/he has completed homework.
- Expect homework deadlines to be met by their child and check that they are.
- Communicate that the homework has been completed, in accordance with the homework timetable, by signing the pupil planner each day for pupils in Years 5, and to use the pupil planner to communicate any problems to the class teacher.

Homework facilities in school

Pupils may stay for Session 6, which takes place during the school week, Monday-Friday from 3:30pm until 6pm. These sessions are supervised by a member of staff.

FURTHER ADVICE AND HELP

Help and advice are always available in school. Below is a guide to the best person to approach, depending on the nature of the enquiry. Telephone requests can be left with Mrs Mason at the school office, requesting teachers to call you back. Alternatively, an email message can be used to set out the enquiry and allow the teacher to come back to you directly with an answer – this is normally the best approach.

Staff email addresses are available on the Parent Portal.

Year 2 Class Teacher (Mrs Nicola Cooper)

nicola.cooper@redhouseschool.co.uk

KS1 Lead and Wellbeing Lead (Mrs Nicola Cooper)

nicola.cooper@redhouseschool.co.uk

SENCo (Mr Ian Barnbrook-McKay)

For advice, diagnosis and support of specific learning difficulties, such as screening for dyslexia.

ian.mckay@redhouseschool.co.uk

Head of the Junior School (Mr Simon Haywood)

simon.haywood@redhouseschool.co.uk