

SEASIDE CURRICULUM



SPIRITUALITY
ENVIRONMENT
ARTS
SPORT & WELLBEING
INSPIRATIONAL PEOPLE AND PLACES
DIVERSITY
ENTERPRISE AND TECHNOLOGY
ENVIRONMENT

GRACE INTEGRITY ASPIRATION



YEAR 2 CURRICULUM MAP



REFLECTIVE THINKING
EFFECTIVE COMMUNICATION
RESILIENCE
PROBLEM SOLVING
INDEPENDENCE
COLLABORATION
DECISION MAKING
CREATIVITY

POWERFUL LEARNING ATTRIBUTES



	AUTUMN		SPRING		SUMMER	
	The BIG Adventure	Animal Magic AUTHOR STUDY: Jill Tomlinson	Sparks Will Fly!	Fantastic Mr Dahl AUTHOR STUDY: Roald Dahl	Colour Me Happy AUTHOR STUDY: Drew Daywalt	Fit for Life
Core Value	Grace	Grace	Integrity	Integrity	Aspiration	Aspiration
Powerful Learning Attributes	Effective Communication Creativity	Reflective Thinking Decision Making	Resilience Independence	Reflective Thinking Decision Making	Creativity Problem Solving	Collaboration Decision Making
Seaside Curriculum	SPIRITUALITY DIVERSITY	ENVIRONMENT	INSPIRATIONAL PEOPLE AND PLACES	ENTERPRISE AND TECHNOLOGY	ARTS	SPORT AND WELLBEING
Brilliant Beginning	Walk to Hengistbury Head, appreciating our local environment	Teacher Creatures: A visit from animal experts	Recreating Pudding Lane	A visit to the library	Art and Puzzles Challenge	House Tournament
Fantastic Finale	Pizza Express	Owl Exhibition	Fire of London Drama Day	Potion Making	Visit from an artist	Beach Circuits
Visitors and visits	Hengistbury Head Beach school African Drumming	Creature Teachers	Fireman Samuel Pepys and Jane the maid	Librarian at Tuckton Library	Artist	AFC Bournemouth Chance to Shine Sports Week
Key texts	Flat Stanley <i>Jeff Brown</i> The Gorilla Who Wanted to Grow Up <i>Jill Tomlinson</i>	The Owl who was Afraid of the Dark <i>Jill Tomlinson</i> The ... who wanted to.... Other texts by Jill Tomlinson Owls – Usborne Beginners Owls – National Geographic Kids The Owl and the PussyCat by <i>Edward Lear</i>	The Great Fire Dogs <i>Megan Rix</i> Toby and the Great Fire of London <i>Margret Nash and Jane Cope</i> Fire Cat <i>Pippa Goodhart and Philip Hurst</i> Tragedy in London: Plague and Fire <i>Richard Platt and Barbara Gibson</i> All About The Great Fire of London 1666 <i>Pam Robson</i> The Great Fire of London <i>Gillian Clements</i>	<i>All by Roald Dahl:</i> The Enormous Crocodile The Giraffe, the Pelly and Me The Twits Fantastic Mr Fox George’s Marvellous Medicine Revolting Rhymes	The Day the Crayons Quit The Day the Crayons Came Home <i>Drew Daywalt</i> The Flower <i>John Light</i>	Dream Big: Michael Jordan and the Pursuit of Excellence Salt in his Shoes <i>Deloris Jordan</i> Class read: Michael Morpurgo – Butterfly Lion and Pinocchio
English	<p>Word Reading</p> <ul style="list-style-type: none"> Blend many phonemes and graphemes when reading. Use their knowledge of sounds to decode and segment polysyllabic words at an appropriately fluent speed. Recognise words that cannot be sounded out through a rich diet of daily reading, guided reading sessions, whole class reading and 1:1 reading at home. Discuss their favourite words and phrases Learn and recite extracts using intonation more effectively to make the meaning clear Self-correct when they are reading aloud. With a finger, track entire paragraphs when reading in 1:1, small group and whole-class sessions. Read aloud during 1:1, guided and whole-class reading sessions with expression and fluency. When asked, locate age related sentence types: questions, exclamations, command and statement. When asked, locate familiar word types (adjective, noun, noun phrase, verb and adverb), explain how they know which word type it is and link words with other words (synonyms). When asked, locate age related punctuation: question marks, exclamation marks and apostrophes (inverted commas -speech marks - may also be encouraged although they are not taught to use them in their writing until year three). 					

<p>Inference and Comprehension</p> <ul style="list-style-type: none"> • Link an aspect of a book’s narrative, characters, setting, etc. to their own experiences and other books they have read. • Become very familiar with traditional tales and fairy stories and identify their characteristics • Recognise and join in with predictable phrases • Learn some rhymes and poems by heart • Identify key narrative aspects when making detailed predictions at the beginning or middle of a story. • Understand the differences between past and present tense. • Make calculated predictions based on key points within the text by justifying their ideas • Make inferences based on what they have read and make inferences from what has been read to them: • Develop their understanding of how to answer word problems focusing on the words and phrases: <i>How...? What...? Explain why...? Explain how you know...? Find and copy... Which...?</i> <i>The little boy said that ‘dark was exciting’. How did show this to the Owl?</i> <i>How did you know that Mr Fox was worried after he said “I have had enough?”</i> • Learn how to effectively reread in order to: find and copy specific words and phrases and make inferences. • Participate in group and class discussions about characters, plot, narrative and genre and share their personal opinion about a text. • Recognise and analyse the features of a non-fiction text through discussing and exploring: contents page, captions, headings/sub-headings, bullet pointed facts, index and glossary. 						
<p>These are continuous skills throughout the year...</p>						
<p>Composition Write for different purposes Write down ideas and key words before writing Make simple additions, revisions and corrections to own writing Re-read writing with intonation to make the meaning clear</p>		<p>Sentence structure Statements, commands, questions and exclamation sentences Subordinate clauses Co-ordinating conjunctions: and, but, so, or Subordinating conjunctions: because, if, when</p>		<p>Grammar/Vocabulary Co-ordinating conjunctions: and, but, or, so Subordinating conjunctions: because, if, when Past and present tense Adjectives to make simple noun phrases Adverbs – linked with spellings Proper nouns Progressive tense used accurately</p>		
<p>Recounts Writing letters Talk for Writing: Story-telling – adventure Descriptive writing</p>		<p>Talk for Writing: Innovating own story based on The owl who is afraid of the dark Descriptive writing</p>		<p>Recounts Letter writing Descriptive writing Newspapers Diary entry</p>		
<p>Wanted poster Story writing Character description Writing a story chapter Lists Instructions</p>		<p>Diary writing Poetry Letter writing Writing from a point of view Story telling: innovation Postcards</p>		<p>Explanation texts Information texts Instructions Persuasive writing Writing a speech</p>		
<p>Spelling</p> <ul style="list-style-type: none"> • Continuous provision for spelling following Read Write Inc. • Plural rules s, es, ves; suffix ed for past tense verbs; suffixes ness, less, ful, er; ly (adverbs); contractions; possessive apostrophes • Year 2 common exception words 						
<p>Handwriting -</p> <ul style="list-style-type: none"> • Form lower case letters of the correct size relative to one another • Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • Write 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 						
<p>Maths</p>	<p>Number : Place Value - <i>Counting and representing numbers up to 100; tens and ones with a part-whole model; tens and ones using addition; using a place value chart; comparing and ordering objects and numbers; count in 2s, 5s and 10s then 3s</i></p> <p>Number: Addition and Subtraction - <i>Addition and subtraction bonds to 20; checking calculations; comparing number sentences; related facts; bonds to 100 (tens); add and subtract 1 and 2 digit numbers (including crossing 10)</i></p> <p>Money: <i>Count money – pence, pounds (notes and coins); select money; make the same amount; compare; find totals; find the difference; find change; two-step problems</i></p> <p>Multiplication: <i>Recognise, make and add equal groups; write multiplication sentences from pictures and use the x symbol; use arrays; 2, 5 and 10 times table</i></p>		<p>Number: Multiplication and Division – <i>Equal groups (sharing and grouping); divide by 2; odd and even numbers; divide by 5; divide by 10</i></p> <p>Statistics: <i>Tally charts; draw and interpret pictograms; block diagrams</i></p> <p>Geometry: Property of shape: <i>Recognise 2D and 3D shapes; count sides, vertices, faces, edges’ draw 2D; sort 2D and 3D shapes; lines of symmetry; make patterns</i></p> <p>Fractions: <i>Make equal parts; recognise a half, quarter and third; find a half, quarter and third; unit fractions; non-unit fractions; equivalence of ½ and 2/4; find three quarters; count in fractions</i></p> <p>Measure: <i>measure length (cm and m); compare lengths; order lengths; four operations with lengths</i></p>		<p>Geometry: Position and Direction: <i>Describing movement and turns; making patterns with shapes</i></p> <p>Problem Solving and Efficient Methods</p> <p>Measurement Time: <i>O’clock and half past; quarter past and quarter to; telling time to 5 minutes; minutes in an hour; hours in a day; find durations of time; compare durations of time</i></p> <p>Mass, Capacity and Temperature: <i>Compare mass; measure mass in grams; measure mass in kilograms; compare capacity; millilitres; litres; temperature</i></p>	

RE	<p>Who made the world? Christians believe that God created the world and everything in it. Retell the Christian creation story and be able to talk about it. God wants people to look after the world as he created it for them and gave it to them to enjoy and to look after. People treat the world in positive and negative ways. Give reasons for whether God would be pleased/not pleased with the different ways people treat the world. Reflect on how you now think people should treat the world.</p>	<p>Why does Christmas matter to Christians? Recognise that incarnation is part of the big story of the bible. Tell the story of the birth of Jesus and recognise the link with incarnation/Jesus is God on earth. Give at least two examples of ways in which Christians use the nativity story in churches and at home for example, using nativity scenes and carols to celebrate Jesus' birth. Think, talk and ask questions about the Christmas story and the lessons they might learn from it, for example, about being kind and generous.</p>	<p>What is the good news Jesus brings? Tell stories from the Bible and recognise a link with a concept: for example, the idea of 'good news' links to the practice of being thankful. Give clear, simple accounts of what the texts mean to Christians: for example, that people can trust God and that they should say thank you to God for his good gifts. Describe how Christians show their beliefs: for example, thanking God in prayer. Give at least two examples of ways in which Christians use Bible stories and texts to guide their beliefs about prayer, in their church communities and their own lives. Think, talk and ask questions about whether Jesus' good news matters to anyone other than Christians, exploring different ideas.</p>	<p>What is the most important thing about the Easter story for Christians? Recognise that God, incarnation, gospel and salvation are part of the big story of the bible. Tell stories of Holy week and Easter and make a link with the idea of salvation (Jesus rescuing people). Give at least 3 examples of how Christians show their beliefs about Jesus as saviour in church worship. Think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important) exploring different ideas.</p>	<p>Does praying at regular intervals help a Muslim in his/her everyday life? Some Muslims commit to praying 5 times a day. Consider the different postures, actions and prayers that some Muslims use to focus on God (Allah) and their significance. Allah is the name of the Muslim God. The holy book for Muslims is called the Qur'an. Allah asks Muslims to pray in the Qur'an. Consider how it would feel to pray 5 times a day and what it could help with. Consider what could be difficult about praying 5 times a day.</p>	<p>Does going to a mosque give Muslims a sense of belonging? Understand how meeting in a certain place could make someone feel like they belong. Explain what happens when Muslims pray alone or at the mosque. Talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be.</p>
PSHE	<p>Health and Wellbeing- Healthy Lifestyles We learn that our bodies need essential ingredients to keep us healthy and how our bodies use these ingredients.</p> <ul style="list-style-type: none"> • They can choose to live a healthy lifestyle. • Dental hygiene is important. Science link. • Keeping clean and having vaccinations is a way of keeping us healthy. Science link. • Food, water, oxygen, sleep and exercise keep us healthy. Science link. • Food, water and air are in our blood and travel to our internal organs. Science link. 	<p>Health and Wellbeing- Keeping Safe We learn that there are strategies we can use to help us stay safe and that people can help with this.</p> <ul style="list-style-type: none"> • Situations can make us feel safe or unsafe. Online Safety Link • They can use language to help them stay safe. • They need to use medicine sensibly. Science link. • Privates and private belongings need permission to touch. 	<p>Health and Wellbeing- Growing and Changing We learn our bodies change as we grow, and our body parts all have an important function.</p> <ul style="list-style-type: none"> • They can learn new things in different situations. • They will experience feelings when they say goodbye to a close person. • They are capable of different things at different stages of their lives. Science link • They have different body parts if they are a girl or a boy and these can help us make babies. Science link. 	<p>Relationships - Healthy Relationships We learn about how to keep ourselves safe in different situation and who we can tell if we don't feel safe.</p> <ul style="list-style-type: none"> • They can tell someone they trust if a secret makes them feel uncomfortable. • They can be an active listener and can help to negotiate social situations. • They can give someone positive feedback as support. • Facial expressions and body language can tell us how someone feels. • There is a difference between teasing and bullying. Anti-bullying link. • There are strategies they can use for dealing with bullying. Anti-bullying link. • That bullying is unacceptable in any form. Anti-bullying link. • Telling someone about inappropriate touch means it will stop. • There are people at school that can help them feel safe. 	<p>Relationships – Feelings, emotion and difference We learn about being a good friend and what that means, how we treat other people and features that make us different or the same.</p> <ul style="list-style-type: none"> • People react differently to situations and there are ways to help people feel better. • Their own behaviour and others can affect how people feel. • They have special people in their lives and why they are special. • Friends are kind and care. • They can deal with their emotions and get help if they need it. • Some touches are good, and some are bad. Anti-bullying link. • Kindness and unkindness can impact on how someone feels. Anti-bullying link. • There are differences and similarities on the inside and outside. Anti-bullying link. 	<p>Living in the Wider World We learn about our role within the classroom, how we can control our behaviour and have an impact on others health and our environment.</p> <ul style="list-style-type: none"> • There are rules we can follow to contribute to a positive classroom. • They can contribute to the rules of the classroom. • They can use strategies to deal with impulsive behaviour. • They are part of a group. • There are strategies they can use for getting on with other people. • RED CROSS (stay safe lesson 2) -Identify dangers by looking and listening; Decide if an area is safe; Make an area safe; Be able to help someone without risk to themselves. • They can impact and look after the school environment. • How we can save money and how it makes us feel when we spend it on different things. • They can spend money on essential and non-essential items.
Trickbox	Mirror Mirror Big Voice	Stand Tall Magic Circle	Breathing Colour Sunny Side	Floating Cloud Big 'No'	Win-Win Light Bulb	Free Flow Big 'Yes'

My Personal Best	Social me: Empathy 		Thinking me: Concentration 		Healthy me: Honesty 	
	PE Outdoor games: <ul style="list-style-type: none"> Sending a ball using equipment using fielding skills and receiving a ball Using space to outwit the opposition Making decisions to score points Indoor: dance – Animal Magic: <ul style="list-style-type: none"> Exploring a range of animal inspired actions - making use of performance skills: timing and energy, Improvise and creating movement phrases to suggest a range of animals – including use of all 5 basic body actions (turn, stillness, gesture, jump and travel) Observe their peers and describe the actions they are performing, making links between the animals and the actions 		Outdoor games: <ul style="list-style-type: none"> Handling and passing a ball in various ways Demonstrating control Beginning to understand attack and defence in team games Collaborating within a team and enjoying the challenge of scoring points against another team. Gymnastics: <ul style="list-style-type: none"> Applying a range of balances, jumps, rolls and body shapes Performing competently and with control Using the related vocabulary Indoor: dance – Roald Dahl ‘Fantastic Mr Fox’: <ul style="list-style-type: none"> Perform a short motif (which include the 5 basic body actions, using all 3 levels) with some of the 3Es – energy, eye focus and extension. Develop a motif, which has been choreographed by teacher, using addition Appreciate their peers dance, and with guidance, notice where they are using energy, eye focus and extension; they will be able to suggest ideas for how and where these performance skills could be used 		Outdoor games: <ul style="list-style-type: none"> Sending a ball accurately over a net Returning a ball; beginning to rally Athletics <ul style="list-style-type: none"> Developing gait and running style Experimenting with various jumps to gain the furthest distance Throwing to achieve the furthest distance Gymnastics: <ul style="list-style-type: none"> Being creative when linking actions together Collaborating with others in performance 	
Science	Animals and plants <ul style="list-style-type: none"> Classification of animals Their basic needs Their habitats Micro habitats Living and non-living 	Animals and plants <ul style="list-style-type: none"> Food chains Animal offspring Plant identification Visit from creature teachers 	Materials Identify materials <ul style="list-style-type: none"> Compare a range of materials Investigate the suitability of different materials Find out how materials can be changed 		Plants <ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow Find out about what plants need to grow 	Humans <ul style="list-style-type: none"> The importance of exercise for humans Eating the right amounts of different types of food Being hygienic
Computing (E-Safety week)	Year 2 E-Safety (continuing in Spring and Summer Terms) Privacy and Security The Big Adventure Debugging		Anima-L-tion Scratch JR		Fit for Life Powerpoint/Poster	
History			How do we know what happened during the Great fire? Look, ask, conclude, expand using secondary sources The Great Fire of London Samuel Pepys’ diary and events leading up to fire. Similarities and differences between ways of life in 1600s and today.			What was special about these individuals? Significant individuals in the past - Famous sports people in the past/present: Jesse Owens/Roger Bannister Simone Biles/Michael Jordan Compare similarities and differences between the athletes.
Geography	Where in the world is home for the children of St Mark’s and how does it compare with where we live? Name and locate the world’s 7 continents and 5 oceans Use maps, atlases and globes Use simple compass directions Identify physical and human features Compare life in Southbourne to Kasese in Uganda		Where did the Great Fire start? Identify UK on world map. Countries that make up the UK. Location of London and where fire started			Why are different sports played around the World? Reinforce continents and oceans. Reinforce hot and cold countries. Use maps, atlases and globes Use geographical vocabulary.

DT			<p>Resistant Materials Designing houses: how to make structures stronger, stiffer and more stable. Evaluate against design criteria. Make suggestions on how to improve.</p>	<p>Textiles Designing, making and evaluating puppets. Using sewing as a technique. Evaluate against design criteria. Make suggestions on how to improve.</p>		<p>Cooking and Nutrition Designing, making and evaluating a fruit salad. Cutting and peeling techniques. Evaluate against design criteria. Make suggestions on how to improve.</p>
Art & design	<p><u>Skill-drawing</u></p> <ul style="list-style-type: none"> Use a range of sketching pencils to investigate tone and hand pressure <p><u>Expression-printing</u></p> <ul style="list-style-type: none"> Explore Ugandan clothing and print discussing colour/pattern Design, plan, explore and create print with a range of materials and repetitive pattern 	<p><u>Skill-painting</u></p> <ul style="list-style-type: none"> Create texture paint with different materials and explore texture using differing brushstrokes etc <p><u>Art History-Gerhard Richter</u></p> <ul style="list-style-type: none"> Artist study-colour and texture match Express opinions and link to the world around us <p><u>Expression-Sculpture</u></p> <ul style="list-style-type: none"> Manipulate clay for a purpose eg clay owl Create a range of textured effects using tools 	<p><u>Skill-drawing</u></p> <ul style="list-style-type: none"> Explore mark making using oil/chalk pastels <p><u>Art History-Augustus Pugin/Norman Foster</u></p> <ul style="list-style-type: none"> Use line, shape and pattern to find similarities and differences between 'Gherkin' and 'Big Ben' <p><u>Expression-mixed media</u></p> <ul style="list-style-type: none"> Experiment with tools and techniques to produce a skyline of the Great Fire of London 	<p><u>Skill-drawing</u></p> <ul style="list-style-type: none"> Copy, reflect, edit and improve drawings copied from Quentin Blake <p><u>Expression-painting</u></p> <ul style="list-style-type: none"> "If you have good thoughts they will shine out of your face like sunbeams and you will always look lovely"-Roald Dahl. Use watercolours and wetwash to explore pattern, colour and shape to share experiences when feeling 'happy' in response to music 	<p><u>Skill-painting</u></p> <ul style="list-style-type: none"> Identify primary and secondary colours by name and create colour wheel Colour match and label tones from the environment <p><u>Art History-Mondrain</u></p> <ul style="list-style-type: none"> Explore simple elements of paintings Compare with previous artists Artist study 	<p><u>Skill-drawing</u></p> <ul style="list-style-type: none"> Use four gris scale to copy a still life using line and a range of pencils to scale eg fruit <p><u>Expression-sculpture</u></p> <ul style="list-style-type: none"> Plan, design and manipulate a range of materials to create a sculpture of fruit/veg
Music	<p>Learn basics of recorder playing and through this learn more about notation, improvisation and performance.</p>	<p>Focus on learning repertoire for nativity Working together to perform Work to focus on diction and improve sense of pitch with some individuals for performance All children participating at their level</p>	<p>Continue rhythm work from Y1 Consolidate understanding of call and response Progress from listen and echo to question and answer in rhythm Use knowledge of rhythmic notation to underpin responses</p>	<p>Demonstrating pitch change and melody shape Concept of 4 beat metre Introduce Soh & me Distinguishing between pulse and rhythm Performing and improvising 4 beat rhythm phrases</p>	<p>Introducing different styles listening and appraising Learn about the interrelated dimensions of music through Games · Singing · Playing instruments · Improvising</p>	<p>Performing louder and quieter Relationship between pulse and tempo Introduction of Lah and singing and improvising using Lah together with Soh and Me</p>
Ongoing Recorder tuition						