

# Rokesly Infant School Curriculum Progression      Year 2

| Term                         | Autumn 1   | Autumn 2   | Spring 1   | Spring 2  | Summer 1  | Summer 2   |
|------------------------------|--|--|--|---|---|--|
| <b>Theme Title</b>           | <b>Keeping Healthy</b>   | <b>Fire Of London</b>  | <b>Journeys</b>  | <b>Green Spaces</b>   | <b>Iron Man</b>   | <b>Islands</b>   |
| Essential skills             | Respectful communicator  | Team Worker  | Explorer   | Active Participator   | Critical Thinker  | Independent Learner  |
| <b>English</b>               | Focus text:<br>Recount<br>Story writing – Pie Corbett<br><b>Avocado Baby</b><br>Poetry<br><b>Poetry After Dark</b> | Focus text:<br><b>A New Home For A Pirate</b> – rhyming and predictable texts<br>Traditional tales<br><b>Little Red Riding Hood</b> – variations<br><b>Cinderella/Alex and the glass slipper</b><br>Non-fiction writing<br><b>Great Fire of London</b> | Focus text:<br>Non-fiction<br><b>High Flier (Amy Johnson)</b><br><b>Taking Flight</b><br>Story writing - Pie Corbett<br><b>Jack’s Fantastic Voyage</b> | Focus Text:<br><b>John Burningham</b> books - <b>Borka</b> (Pie Corbett), <b>Would you rather, Simp, Humbert, Courtney, The magic bed</b><br>Non-fiction<br><b>Different Habitats</b> | Focus text:<br><b>The Iron Man</b> – prediction and inference<br><b>Poetry Collection</b> – appreciating, reciting some and using appropriate intonation. | Non Fiction Recounts<br><b>Bob Marley/Nanny of the Maroons</b> (Biography)<br><b>Mary Seacole-</b> (Biography)<br>Non Fiction – electronic books and structure<br><b>Animal</b> non-fiction texts<br><b>England-</b> non-fiction-headings- Did you know? questions |
| <b>Maths</b>                 | Place Value numbers to 100<br>Addition and subtraction   | Money<br>Multiplication and division   | Multiplication and division<br>Statistics<br>Length and height   | Properties of shape<br>Fractions  | Position and directions<br>Time<br>Weight, volume and temperature   | Consolidation<br>efficiency and problem solving  |
| <b>Science</b>               | Health & Growth<br>To describe the importance of exercise, nutrition and hygiene.                                  | Materials – identify and compare the suitability of a variety of everyday materials. Find out how materials can be changed by twisting, squashing, bending, stretching   | Observing how bulbs grow into mature flowers<br>Know that animals have offspring which grow into adults (animals & young)<br>Life cycles               | Plants & Animals in the Local Environment<br>Observing how bulbs grow into mature flowers.<br>To learn about what plants need to grow.  | SATS  | Animals -<br>To learn about the Basic needs of animals for survival (food, water, air)<br>Food chains  |
| <b>Computing</b>             | Online safety<br>General computing skills  | Online safety<br>Algorithms and programming  | Online Safety<br>Coding and debugging  | Online Safety<br>General computing skills   | Online Safety<br>General Computing skills /Digital Literacy   | Online Safety<br>Word Processing   |
| <b>Design and Technology</b> | Food Technology  | Design, make and evaluate an outer   | Design for purpose.  |   |   | Design, make and evaluate an animal  |

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|                       | Use the basic principles of a healthy and varied diet to prepare dishes. Where food comes from.   | garment for a teddy to keep him dry. (Linked to Science materials) Textiles  | Design, make and evaluate a parachute   |  |  | puppet. (different ways to join/create movement)<br>Simple mechanisms  |
| <b>History</b>        |   | How do we know about The Great Fire Of London?<br>Key figures - Samuel Pepys, Charles II - and events  | History of transport<br>Key figures and journeys they take e.g. Amy Johnson<br>Visit: Cutty Sark and Science museum   |  |  |  |
| <b>Geography</b>      | Maps.<br>Knowing how places are linked using where food comes from  |  | Continents /Oceans  | Local Area study and fieldwork – focusing on investigating different parks.  |  | Understand geographical similarities and difference through studying the human and physical geography of a small area of the UK and contrasting it to an island e.g. NZ. Using geo voc.  |
| <b>Art and Design</b> | Observational drawings of fruit/veg.<br>Artist Focus - Cezanne<br>Portraits – draw, paint<br>Fire of London paintings   |  | Focus artist – Howard Hodgkin<br>Compare works by different artists - Trees<br>Charcoal drawings based on photographs<br>Shape, form and space  |  | Line Drawings, charcoal drawing, comic books based on the Iron man<br>Linked to themed week – Take one Picture<br>Techniques in pattern and texture  |  |
| <b>RE</b>             | <b>Judaism</b><br>1. To learn the names of some important places and objects connected with the Jewish faith.<br>2. To find out about days and times important to the Jewish faith.<br>3. To find out about the synagogue as a place of worship.<br>4. To know that the Torah is the holy book of the Jews and must be treated with special care. | <b>Christianity</b><br>1/2 To enjoy stories from the Christian faith and discuss what they teach Christians. (David and Goliath, Moses and the Red Sea)<br>3. To know about important Christian ceremonies eg baptisms, marriage and funerals.<br>4. To be aware that Christians believe in Jesus and one God. (Tell Jesus' first miracle – Wedding at Cana) | <b>Sikhism</b><br>1.To know that Sikhs believe in one God the creator of all things. To know that Sikhs believe all humans are equal before God and are respectful of other faiths.<br>2. To know that Sikhs worship in the home.<br>3. To know that the place of worship is the Gurdwara.<br>4. To know that the sacred book for Sikhs is the Guru Granth Sahib. | <b>Hinduism</b><br>1. To know that Hindus believe in one god who is represented in different forms. (deities) ie Shiva, Vishnu, Rama, Ganesh<br>2. To know that the story of Rama and Sita is told by Hindus at the festival of Diwali. (Hindus also worship Rama, Lakshmi, Ganesh.)<br>3. To know some ways Hindus celebrate Diwali. (Sending cards, sharing food, lighting divas, giving | <b>Buddhism</b><br>1. To know what is right and what is wrong behaviour and how these relate to living in groups.<br>2. )Talk about the 10 commandments and their importance for Christians.<br>3. To know the key features and objects related to the Buddhist faith.<br>4. To understand the right and wrong in relation to Buddhist teaching (Read "The King's Elephant") | <b>Islam</b><br>1.To know what Muslims believe about God and that Muslims believe Allah was the creator and provider. To learn about family life and how the birth of a child gives thanks for creation.<br>2. To know that Muslims believe that Allah sent messengers and books to guide and teach people. To learn about the Prophet Muhammad (pbuh) and the revelation of the Qur'an. To know the Qur'an is treated |

# Rokesly Infant School Curriculum Progression Year 2

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|              |  | <p>5. To know that Christians believe in equality.</p> <p>6. To understand that Christmas is important to Christians because they celebrate the birth of Jesus. (Act out the Nativity)</p> | <p>5. To know and understand the symbols of belonging – uncut hair, turban.</p> <p>6. To draw about comparisons between Sikhism and other faiths.</p> | <p>gifts, visiting others / welcoming guests)</p> <p>4. To know that Hindus worship at the temple (Mandir) or at home where they have a special place called a shrine (with a picture of a deity.)</p> <p>5. To know hospitality is important to Hindus / ways that people are welcomed. (ie. Namaste)</p> | <p>5. To have an understanding of the interdependence of the sangha and the lay community in the Buddhist faith.</p> | <p>with respect. To know about Ramadan and Id ul Fitr.</p> <p>3. To learn about worship and prayer and that the Mosque is a place of study and prayer. To know that Muslims pray five times daily and to learn about preparation for prayer and prayer in the home.</p> |
| <b>Music</b> | <p>Appraising music</p> <p>Unit 1: Hands, feet, heart</p> <p>Recorders</p> | Unit 2: Ho Ho Ho   | Unit 3: Want to play in a band (rock)   | Unit 4: Zootime (reggae)   | Unit 5: Friendship songs   | Unit 6: Reflect rewind replay   |
|              |  |  |   |  | →  |   |
| <b>PE</b>    | <p>Gym: Floorwork /Travelling Games:</p>                                   | <p>Gymn</p> <p>Dance: Fire of London</p>   | <p>Gym:</p> <p>Games:</p> <p>Dance: Lifecycles</p>  | Gym Games  | <p>Games:</p> <p>Dance: At The Seaside</p>   | Gym Athletics   |

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| <p><b>PSHE</b></p> | <p>Class behaviour contracts.<br/>Getting to know our classroom.<br/>*Playground rules.<br/>*The year ahead – what will happen, what will change.</p> | <p>Firework safety<br/>Skills and talents – children discuss what they are really good at. My bigger body – looking in greater depth at what our body is made of.<br/>My body, my rules – discuss how we talk to a friend who is touching us in a way that is not nice or irritating.<br/>Sharing a feeling – can you explain how you feel and WHY?<br/>Encouraging children to develop a more emotive vocabulary.</p> | <p>My family, your family. Children discuss in pairs the differences and similarities between families.<br/>What do friends do? Some kind things our friends do for us.<br/>Stop it! I don't like it. – how we explain to a friend that we don't like what they are doing but still be friends?<br/>Who do we talk to if we don't know what to do.<br/>Bullying – story time (Billy Grump, Bully Bear etc) discussion about what bullying is and the feelings attached.</p> | <p>What do we do if we don't feel safe? Who can we talk to?<br/>Body rules – refer to PANTS guidance from NSPCC.<br/>Medicine and safety at home.<br/>Safety in the playground – how to find help and how to be a good friend.</p> | <p>Setting individual and group challenges and targets.<br/>Revisit challenges weekly and children to record results to show improvement.</p> | <p>E-safety – link to ICT<br/>Discuss changes children expect as they change class.<br/>Meeting new teacher and tour of Junior School.</p> |
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