



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	<p><b><u>The Egg Box Dragon</u></b> Diary Speech/thoughts Setting description Character description <i>Curriculum and learning environment offers drama, range of literature and arts to enrich the children's cultural experiences</i></p> <p><b>POR - <u>The Dragon Machine</u></b> Instructions Narrative <i>Creative curriculum planned to offer exciting experiences that use imagination and creativity to inspire and fascinate learners</i></p> <p><b>POR - <u>The Puffin Book of Fantastic First Poems</u></b> Rhyming Poems</p> <p><b><u>Nativity (Christmas text)</u></b> Character thought and feelings Inference Narrative <i>Curriculum and learning environment offers drama, range of literature and arts to enrich the children's cultural experiences</i></p>		<p><b>POR – <u>Emporer’s Egg</u></b> Non-chronological report Poems</p> <p><b>POR - <u>Leaf</u></b> Character thoughts and feelings Character descriptions Persuasive writing debates Book review <i>Curriculum and learning environment offers drama, range of literature and arts to enrich the children's cultural experiences</i></p> <p><b><u>POR – A Hibernation Story</u></b> Poetry Letter writing Character profiles Non-Fiction writing <i>Learning environment provides opportunities for children to show curiosity and ask questions about the world around them, higher order questioning</i></p>		<p><b>POR – <u>The Tiny Seed &amp; It Starts with a Seed &amp; A Seed Is Sleepy</u></b> Chronological Reports Poetry leaflet <i>Curriculum and learning environment offers drama, range of literature and arts to enrich the children's cultural experiences</i></p> <p><b><u>Different versions of Jack and the Beanstalk</u></b> Character Descriptions Comparison writing Narrative <i>Creative curriculum planned to offer exciting experiences that use imagination and creativity to inspire and fascinate learners</i></p> <p><b><u>Shirley Hughes Poetry Collection</u></b> Poetry Opinions</p>	
Maths	<b><u>Number:</u></b> Place value, addition and subtraction.	<b><u>Number:</u></b> addition and subtraction,	<b><u>Number:</u></b> multiplication and <i>division.</i> <b><u>Statistics</u></b>	<b><u>Geometry:</u></b> Properties of 3D shapes <b><u>Number:</u></b>	<b><u>Measurement:</u></b> Length and height <b><u>Geometry:</u></b> Position and direction	<b><u>Measurement:</u></b> Time, mass, capacity and temperature. <b><u>Investigation</u></b>

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		<b>multiplication and division.</b> <b>Measurement:</b> <b>Money &amp; Time</b>	Pictograms, bar charts, tally charts <b>Geometry:</b> <b>Properties of 2D shapes</b>	<b>Fractions</b>	<b>Problem solving &amp; efficient methods</b>	
<b>Science</b>	<b>Uses of Everyday Materials</b> Creative curriculum planned to offer exciting experiences that use imagination and creativity to inspire and fascinate learners Scientist: Charles Macintosh- inventor of waterproof fabric <b>Recyclable/reuseable materials</b> Awareness of national and global issues that will impact on children's lives		<b>Animals Including Humans</b> Learning environment provides opportunities for children to show curiosity and ask questions about the world around them, higher order questioning		<b>Plants</b> Learning environment provides opportunities for children to show curiosity and ask questions about the world around them, higher order questioning	
<b>Computing</b>	<b>Unit 2.1</b> <b>Coding</b> 5 weeks 2Code	<b>Unit 2.2</b> <b>Online Safety</b> 2 Weeks Various programs <b>Unit 2.3</b> <b>Spreadsheets</b> 4 weeks 2Calculate	<b>Unit 2.4</b> <b>Questioning</b> 5 Weeks 2Question 2Investigate	<b>Unit 2.5</b> <b>Effective Searching</b> 3 weeks Browser	<b>Unit 2.6 Creating Pictures</b> 5 weeks <b>2Paint A Picture</b> Creative curriculum planned to offer exciting experiences that use imagination and creativity to inspire and fascinate learners	<b>Unit 2.7</b> <b>Making Music</b> 3 weeks <b>2Sequence</b> Creative curriculum planned to offer exciting experiences that use imagination and creativity to inspire and fascinate learners <b>Unit 2.8</b> <b>Presenting Ideas</b> 4 weeks Various programs
<b>Geography</b>	<b>Place Knowledge</b> <b>Human and Physical Vocabulary</b> Geographical Skills- Compass Directions	<b>Humans and Physical</b> <b>Types of Settlements</b> Geographical Skills Capital cities	<b>Location Knowledge</b> To name and locate the world's 7 continents and 5 oceans	<b>Locational Knowledge</b> Florence Nightingale To find out where Florence	<b>Geography skills and Fieldwork</b> Use simple fieldwork and observational skills	<b>Human and Physical Geography:</b> <b>Where Do I Live?</b> Link to HISTORY of The Humber Bridge

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	<p>Why were castles built on hills? Exploring land features</p>	<p>Castles Identify UK Countries of UK and capital cities</p> <p>Plan a map Aerial photos</p>	<p>Animals from different countries, oceans etc</p>	<p>Nightingale lived. The journey to Scutari Hospital.</p>	<p>Visit The Humber Bridge &amp; Far Ings Nature Reserve</p> <p>Map Makers Aerial views</p>	<p>Use different maps and aerial photos.</p> <p>Visit locality, make observations.</p>
<b>History</b>	<p><b>Lives of significant individuals in the past with national &amp; International achievements.</b> <b>Sir Tim Berners Lee</b> (World Wide Web) <b>Changes Within Living Memory</b> Telephones, communications, computers <i>Learning environment provides opportunities for children to show curiosity and ask questions about the world around them, higher order questioning</i></p> <p><b>Remembrance Day</b></p>	<p><b>Florence Nightingale</b> To find out who Florence Nightingale was and when she lived. The journey to Scutari Hospital. How nursing hospitals have changed since then. <i>Curriculum and learning environment offers drama, range of literature and arts to enrich the children's cultural experiences</i></p>	<p><b>Significant historical Events, people and places in their own locality.</b> 1. Sarah Stanford in Laceby <b>Celebrate important events</b> <b>Changes within living memory</b> 2. The Opening of The Humber Bridge</p>			
<b>Art/Design</b>	<p><b>3D Modelling</b> Using junk materials (link to recycling and a better world) to create and decorate castles. <i>Awareness of national and global issues that will impact on children's lives</i> <b>Design, make and evaluate enterprise product</b></p> <p><b>Mixed media for painting and drawing castles. Examine the Bayeux Tapestry. Be inspired to create pictures that tell a story/event.</b></p>	<p><b>Animals in art</b> Plan B Unit (Link to Geography)</p> <p><b>Artists</b> <b>Examine work Henry Roussau</b> Tiger painting.</p>	<p><b>Use drawing, painting and sculpture</b> <b>Marc Quinn</b> <a href="http://marcquinn.com/">http://marcquinn.com/</a> Creating a minibeast using clay and natural materials</p> <p>Earth Art Create natural sculptures and animal sculpture with natural materials.</p>			

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<p><b>Design/Technology</b></p>	<p><b>Mechanisms</b> Make a product with wheels, axles <i>Learning environment provides opportunities for children to show curiosity and ask questions about the world around them, higher order questioning</i></p>			<p><b>Cooking and Nutrition</b> Eatwell Plate Farmed fruit and vegetables Grating, chopping, peeling vegetables Make Coleslaw</p>			<p><b>Textiles</b> Plant/Nature textile picture. Sewing skills Collage skills <i>Creative curriculum planned to offer exciting experiences that use imagination and creativity to inspire and fascinate learners</i></p>		
<p><b>RE</b></p>	<p><b>Being Human (Islam)</b> What does the Qur'an say about how Muslims should treat each other and live their lives? <i>Tolerance and acceptance of others views and beliefs,</i>  (Harvest)</p>	<p><b>Life Journey (Islam)</b> What do Muslims do to celebrate birth? What does it mean and why does it matter to belong? <i>Tolerance and acceptance of others views and beliefs,</i>  <i>Celebrations of faiths and cultures</i>  (Christmas)</p>	<p><b>Being Human (Christianity)</b> What does the Bible say about how Christians should treat each other and live their lives? <i>Tolerance and acceptance of others views and beliefs,</i></p>	<p><b>Life Journey (Christianity)</b> What do Christians do to celebrate birth? What does it mean and why does it matter to belong? <i>Faith stories with key messages. Celebrations of faiths and cultures</i>  <i>Visit places of worship</i> (Easter)</p>	<p><b>Thankfulness (Christianity and other world view)</b>  <i>Celebrations of faiths and cultures</i></p>				
<p><b>RSE</b></p>	<p><b>The special people in our lives and how we care for one another</b></p>						<p><b>We are Growing – The Human Life Cycle</b></p>	<p><b>Everybody's Body Differences and similarities</b></p>	
<p><b>PSHE</b>  Can be split and covered when it fits in</p>	<p><b>Health &amp; Wellbeing</b></p>			<p><b>Relationships</b></p>			<p><b>Living in The Wider World</b></p>		
	<p><b>Healthy Lifestyles</b>  Healthy choices; different feelings;</p>	<p><b>Growing and Changing</b>  Recognising what they are good at; setting goals. Growing;</p>	<p><b>Keeping Safe</b>  Keeping safe in different situations; how to ask for help if they</p>	<p><b>Feelings and Emotions</b>  Behaviour; bodies and feelings can be hurt</p>	<p><b>Healthy Relationships</b>  Listening to others and playing cooperatively; appropriate</p>	<p><b>Valuing Difference</b>  Respecting similarities and differences in others;</p>	<p><b>Rights and Responsibilities</b>  Group and class rules; respecting their own and others' needs;</p>	<p><b>Environment</b>  Looking after the local environment</p>	<p><b>Money</b>  Where money comes from; saving and spending money;</p>

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	managing feelings	changing and being more independent; correct names for body parts (including external genitalia)	are worried about something; privacy in different contexts		and inappropriate touch; teasing and bullying	sharing views and ideas	groups and communities they belong to; people who work in the community; getting help in an emergency		making choices; keeping track of money spent/saved
<b>SMSC</b>	<ul style="list-style-type: none"> <li>• Learning environment promotes co-operative work, peer work, making relationships and resolving conflicts</li> <li>• Promoting socialising with unfamiliar peers – collaborative learning,</li> <li>• High expectations from children – communicating ideas, peer work, group work</li> <li>• Personal identity</li> <li>• Relationships</li> <li>• Opportunities to be responsible for their own learning journey</li> <li>• Consistent Behaviour Policy, focused on regulate, relate, reason.</li> <li>• School rules and expectations promoted and displayed in classrooms and around school</li> <li>• Classroom charters discussed with class and displayed</li> <li>• Practitioners expect high standards and lead by example</li> </ul>			<ul style="list-style-type: none"> <li>• Age appropriate displays in classrooms regarding British Values</li> <li>• Moral stories – assembly focus</li> <li>• Relationships</li> <li>• Personal identity</li> <li>• Continued high expectations</li> <li>• Promoting socialising with unfamiliar peers – Year 2 assembly times</li> <li>• Acceptance and celebration of similarities and differences</li> <li>• Reflective practices: yoga, mindfulness, growth mindset, questions/thoughts e.g. I wonder...</li> </ul>			<ul style="list-style-type: none"> <li>• Tolerance and acceptance of others views and beliefs</li> <li>• Learning shares to celebrate achievements</li> <li>• Reflective practices: yoga, mindfulness, growth mindset, questions/thoughts e.g. I wonder...</li> <li>• Awareness of leadership – home, school, country</li> </ul>		
<b>PE</b>	<b>Multi Skills</b> - Fundamentals of movement	<b>Gymnastics</b> - Balance and Shape	<b>Gymnastics</b> - Jumping and turning	<b>Dance</b> – Animals and Life Cycles	<b>Athletics</b> – Running, Jumping, Throwing in different ways	<b>Striking and Fielding</b> - Cricket			
<b>Music</b>	<b>Charanga</b> <b>Hands Feet Heart</b>	<b>Christmas</b> <b>Performance work</b>	<b>Charanga</b> <b>I Wanna Play a Band</b>	<b>Charanga</b> <b>Zootime</b>	<b>Charanga</b> <b>Friendship Song</b>	<b>Charanga</b> <b>Reflect Rewind and Play</b>			