



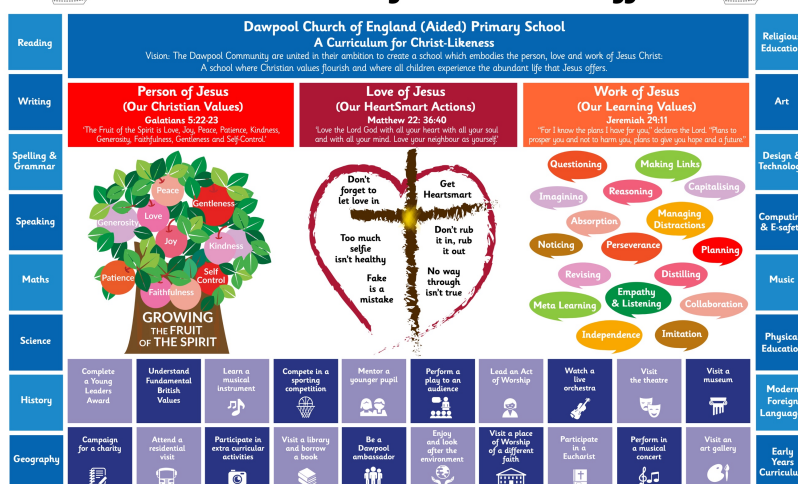
Dawpool C.E. (Aided) Primary School Year 2 Curriculum

DAWPOOL

Wisdom, Knowledge and Skills



The Abundant Life that Jesus offers



Vision Statement

'The Dawpool community are united in their ambition to create a school which embodies the person, love and work of Jesus Christ: a school which enables Christian values to flourish and where all children may experience the abundant life that Jesus offers.'

'The Fruit of the Spirit is Love, Joy, Peace, Patience, Kindness, Generosity, Faithfulness, Gentleness and Self-Control' (Galatians 5: 22-23).

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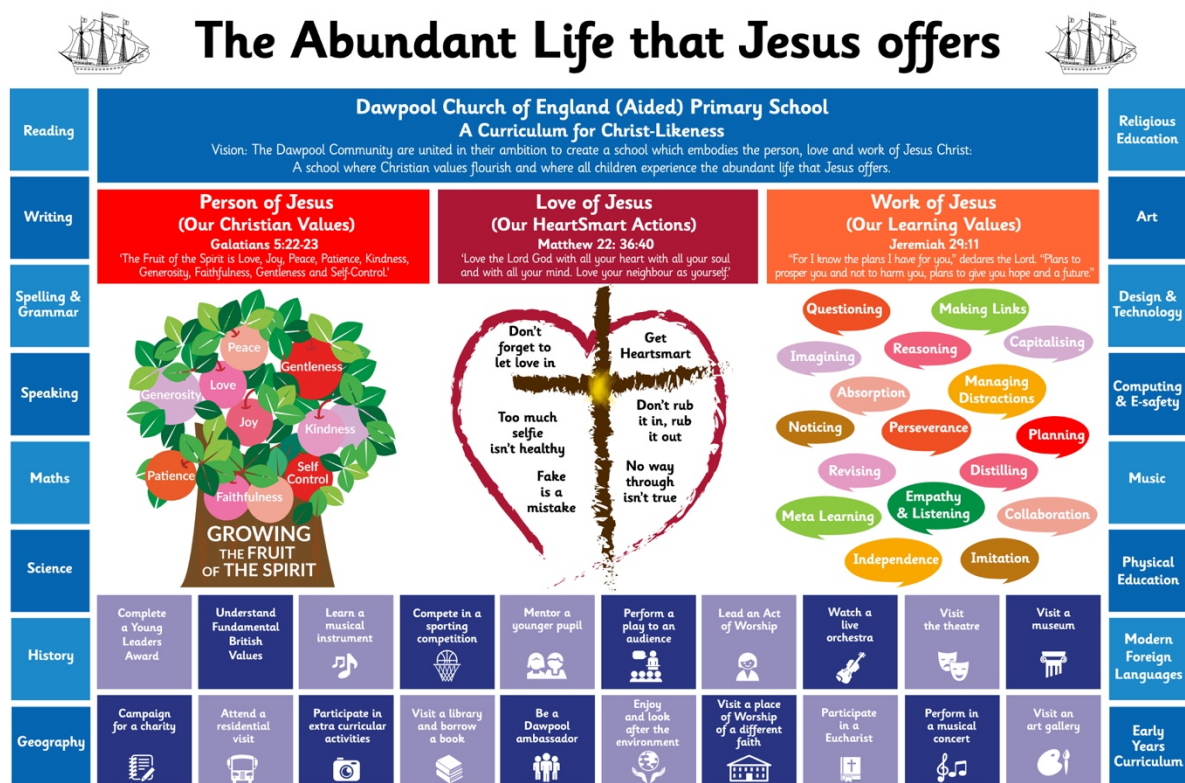
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The Dawpool 'Curriculum for Christ-Likeness'Dawpool Curriculum Overview**The Abundant Life that Jesus offers**

Dawpool Church of England (Aided) Primary School
A Curriculum for Christ-Likeness

Vision: The Dawpool Community are united in their ambition to create a school which embodies the person, love and work of Jesus Christ.
 A school where Christian values flourish and where all children experience the abundant life that Jesus offers.

At Dawpool, the school curriculum consists of all those activities designed or encouraged within its organisational framework to provide the intellectual, emotional, personal, social, spiritual and physical development of its pupils which are central to the 'abundant life that Jesus offers'. It includes not only the subject-specific curriculum, but also the 'informal' programme of enrichment and extra-curricular activities (i.e. the local curriculum).

'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)



The Local Curriculum									
Complete a Young Leaders Award	Understand Fundamental British Values	Learn a musical instrument	Compete in a sporting competition	Mentor a younger pupil	Perform a play to an audience	Lead an Act of Worship	Watch a live orchestra	Visit the theatre	Visit a museum
Campaign for a charity	Attend a residential visit	Participate in extra curricular activities	Visit a library and borrow a book	Be a Dawpool ambassador	Enjoy and look after the environment	Visit a place of Worship of a different faith	Participate in a Eucharist	Perform in a musical concert	Visit an art gallery

The curriculum also includes those features which produce the school's ethos (i.e. the 'hidden curriculum') such as the quality of relationships and the values exemplified by the way the school sets about its task.

The Hidden Curriculum

Person of Jesus (Our Christian Values)
Galatians 5:22-23
'The Fruit of the Spirit is Love, Joy, Peace, Patience, Kindness, Generosity, Faithfulness, Gentleness and Self-Control.'

Love of Jesus (Our HeartSmart Actions)
Matthew 22: 36-40
'Love the Lord God with all your heart with all your soul and with all your mind. Love your neighbour as yourself'

Work of Jesus (Our Learning Values)
Jeremiah 29:11
'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.'

Our aim is to provide a curriculum which will firstly expand the pupil's knowledge, experience and imaginative understanding, and thus his/her awareness of moral and Christian values and capacity for enjoyment, and secondly, enable the pupil to enter the world after formal education is over as an active participant in society and a responsible contributor to it, capable of achieving as much independence as possible.

There is an Act of Worship every morning. Worship is a time where we come together to reflect on the school's vision and to learn about the '*person, love & work of Jesus*' which is central to the school's vision and curriculum (See the document '**A Curriculum for Christ-Likeness**'). The daily Act of Worship promotes the Christian and Learning values which permeate the ethos of the school. As such, Worship is an essential part of the school day and the contributions of staff, pupils, clergy and other visitors are valued highly.

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The children follow the National Curriculum subjects according to their appropriate level and Key Stage (See the '**Wisdom, Knowledge & Skills**' documents and the '**Subject Intent**' documents, e.g. *A Dawpool Reader*).

The Subject-Specific Curriculum							
Reading	Writing	Spelling & Grammar	Speaking	Maths	Science	History	Geography
Religious Education	Art	Design & Technology	Computing & E-safety	Music	Physical Education	Modern Foreign Languages	Early Years Curriculum

Where possible, subjects will be delivered through topics which are designed for maximum engagement and ensure all pupils benefit from a rich, broad, balanced curriculum presented in an interesting, exciting and imaginative manner with lots of opportunities for first-hand experience, practical work, investigation and learning through play. The curriculum is enriched with visits, visitors, and extensive use of our unique environment (See the document '**Curriculum Implementation Handbook**').

Year 2 Curriculum Topics

The Vocabulary, Knowledge and Skills for Year 2 are delivered through the following topics:

	Autumn	Spring	Summer
Y2	The Holiday Island	Music in the 1960s	Antarctic Explorers



A Year 2 Reader at Dawpool

Word Reading

- I can decode automatically and fluently.
- I can blend sounds in words that contain the graphemes we have learnt.
- I can recognise and read alternative sounds for graphemes.
- I can read accurately words of two or more syllables that contain the same GPCs.
- I can read words with common suffixes.
- I can read common exception words.
- I can read and comment on unusual correspondence between grapheme and phoneme.
- I read most words quickly and accurately when I have read them before without sounding out and blending.
- I can read most suitable books accurately, showing fluency and confidence.

Comprehension

- I can talk about and give an opinion on a range of texts.
- I can discuss the sequence of events in books and how they relate to each other.
- I use prior knowledge, including context and vocabulary, to understand texts.
- I can retell stories, including fairy stories and traditional tales.
- I can read for meaning and check that the text makes sense. I go back and re-read when it does not make sense.
- I can find recurring language in stories and poems.
- I can talk about my favourite words and phrases in stories and poems.
- I can recite some poems by heart, with appropriate intonation.
- I can answer and ask questions about the text.
- I can make predictions based on what I have read.
- I can draw (simple) inferences from illustrations, events, characters' actions and speech.

Greater Depth in Reading

- When reading aloud I can improve my meaning through my expression and intonation.
- I can identify and comment on the main characters in stories and the way they relate to one another.

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- I can self-correct, look backwards and forwards in the text and search for meaning.
- I can comment on the way the characters relate to one another
- I can show an understanding of the main points of the text and re-tell the story.
- I can make sensible predictions about what is likely to happen in the story and to different characters.
- I know how suspense and humour are built up in a story, including the development of the plot.
- I can recognise similarities in the plot or characters within different stories.
- I can extract information from non-fiction texts, appropriately using contents, index, chapters, headings and glossary.
- I can read poetry, using intonation and expression, and I can handle humour appropriately when needed.

A Year 2 Writer at Dawpool

Transcription

Spelling

- I can segment spoken words into phonemes and record these as graphemes.
- I can spell words with alternative spellings, including a few common homophones.
- I can spell longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'.
- I can use my knowledge of alternative phonemes to narrow down possibilities for accurate spelling.
- I can identify phonemes in unfamiliar words and use syllables to divide words.

Handwriting

- I can form lower-case letters of the correct size relative to one another.
- I can begin to use some of the diagonal and horizontal strokes needed to join letters.
- I show that I know which letters are best left unjoined.
- I use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- I use spacing between words that reflects the size of the letters.

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Composition

- I can write narratives about personal experiences and those of others, both real and fictional.
- I can write for different purposes, including real events.
- I can plan and discuss the content of writing and record my ideas.
- I am able to orally rehearse structured sentences or sequences of sentences.
- I can evaluate my own writing independently, with friends and with an adult.
- I can proof-read to check for errors in spelling, grammar and punctuation.

Vocabulary, Grammar and Punctuation

Word

- I can form **nouns** using **suffixes** such as *-ness*, *-er* and by compounding [for example, *whiteboard*, *superman*]
- I can form **adjectives** using **suffixes** such as *-ful*, *-less*
- I can use the **suffixes** *-er*, *-est* in **adjectives** and the use of *-ly* in Standard English to turn adjectives into **adverbs**

Sentence

- I understand **subordination** (using *when*, *if*, *that*, *because*) and **co-ordination** (using *or*, *and*, *but*)
- I can use expanded **noun phrases** for description and specification [for example, *the blue butterfly*, *plain flour*, *the man in the moon*]
- I understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command

Text

- I correct choose and consistently use **present tense** and **past tense** throughout my writing
- I use the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress [for example, *she is drumming*, *he was shouting*]



Punctuation

- I can use capital letters, full stops, question marks and exclamation marks to demarcate **sentences**
- I can use commas to separate items in a list
- I can use **Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*]

Terminology

noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma

Greater Depth in Writing

- My descriptions are clear enough for people to recognise what is meant, even when things are not named.
- I use some phrases and words that I come across in reading.
- I use words like 'suddenly' or 'amazingly', so that writing grips the reader's interest.
- My stories have interesting endings that have been carefully thought about.
- I am consistent in using the first or third person.
- I keep my writing interesting throughout and I am not be tempted to look at quick ways to finish it.
- I check that capital letters, commas and question marks are used when needed and I attempt to use speech marks.
- I use a dictionary to check the spellings of words.
- I use specific nouns when needed, e.g. 'terrier' instead of 'dog'.
- I take time to describe characters and events within stories, rather than move from one event to another.

A Year 2 Speaker at Dawpool

- I can ask question to get more information and clarify meaning.
- I can talk in complete sentences.
- I can decide when I need to use specific vocabulary.
- I can take turns when talking in pairs or a small group.
- I am aware that formal and informal situations require different language (beginning).

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- I can retell a story using narrative language and linking words and phrases.
- I can hold the attention of people I am speaking to by adapting the way I talk.
- I understand how to speak for different purposes and audiences (beginning).
- I can perform a simple poem from memory.

Greater Depth in Speaking

- I can use different style, tone and loudness of speech when speaking to a larger audience.
- I can help the discussion to go well by listening and responding to others' ideas.
- I can think of a some questions about a group of objects that is shared or discussed with the class.
- I can explain the main things I have learnt from a presentation by someone else.
- I can talk about why I think certain things happen in science.
- I can talk about own feelings when thinking about a story.
- I can choose persuasive language to suit the listener
- I know when to vary my voice and language to express my feelings at a key moment.
- I can make sure instructions follow one another in sequence.
- I can decide how to present a poem dramatically, using all members of the group.

A Year 2 Mathematician at Dawpool

Number and place value

- I can count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.
- I can read and write numbers to at least 100 in numerals and in words.
- I can compare and order numbers from 0 up to 100; using < > = signs.
- I recognise the place value of each digit in a 2-digit number.
- I can identify, represent and estimate numbers using different representations, including the number line.
- I can use place value and number facts to solve problems.

Calculations

- I can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.

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- I can add and subtract mentally, including:
 - A 2-digit number and ones
 - A 2-digit number and tens
 - Two 2-digit numbers
 - Adding three 1-digit numbers
- I can add and subtract numbers using concrete objects and pictorial representations, including:
 - A 2-digit number and ones
 - A 2-digit number and tens
 - Two 2-digit numbers
 - Adding three 1-digit numbers
- I recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.
- I can solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.
- I can solve problems with addition and subtraction applying my increasing knowledge of mental and written methods.
- I can recall and use multiplication and division facts for the 2, 5 and 10x tables, including recognising odd and even numbers.
- I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication, division and equals signs.
- I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context.
- I can show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.
- I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.

Fractions

- I recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.
- I can write simple fractions.
- I recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.

Measurement

- I can compare and order lengths, mass, volume/capacity and record the results using $>$ $<$ and $=$.

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- I can choose and use standard units to estimate and measure length/height in any direction in m and cm using rulers.
- I can choose and use standard units to estimate and measure mass in kg and g using scales.
- I can choose and use standard units to estimate and measure temperature in °C using thermometers.
- I can choose and use standard units to estimate and measure capacity in l and ml using measuring vessels.
- I recognise and use symbols for £ and p and combine amounts to make a particular value.
- I can find different combinations of coins that equal the same amount of money.
- I can tell and write the time to five minutes, including quarter to/past and draw the hands on a clock face to show these times.
- I can compare and sequence intervals of time.
- I know the number of minutes in an hour.
- I know the number of hours in a day.
- I can solve simple problems in a practical context involving addition and subtraction of money of the same units, including giving change.

Geometry – properties of shapes

- I can compare and sort common 2D shapes and everyday objects.
- I can compare and sort common 3D shapes and everyday objects.
- I can identify and describe the properties of 2D shapes, including the number of sides and line of symmetry in a vertical line.
- I can identify and describe the properties of 3D shapes including the number of edges, vertices and faces.
- I can identify 2D shapes on the surface of 3D shapes.
- Geometry – position and direction
- I can order and arrange combinations of mathematical objects in patterns and sequences.
- I can use mathematical vocabulary to describe position, direction and movement.

Statistics

- I can interpret and construct simple pictograms.
- I can interpret and construct tally charts.
- I can interpret and construct block diagrams.
- I can interpret and construct simple tables.

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- I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.
- I can ask and answer questions about totalling and comparing categorical data.

Greater Depth in Mathematics

- I can count reliably up to 1000 in 2s, 5s and 10s.
- I can count on and back in multiples of 4, 8, 25, 50 and 100 from any given number to beyond 1000.
- I can add and subtract fractions with a common denominator.
- I can apply knowledge of number up to 100 to solve a one-step problem involving a addition, subtraction and simple multiplication and division.
- I can apply knowledge of addition and subtraction to pay for items, up to £10, within a problem solving context.
- I can add and subtract two 2-digit and numbers to 100.
- I can use an appropriate strategy to add and subtract numbers that move between and through 100, for example, $97 + 7$; $103 - 8$.
- I know about right angles and where they can be seen in the environment.
- I can tell the time to 5 minute intervals with both analogue and digital clocks and relate one to the other.
- I can measure, compare, add and subtract using common metric measures.

A Year 2 Scientist

Working scientifically

- I can ask simple scientific questions.
- I can use simple equipment to make observations.
- I can carry out simple tests.
- I can identify and classify things.
- I can suggest what I have found out.
- I can use simple data to answer questions

Biology

Living things and their habitats

- I can identify things that are living, dead and never lived.

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- I can describe how a specific habitat provides for the basic needs of things living there (plants and animals).
- I can identify and name plants and animals in a range of habitats.
- I can match living things to their habitat.
- I can describe how animals find their food.
- I can name some different sources of food for animals.
- I can explain a simple food chain.

Plants

- I can describe how seeds and bulbs grow into plants.
- I can describe what plants need in order to grow and stay healthy (water, light & suitable temperature).

Animals, including humans

- I can explain the basic stages in a life cycle for animals, including humans.
- I can describe what animals and humans need to survive.
- I can describe why exercise, a balanced diet and good hygiene are important for humans.

Chemistry

Uses of everyday materials

- I can identify and name a range of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard.
- I can suggest why a material might or might not be used for a specific job.
- I can explore how shapes can be changed by squashing, bending, twisting and stretching.

Greater Depth in Science

- I can say whether things happened as I expected and if not why not.
- I can suggest more than one way of grouping animals and plants and explain my reasons.
- I can use information from books and online sources to find things out.
- I can name some characteristics of an animal that helps it to live in a particular habitat.

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- I can describe what animals need to survive and link this to their habitats.
- I can describe what plants need to survive and link it to where they are found.
- I can classify living things into groups according to a range of criteria I have been given.
- I can describe the properties of different materials using words like transparent or opaque, flexible, etc.
- I can say which materials are natural and which are man made.
- I can tell which materials cannot be changed back after being heated, cooled, bent, stretched or twisted.

A Year 2 Historian at Dawpool

- I can use words and phrases like: before, after, past, present, then and now.
- I can recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier and what they did later.
- I can give examples of things that were different when my grandparents were children.
- I can find out things about the past by talking to an older person.
- I can answer questions using books and the internet.
- I can research the life of a famous person from the past using different sources of evidence.

A Year 2 Geographer at Dawpool

- I can say what I like and do not like about the place I live in.
- I can say what I like and do not like about a different place.
- I can describe a place outside Europe using geographical words.
- I can describe some of the features of an island.
- I can describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley.
- I can explain how jobs may be different in other locations.
- I can explain how an area has been spoilt or improved and give my reasons.
- I can explain the facilities that a village, town and city may need and give reasons.
- I can name the continents of the world and locate them on a map.
- I can name the world oceans and locate them on a map.
- I can name the capital cities of England, Wales, Scotland and Ireland.
- I can find where I live on a map of the United Kingdom.



A Year 2 Artist at Dawpool

- I can choose and use three different grades of pencil when drawing.
- I can use charcoal, pencil and pastel to create art.
- I can use a viewfinder to focus on a specific part of an artefact before drawing it.
- I can mix paint to create all the secondary colours.
- I can create brown with paint.
- I can create tints with paint by adding white.
- I can create tones with paint by adding black.
- I can use different effects within an IT paint package.
- I can suggest how artists have used colour, pattern and shape.
- I can create a piece of art in response to the work of another artist.

A Year 2 Designer at Dawpool

- I can think of an idea and plan what to do next.
- I can choose tools and materials and explain why I have chosen them.
- I can join materials and components in different ways.
- I can explain what went well with my work.
- I can use different textiles and explain why I have chosen them
- I can measure materials to use in a model or structure.
- I can describe the ingredients I am using when preparing food.

A Year 2 Computer User at Dawpool

Algorithms and programming

- I can use a range of instructions (e.g. direction, angles, turns).
- I can test and amend a set of instructions.
- I can find errors and amend. (debug)
- I can write a simple program and test it.
- I can predict what the outcome of a simple program will be (logical reasoning).
- I understand that algorithms are used on digital devices.
- I understand that programs require precise instructions.

Information technology

- I can organise digital content.

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- I can retrieve and manipulate digital content.
- I can navigate the web to complete simple searches.
- Digital literacy
- I use technology respectfully.
- I know where to go for help if I am concerned.
- I know how technology is used in school and outside of school.

A Year 2 Safe Computer User

Knowledge and understanding

- I understand the different methods of communication (e.g. email, online forums etc).
- I know you should only open email from a known source.
- I know the difference between email and communication systems such as blogs and wikis.
- I know that websites sometimes include pop-ups that take me away from the main site.
- I know that bookmarking is a way to find safe sites again quickly.
- I have begun to evaluate websites and know that everything on the internet is not true.
- I know that it is not always possible to copy some text and pictures from the internet.
- I know that personal information should not be shared online.
- I know I must tell a trusted adult immediately if anyone tries to meet me via the internet.

Skills

- I follow the school's safer internet rules.
- I can use the search engines agreed by the school.
- I know what to do if I find something inappropriate online or something I am unsure of (including identifying people who can help; minimising screen; online reporting using school system etc).
- I can use the internet for learning and communicating with others, making choices when navigating through sites.
- I can send and receive email as a class.
- I can recognise advertising on websites and learn to ignore it.
- I can use a password to access the secure network.



A Year 2 Musician at Dawpool

- I can sing and follow a melody.
- I can perform simple patterns and accompaniments keeping a steady pulse.
- I can play simple rhythmic patterns on an instrument.
- I can sing or clap increasing and decreasing tempo.
- I can order sounds to create a beginning, middle and an end.
- I can create music in response to different starting points.
- I can choose sounds which create an effect.
- I can use symbols to represent sounds.
- I can make connections between notations and musical sounds.
- I can listen out for particular things when listening to music.
- I can improve my own work.

A Year 2 Sports Person at Dawpool

Games

- I can use hitting, kicking and/or rolling in a game.
- I can decide the best space to be in during a game.
- I can use one tactic in a game.
- I can follow rules.

Gymnastics

- I can plan and perform a sequence of movements.
- I can improve my sequence based on feedback.
- I can think of more than one way to create a sequence which follows some 'rules'.
- I can work on my own and with a partner.

Dance

- I can change rhythm, speed, level and direction in my dance.
- I can dance with control and coordination.
- I can make a sequence by linking sections together.
- I can use dance to show a mood or feeling.



General

- I can copy and remember actions.
- I can talk about what is different from what I did and what someone else did.