



Curriculum Booklet

This is a working document and may be subject to change if it is in the best interests of the pupils.

Year 2

Key Stage 1

Curriculum Overview

This document provides an outline for the main topics that will be covered in this academic year.

The school curriculum aims are:

- To provide opportunities for each pupil to learn and achieve.
- To promote the pupils' development and prepare them for the experiences of life.
- To enable each pupil to respond positively to challenges, opportunities, responsibilities, and to cope with change.
- To provide each pupil with the steps in their academic journey to enable them to make informed choices in school and beyond.

Homework

Connecting learning between home and school is very important. In KS1 we aim to make homework exciting and enjoyable. Homework in Key Stage 1 will consist of regular tasks such as daily reading books and weekly spellings. Your child's class teacher will outline the specific days and requirements of these tasks. Alongside this, each half term a project list will be set to complete at home, relating to the topic we are working on in school. The list of tasks could be practical, physical, mental or written, with some additional research tasks provided for those who wish to continue to extend their learning further. The list will usually be handed out on the first Friday of each half term and can be completed at any time within that half term. The project should then be submitted by the final Monday of the same half term. The aim of this project-style homework is to allow for flexibility. We understand that all families and children have different commitments outside of school, therefore you can decide on the time that is best for you to complete each project.

Children are very different; some enjoy having homework, others dislike it. If possible, set aside a regular time for homework and a table/desk away from distractions such as the TV. As homework is set in line with your child's current level of learning, please encourage them to be as independent as possible in its completion. This will enable them to become much more responsible and will provide the class teacher with a much better understanding of your child's comprehension of each activity.

If you have any problems concerning homework please contact your child's class teacher.

Assessment

During the course of the academic year, each pupil will be assessed so that their progress is monitored and we can focus on helping them to achieve their best.

Literacy

Overview/Introduction

As a core subject, Literacy is taught every day to enable the class to harness the skills and abilities required for each pupil to enhance their reading and writing.

Pupils will also develop their speaking and listening skills, which are essential as they move through Bedford Greenacre Independent School. Good verbal skills enhance each child's understanding of language in both spoken and written forms and the way language can be used to communicate.

Reading, letters and sounds – phonics

Parents play a very important part in the process of learning to read, and we encourage a dialogue between school and home to ensure continuity.

The school encourages the use of a wide range of reading material and fosters a love of books. Phonics and reading are taught carefully and systematically to all children, to ensure that they can read with fluency and understanding. In the infant years, the children have the security of a carefully graded reading scheme. As they become more fluent, however, the children will be less restricted and encouraged to choose from a variety of books, appropriate to their interests or needs. This will ensure that the children will have a broad, positive reading experience. Children are encouraged to borrow and take home books from the school library. Each class has a timetabled library session when they can borrow items.

Writing and Spelling

Correct letter formation and a clear, attractive, efficient style of handwriting is taught throughout the school. Children are encouraged to develop a joined-up handwriting style during this phase. It is important that this handwriting style is encouraged during writing activities at home as well as in school, ensuring further consistency in their learning. Your support with this will be very much appreciated.

Accurate spelling and punctuation is taught and encouraged. Spelling will be taught in a variety of ways based on common patterns, and linked with the needs of the children. Spellings may well be sent home to be practised for homework. In the Junior School, the LOOK, SAY, COVER, WRITE, CHECK method is encouraged across the classes.

Term	Summary
Autumn	<p>Character studies: look in-depth at two different story characters.</p> <p>Develop knowledge of sentence constructions, joining two or more sentences with 'and' and correct punctuation. Use expanded noun phrases to add detail.</p> <p>Use stories as a stimulus to write for different purposes: letter in role, continuation of a story and writing a story based on their own experiences.</p> <p>Learn about the use of imperatives in commands and instructions. Write their own instructions.</p> <p>Read and discuss a variety of news stories, looking at the structure of a news report.</p> <p>Recount events in the past tense, use noun phrases to write captions and write questions using correct punctuation.</p> <p>Poetry: explore simple rhythm and rhyme, identify patterns, discuss vocabulary choices, create & perform new whole-class poems.</p>
Spring	<p>Explore a range of fiction: contrast traditional and non-traditional tales, discuss key features of fairy-stories and their characters, make predictions.</p> <p>Plan, edit and write their own versions of a traditional tale.</p> <p>Investigate spelling patterns and generate their own spelling rules.</p> <p>Plan and write their own explanation texts based on a model.</p> <p>Poetry: listen & respond to a range of poems. Explore poetic language and identify adjectives and verbs in a poem. Draft, edit and compose their own poems and read them aloud.</p>
Summer	<p>Use drama to explore and empathise with characters, role-playing scenarios and considering how characters change.</p> <p>Learn about the differences between a storybook and a play script and discuss what might make a play entertaining for an audience.</p> <p>Learn about scenes, props, sound effects and how to write stage directions.</p> <p>Learn how to write a scene for a play.</p> <p>Use drama and improvisation to imagine living in unusual places and write a postcard based on a model.</p> <p>Write own story.</p> <p>Find information and explore the layout of non-fiction texts.</p> <p>Revise imperatives and apply these in short writing tasks.</p> <p>Poetry: explore a range of poetry, including jokes and tongue twisters. Compare poems and respond to humour and word play. Explore alliteration, onomatopoeia, repetition and rhyme. Create, edit and evaluate poems based on models.</p>

Numeracy

Overview / Introduction

As a core subject, Numeracy is taught on a daily basis. Numeracy teaching includes the development of mathematical language and reasoning, within the context of number (including measures), shape and space and handling data. Children learn to sort, classify, make comparisons, search for patterns and select and use materials for problem solving.

The pupils are given a complete grounding in the fundamental concepts. These are developed throughout their academic journey at Bedford Greenacre Independent School at a level suitable for their own ability. Through mathematics, the pupils are equipped with the skills, knowledge and understanding that are essential in everyday life. Numeracy also promotes logical reasoning, problem-solving and abstract thinking skills that support intellectual and personal development.

Term	Topic
Autumn	Place-value, comparing and ordering numbers to 100, including ordinal numbers (1 st , 2 nd , 3 rd ...). Use addition and subtraction number facts, including bonds to 10, in calculations. Add and subtract 2-digit numbers. Double and halve 2-digit numbers. Count in uniform steps, using coins to help create sequences and find totals. Position and movement. Compare and measure lengths using cm and m. Identify and classify 2D shapes, using a variety of sorting devices.
Spring	Estimate position of numbers on landmarked lines. Use knowledge of number bonds to 10 in addition and subtraction, including bridging 10. Use place value in numbers to 100 to add and subtract 2-digit numbers. Doubling and halving; count in halves and mixed numbers; write unit and non-unit fractions. Count using arrays as well as number lines. Use \times sign for multiplication. Understand division as the inverse of multiplication. Know coin and note values, write amounts of money and find totals. Tell the time on analogue and digital clocks. Represent data on pictograms and block graphs. Name 3D shapes and their properties, including naming 2D faces.
Summer	Place-value in 2 and 3-digit numbers, including adding and subtracting 2-digit numbers by counting on/back in 10s and 1s. Use number facts: use complements to 10 to add several numbers quickly; subtract by counting up to the next multiple of 10. Add by partitioning into 10s and 1s, then recombining. Relate multiplication and division to 'clever counting' (steps of 2, 3, 5 and 10). Represent multiplication as arrays and solve missing number division problems. Recognise doubling and halving as inverse operations; relate division to fractions, including finding halves, quarters and thirds of amounts. Use non-standard and standard units to measure weights and capacities. Use £, p notation and solving money problems. Estimate and measure lengths in cm. Tell the time to 5 minutes.

Creative Curriculum

Overview/Introduction

Within Key Stage 1 this year the curriculum will adopt a creative, or thematic, approach. This type of curriculum lends itself to the amalgamation of non-core primary subjects. The subjects covered are history, geography, art and design, design and technology and science. These subjects equate to the majority of the topic lessons. However, the topics are also often integrated into other subjects, such as ICT, literacy and numeracy. This approach to learning in the earlier years of primary school ensures that purposeful links can be made. Across the year, there will be three key topics which will provide themes. As well as these topics there will be time allocated to celebrate and learn about religious festivals and other community based events.

As with all other subject areas, the Creative Curriculum is delivered in line with the National Curriculum. All topics are very carefully planned by the Key Stage One team, ensuring all of the curriculum objectives are being addressed for each of the subjects covered. This approach to the curriculum also allows for further flexibility, meaning learning can be adapted to include the interests of the pupils, as well as being designed to inspire further interests.

	Creative Topic	Religious/Cultural/Community Theme
Autumn	Amazing Animals	Christmas Christmas traditions Letters to Santa Christmas in other cultures
Spring	Our amazing world	Easter Life cycle Easter story Easter traditions
Summer	This is me	Transitions New beginnings Going for goals

Information and Communication Technology (ICT)

Overview / Introduction

Within the ICT curriculum, children will be provided with the essential skills needed to access a variety of technologies through weekly ICT lessons, as well as through the incorporation of ICT within other curriculum areas. As children are constantly surrounded by technology, computer safety is an integral part of our ICT curriculum. We aim to ensure that our pupils know how to access ICT safely and understand the importance of adult supervision when using these technologies.

ICT lessons utilise a range of resources available within the school, such as computers, iPads, laptops, smart touch technology, clever boards, cameras and many other interactive tools.

Children will cover the following topics throughout the year:

Term	Topic
Autumn	Computer Systems and Networks: IT around us Creating Media: Animation
Spring	Creating Media: Making music Data and Information: Pictograms
Summer	Programming: Robot algorithms Introduction to quizzes

Music

Overview / Introduction

Key Stage One children are taught the basic elements of music, note values and how to build a rhythm. The basics of pitch and aural discrimination are covered with extended use of musical elements towards the end of Year 2. This is mostly taught through the use of percussion instruments, body percussion and singing.

Term	Topic
Autumn	Learning Christmas songs for the nativity Pitch Chapter 4 of Teaching KS1 Music by Ann Bryant Lessons 1-12
Spring	Aural Discrimination Chapter 5 of Teaching KS1 Music by Ann Bryant Lessons 13-24
Summer	Extension of Musical Elements Chapter 6 of Teaching KS1 Music by Ann Bryant Lessons 25-26
These topics will also be supplemented with songs and other performances learnt for performing opportunities that arise through the school year.	

Personal, Social, Health & Citizenship Education (PSHCE)

Overview / Introduction

Through Personal, Social, Health & Citizenship Education (PSHCE) we strive to encourage the pupils to develop confidence and responsibility. They are encouraged to be a positive role model both within school and the wider community.

At Bedford Greenacre Independent School, we also strive to instil the knowledge and skills that will enable every pupil to enjoy a healthy and safe lifestyle.

Term	Topic		
Autumn	Health and Wellbeing Think Positive: <ul style="list-style-type: none"> • Think happy, Feel happy • It's your choice • Go-getters • Let it out • Be thankful • Be mindful 	Relationships VIPs: <ul style="list-style-type: none"> • Who are your VIPs? • Families • Friends • Falling out • Working together • Showing you care 	Living in the Wider World Diverse Britain: <ul style="list-style-type: none"> • My school • My community • My neighbourhood • My country • British people • What makes me proud of Britain?
Spring	Growing Up: <ul style="list-style-type: none"> • Our bodies • Is it OK? • Pink & blue • Your family. My family • Getting older • Changes 	Digital wellbeing: <ul style="list-style-type: none"> • The internet & me • Online & offline • Staying safe online • Personal information • Communicating online • True or false? 	Aiming high: <ul style="list-style-type: none"> • Star qualities • Positive learners • Bright futures • Jobs for all • Going for goals • Looking forward
Summer			

Religious Education (RE)

Overview / Introduction

In R.E. children learn *about* and *from* religions and worldviews in local, national and global contexts. This enables children to develop knowledge and understanding of the beliefs and practices of the diverse groups that make up our multi-cultural society, including non-religious groups. R.E. also provides an opportunity for children to discuss and ask challenging questions about meaning and purpose in life, beliefs about God, issues of right and wrong and what it means to be human. Through R.E., pupils learn to express their personal beliefs, ideas, values and experiences while respecting the differences of others.

In Year 2 pupils have a weekly R.E. lesson. Throughout the year, they will cover three main topics. However, there will also be many opportunities to extend their learning into other areas through assemblies, visits and visiting speakers.

The main topics are:

Term	Topic
Autumn	Nature & God: <ul style="list-style-type: none"> • Creation Story – Christianity • Harvest – Christianity • Sukkot – Judaism • Prince Siddhartha & the Swan – • Buddhism • The Boy Who Threw Stones at Trees – Islam Light & Dark: <ul style="list-style-type: none"> • Advent & Christmas • Christmas Lights • Rama & Sita • Light Over Darkness • The Maccabee Brothers • The Hanukkah Menorah
Spring	Rules & Routines: <ul style="list-style-type: none"> • School Rules & Routines • The Ten Commandments • Shabbat – Judaism • The Five Pillars of Islam • The Five Ks – Sikhism • Making Decisions – Humanism Beginnings & Endings: <ul style="list-style-type: none"> • Thinking About Beginnings & Endings • Vaisakhi • Naam Karan • Baptism • Easter • Marking My Own Beginning or Ending
Summer	Ceremonies: <ul style="list-style-type: none"> • What is a Ceremony? • Aqiqah – Islam • Bar/Bat Mitzvah – Judaism • Dastar Bandi – Sikhism • Wedding – Hinduism • Planning a Ceremony Places of Worship: <ul style="list-style-type: none"> • Special Places • What is it Like to Visit a Mosque? • Visiting a Gurdwara • The Shape of Buddhist Temples • Making Comparisons • Designing a Special Place

Physical Education including Swimming (PE)

Overview / Introduction

Physical Education (P.E.) provides a valuable and rewarding selection of activities (including weekly swimming at Robinson Pool). P.E. enhances the pupils' educational journey by helping them to work individually, learning to develop and improve their own unique abilities, and in teams, where they will explore different roles and activities, all working for a common goal.

Term		
Autumn	During P.E. lessons children participate in a multi-skills programme that develops their fundamental movements. These movements can be classified in many ways, but are often thought of as the core skills and the ABCs of movement. 'A' refers to agility, 'B' to balance and 'C' to co-ordination (body co-ordination and hand eye co-ordination). In addition to this, spatial awareness can be introduced as the fourth core skill.	Dance and gymnastics Basic games skills
Spring		Small-sided team invasion games
Summer		Athletics Striking and fielding games

French

Overview / Introduction

When a child learns a second language, they begin to absorb the mechanics of language. This can help to give them a better grasp of the complexities of English grammar, improve their listening skills and make them more effective communicators. In a multicultural society, it is important for children to learn about other countries, cultures and traditions. Learning another language can provide the perfect backdrop for exploring these things. It can also give children greater confidence to express themselves. At Bedford Greenacre Independent School, we start teaching key aspects of the language, in a fun and engaging way, from an early age to enable the children to embrace it fully.

Term		
Autumn	Children in Key Stage One will have a weekly French lesson. Throughout the year the children will follow a structured language programme, focusing mainly on the use of songs in French to teach and promote confidence with basic vocabulary and phrases.	Colours Countries / <i>Où habites-tu?</i> My Family
Spring		Numbers, <i>Quel âge as-tu?</i> Birthdays/French festivals Date
Summer		Animals Describing physical appearances Weather