



Seva School CURRICULUM

YEAR TWO						
TERM	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
THEME	Vets and Pets	London's Burning	Castles and Knights	Jurassic Forest	Jobs and Our Local Area	Our World
Virtues:	Kindness	Courage	Honesty	Tolerance	Respect	Responsibility
English	Texts: Recovery Curriculum – Here We Are by Oliver Jeffers Six Dinner Sid by Inga Moore Usborne Pet Guides: Looking After Cats and Kittens Fiction: Poetry: Riddles: Guess Who? Non-Fiction: Instructions	Texts: Newspaper Reports Non-fiction: Recount and newspaper reports: The Great Fire of London (various texts) Fiction: Traditional Tales: Linked to the Poetry: Calligrams: Fireworks/ Bandi Chorr/ Divali Christmas	Texts: Small Knight and George by Ronda Armitage See inside Castles by Katie Daynes Fiction: Settings, Characters and Plot in Stories Non-fiction: Informal Letters: Write to Small Knight	Texts: Harry and the Bucketful Dinosaurs by Ian Whybrow Non-Fiction: Non-Chronological Reports: Dinosaurs Fiction: Short Story	Texts: Mr Men and Little Miss Books by Roger Hargreaves The Sound Collector by Roger McGough Fiction: Performing and Reciting Poetry Poem-Create your own versions Short Story Non-Fiction: Information Leaflet: Fire Safety Posters Visit from the Fire Fighters	Texts: Billu Leaves India! by Gursh Subhra Playscripts: Jack and the Beanstalk Non-Fiction: Explanation Atlases and Encyclopaedias The United Kingdom Fiction: Traditional Tales- Adventure Story:
Visits/ Visitors & Events	Bandi Chorr Hello/Yellow Mental Health Day Black History Month	Guru Nanak Gurburab Charr Sahibzaade Remembrance Day Christmas Pantomime Visit	Visit to Tamworth Castle. Safer internet day	World Book Day Vaisakhi Easter	Visit from the firefighters onsite	Chabeel Virtual Mosque Visit Enterprise Week

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Maths	<p>Number: Place Value Count objects to 100 and read and write numbers Represent numbers to 100 Tens and ones using addition Use a place value chart Compare objects Compare numbers Order objects and numbers Count in 2s, 5s and 10s Count in 3s</p> <p>Number: Place Value Fact families – addition and subtraction bonds to 20 Check calculations Compare number sentences Related facts Bonds to 100 (tens) 10 more and 10 less Add and subtract 10s Add a 2digit and 1digit number crossing 10 Add two 2digit numbers not crossing 10 Add two 2digit numbers crossing 10</p>	<p>Subtract two 2digit numbers not crossing 10 Subtract two 2digit numbers crossing 10 Add three 1digit numbers</p> <p>Measurement: Money Count money – pence Count money – pounds Count money – notes and coins Select money Make the same amount Compare Find the total Find the difference Find change Two-step problems</p> <p>Number: Multiplication and Division Recognise equal groups Make equal groups Add equal groups Multiplication sentences Use arrays 2 times-table 5 times-table 10 times-table</p>	<p>Multiplication and Division Make equal groups – sharing Make equal groups – grouping Divide by 2 Odd and even numbers Divide by b5 Divide by 10</p> <p>Statistics Make tally charts Draw pictograms (1-1) Interpret pictograms (1-1) Draw pictogram (2,5 and 100) Interpret pictograms (2, 5 and 10) Block diagrams</p> <p>Properties of Shape Recognise 2-D and 3-D shapes Count sides on 2-D shapes Count vertices on 2-D shapes Draw 2-D shapes Lines of symmetry Sort 2-D shapes Make patterns with 2-D shapes Count faces on 3-D shapes Count edges on 3-D shapes Count vertices on 3-D shapes Sort 3-D shapes Make patterns with 3-D shapes</p>	<p>Number: Fractions Make equal parts Recognise a half Find a half Recognise a quarter Find a quarter Recognise a third Find a third Unit fractions Non-unit fractions Equivalence of 1 2 and 2 4 Find three quarters Count in fractions</p> <p>Measurement: Length and Height Measure length (cm) Measure length (m) Compare lengths Order lengths Four operations with lengths</p>	<p>Geometry: Position and Direction Describing movement Describing turns Describing movement and turns Making patterns with shapes</p> <p>Problem Solving and Efficient Methods</p> <p>Measurement: Time O'clock and half past Quarter past and quarter to Telling time to 5 minutes Hours and days Find durations of time Compare durations of time</p>	<p>Measurement: Time O'clock and half past Quarter past and quarter to Telling time to 5 minutes Hours and days Find durations of time Compare durations of time</p> <p>Measurement: Mass, Capacity and Temperature Compare mass Measure mass in grams Measure mass in kilograms Compare volume Millilitres Litres Temperature Investigations</p>

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RE	1.3 Who is Jewish and what do they believe?		1.9 What can we learn from the life of Buddha?		1.2 Who is a Muslim and what do they believe?	
Science and Scientific enquiry	Animals including humans <i>(animals and humans)</i> Notice that animals, including humans, have offspring which grow into adults Investigate and describe the basic needs of animals for survival	Animals including humans <i>(humans: diet and exercise)</i> Describe the importance for humans of exercise, eating the right amounts of different food and hygiene.	Everyday materials Identify and compare the suitability of a variety of everyday materials Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Living things and their habitats <i>(food chains)</i> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals Living things and habitats Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food	Living things and their habitats <i>(habitats)</i> Explore and compare the differences between things that are living, dead, and things that have never been alive Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other Identify and name a variety of plants and animals in their habitats, including microhabitats Describe how animals obtain Living things and habitats Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living things in the local and wider environment Recognise that environments can change and that this can sometimes pose dangers to living things Living things and habitats	Plants Observing and describing how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy
Scientific capital ideas	Guide Dog visit	Keep a food diary	Q&A with local trades people	Tree identifying project	Make and monitor a bug home	How to care for an air plant – observe and record

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PSHE	Families and Friendships Safe Relationships	Respecting Ourselves and Others	Belonging to a Community Media Literacy and Digital Resilience	Money and Work	Physical Health and Mental Wellbeing Growing and Changing	Keeping Safe
	Making friends; feeling lonely and getting help. Managing secrets; resisting pressure and getting help.	Recognising things in common and differences; playing and working cooperatively; sharing opinions.	Belonging to a group; roles and responsibilities; being the same and different in the community. The internet in everyday life; online content and information.	What money is; needs and wants; looking after money.	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help. Growing older; naming body parts; moving class or year.	Safety in different environments; risk and safety at home; emergencies.
	Taking Care Feelings, Rights and Responsibilities Unsafe Feelings, Problem Solving Body Awareness and Personal Space Networks and Using Them	Black History Month Focus on Rosa Parks				
History		The Great Fire of London	Castles and Knights	Jurassic forests- Significant individual Mary Anning		
Geography				Weather patterns in the north and south poles in relation to the equator.	Jobs and our local area- aerial photographs and field work	World Maps- Continents, oceans and UK countries and capital cities. Compass directions
Computing & E safety	iProgram Unit 1 Understand that an algorithm is a process that consists of a series of steps that achieves a specific goal	iSearch Understand that the world wide web contains large amounts of information	iAnimate Understand what an animation is Understand the premise of a stop - frame animation	iPub Understand the world wide web and how it has developed throughout time	iBlog Know what a blog is and how it will be used in the classroom Log in to the class blog know how to respond to	iSafe Understand what personal information means



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	<p>Understand algorithms can describe everyday activities and can be followed by humans and computers Understand that algorithms are made up of steps Know that steps can be repeated Understand that computers need more precise instructions than humans do Use digital drawing tools (Scratch) to create images Program a simple animation involving movement Write a simple program that produces an output (text) Combine images and text to create a simple animation</p>	<p>Use links to navigate a website know that the world wide web Can be used to answer questions Navigate a website user hyperlinks Locate specific information using a website Collect information from a number of different online sources and check they are the same</p>	<p>Understand that an animation consists of characters, a stage, props, sound, text and a story Understand the importance of a storyboard in the story planning process Create their own storyboard Understand that animation needs to be scripted understand that stop - frame animations involve physical characters, settings and props Work collaboratively in a group to achieve a common goal Create a stop - frame animation</p>	<p>Consider how technology changes with time Share knowledge through multi - media presentations Plan/produce a presentation of Research findings Create an interactive eBook</p>	<p>the writing of others know how to post on a blog Know how to respond to someone else's post on the class blog Explain what you think and why use a blog to Demonstrate and share learning reflect on work and make improvements</p>	<p>Understand that personal information is unique to themselves Understand that personal information should only be given to trusted adults Understand that not everyone you meet is trustworthy Begin to identify the characteristics of people who are worthy of trust and who can help them make choices that keep them safe Identify a risky situation when a trusted adult's help may be needed understand that emotions can be a tool to help judge unsafe situations Know how physical sensations can alert us to unsafe situations understand the importance of checking with an adult before participating in an online environment Begin to be open with trusted adults about online experiences</p>
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PE	<p>Music and Movement Evaluate and improve a music and movement performance by recording and viewing their rehearsals. Use a range of vocabulary to describe moods and how movement make them feel. Remember and repeat simple dance phrases. Perform dances using simple movement patterns.</p>	<p>Skill Development Develop the fundamental movement skills of balance, co-ordination and agility. Activities to include bat and ball relay, throw clap and catch, slalom run, standing long jump etc. Develop balance, agility and co-ordination. Explore movement techniques with increased control. How to run, throw and jump and perform these with increased control and co-ordination.</p>	<p>Ball Skills To use running, jumping, throwing and catching in isolation and in combination. To throw different types of equipment in different ways, for accuracy and distance. To know how to pass the ball in different ways.</p>	<p>Gymnastics To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities with control, fluency and accuracy.</p>	<p>Athletics Run at different paces, being able to describe different actions. Combine different jumps together with fluency and control. Choose the most appropriate jumps to cover distances. Investigate ways to alter throwing techniques to achieve greater distance. Compete against self and others.</p>	<p>Games – Striking and Fielding To strike and hit a ball with increasing control in team games. Pass and receive a ball in different ways with control and increased accuracy. Perform fielding techniques to use their skills to play end to end games, games over a barrier and fielding games. Use their ability to solve problems and make decisions. Watch others and describe what is happening. Talk about what they have done and how they did it. Participate with increased control and co-ordination.</p>
Music	Exploring Sounds	Exploring Duration	Exploring Pulse and rhythm	Exploring Pitch	Exploring Instruments and Symbols	Exploring Timbre; Tempo and Dynamics
Art & DT (cooking)	Design and make a healthy fruit salad	Design and make Tudor houses	Line drawings of castles. Artist focus- Paul Klee	Appliqué textiles. Create an appliqué cushion for mother's day.	Collage – Nature	Printing – Animal patterns