



Weddington Curriculum Expectations

WHAT CHILDREN SHOULD KNOW AND BE ABLE TO DO WHEN THEY LEAVE YEAR 2

HISTORY	GEOGRAPHY	ART & DESIGN	D AND T
<ul style="list-style-type: none"> Understanding the key events of the Great Fire of London, including when it occurred, how it started and its impact on the city. - Compare pictures or photographs of people or events in the past Discuss reliability of photos/accounts/stories Children will be able to confidently explain the causes and consequences of the fire. Be able to identify famous figures associated with the Great Fire of London. Children will be able to explain the time period of the Victorians Be able to confidently explain the daily life of Victorian children and families, including housing education and work. Understand the key Victorian inventions and innovations. Children will be able identify notable Victorian figures and their contributions to society. Children will be able to understand the concept of extinct animals like dinosaurs and mythical creatures like dragons Children will be able to confidently identify different types of dinosaurs and their characteristic and habitats. Be able to talk about how scientists study dinosaurs Be able to show creativity through storytelling and artwork related to dinosaurs and dragons Sequence artefacts closer together in time – check with reference book Sequence photographs etc. from different periods of their life Courageously describe memories of key events in lives Recognise why people did things, why events happened and what happened as a result Confidently identify differences between ways of life at different times 	<ul style="list-style-type: none"> Name the seven continents but also the five oceans – know equator, UK on a world map. Compare & contrast UK with a small non-European country – eg. India Identify seasonal weather patterns in the UK Use basic geographical vocabulary to refer to key physical features Identify the location of hot and cold areas of the world in relation to the equator and the North and South Poles Use world maps, atlases and globes to identify countries, continents and oceans studied Focus on the four points of a compass and use these to describe the location of features and routes on a map Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map, and use and construct basic symbols in a key 	<ul style="list-style-type: none"> Demonstrate control over the types of marks made with a range of media. Draw for a sustained period of time from the figure and real objects, including single and group objects. Continue to explore drawing techniques such as hatching, scribbling and blending. Confidently mix a range of secondary colours and shades. Understand the safety and basic care of materials and tools, working with increasing confidence. Talk about the techniques, materials and equipment used in their work and the work of others. Begin to discuss what they would do differently next time. <hr/> <p>RE</p> <ul style="list-style-type: none"> Pupils know the links between their learning and theology, philosophy, human and social sciences, and history. They know that worldviews can influence an individual's ideas (This includes, but is not exclusive to, the six major world religions). Pupils know that religious art, symbols and sacred texts have theological and spiritual meaning. Children understand that individuals have different answers to life's big questions. Pupils are more secure in observing worldviews in action (festivals, rituals etc) therefore have better understanding of religious groups and other worldviews. Children are beginning to understand the connection between history and religion and how the past can still be significant today. 	<ul style="list-style-type: none"> Design purposeful, functional and appealing products for themselves and others. Select from and use a range of tools, materials and techniques to perform practical tasks and according to their characteristics Select from and use a wide range of materials including textiles Generate and develop ideas through talking, drawing and ICT Explore how structures can be made stronger, stiffer and more stable Be taught how to cook and apply the principles of nutrition and healthy eating. Understand where food comes from. <hr/> <p>COMPUTING</p> <ul style="list-style-type: none"> Deepen their understanding of algorithms and consider their relevance to the functioning of devices they are familiar with Confidently apply their learning to create, debug and predict the behaviour of simple programs. Be curious while exploring creative and mathematical programs on Purple Mash and use them to create, organise, store, manipulate and retrieve digital content. Identify common ways technology is used beyond school The PSHE, online safety lessons and ongoing discussions, children understand how to use technology in a responsible and respectful way; are mindful of which online behaviours are acceptable and unacceptable and know different ways to report concern about content, contact and conduct.



			<ul style="list-style-type: none"> Access and utilise a range of child friendly search engines to support their learning throughout the curriculum.
SCIENCE -Teach discretely but link where relevant)		CORE SKILLS Essential skills to be used, applied, and consolidated across the wider curriculum, including speaking and listening skills.	
Living things and their habitats: <ul style="list-style-type: none"> Know 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 provide for the basic needs of different kinds of animals and plants. identify and name a variety of plants and animals in their habitats, including microhabitats. describe how animals obtain their food from plants and other animals, using the idea of a simple food chain and food sources. Plants: <ul style="list-style-type: none"> observe and describe how seeds and bulbs grow into mature plants. Know plants need water, light and a suitable temperature to grow and stay healthy. Animals, including humans <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults - pupils to recognise growth; they should not be expected to understand how reproduction occurs. find out about and describe the basic needs of animals, including humans, for survival. Know how important humans of exercise, eating the right amounts of different types of food, and hygiene Uses of everyday materials: <ul style="list-style-type: none"> 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. 	READING <ul style="list-style-type: none"> To continue to apply phonic knowledge and skills in order to decode words until automatic decoding has become embedded and children are reading fluently and confidently. To read accurately, blending sounds in words that contain the graphemes taught so far, recognising alternative sounds for graphemes. Read accurately words of two or more syllables. Read words containing common suffixes. To read Y1/2 common exception words, noting unusual correspondences between spelling and sound. Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately and without hesitation. Read most words quickly and accurately. Check the text makes sense as they read and correct inaccurate reading. Ask and answer questions about what they have read/heard. Explain and discuss their understanding of books, poems and other material. Comment on characters, plot and setting in familiar and unfamiliar stories. Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level 	WRITING <ul style="list-style-type: none"> To write confidently and courageously for different purposes with an awareness of an increased amount of fiction and non-fiction structures. To write narratives about personal experiences and those of real events; poetry and for different purposes. To plan or say out loud what they are going to write about and writing down ideas, key words including vocabulary. To make simple additions, revisions and corrections to their writing by evaluating with a teacher or pupils, re-reading to check for sense, including verbs to indicate time, and to proof-read for errors. Write using subordination (when, if, that, because) and co-ordination (or, and, but). Use expanded noun phrases to add description and specification. Write different kinds of sentence -statement, question, exclamation, command, Correct, consistent use of present, past tense To use the progressive form of verbs in the present and past tense to mark actions in progress. To extend sentences using adjectives and adverbs. Write with correct and consistent use of - capital letters, full stops, question marks, exclamation marks. Use commas in a list 	MATHS Numbers 10 to 100 <ul style="list-style-type: none"> Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning. Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10. Calculations within 20 <ul style="list-style-type: none"> Add and subtract across 10. Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more...?". Fluently add and subtract within 10 <ul style="list-style-type: none"> Secure fluency in addition and subtraction facts within 10, through continued practice. Addition and subtraction of two-digit numbers (1) <ul style="list-style-type: none"> Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number. Introduction to multiplication <ul style="list-style-type: none"> Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.



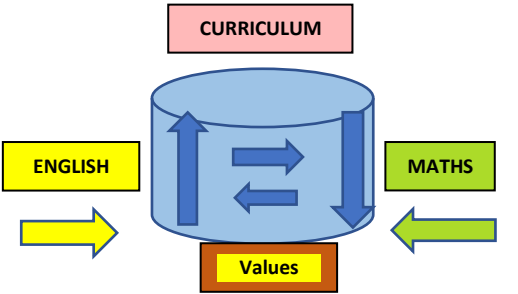
	<p>beyond that at which they can read independently.</p> <ul style="list-style-type: none"> • Discuss the sequence of events in books and how information is related. • Become familiar with and retelling a wide range of stories, fairy stories and traditional tales . • To build up a repertoire of poems learnt by heart, and recite some with appropriate intonation to make the meaning clear. • Discuss and clarify the meaning of words, linking new meanings to known vocabulary. • Discuss their favourite words and phrases. • Draw on what they already know or on background information provided by the teacher. • Make inferences on the basis of what is being said and done. • Predict what might happen on the basis of what has been read so far. • Recognise simple recurring literacy language in stories and poetry. • Be introduced to non-fiction books that are structured in different ways. 	<ul style="list-style-type: none"> • To use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. • Correct use of verb tenses. • Write under headings. • Write lower case letters correct size relative to one another – join with correct strokes • To begin to use some of the diagonal and horizontal strokes needed to join letters and understand, which letters, when adjacent to one another, are best left un-joined. • To use spacing between words that reflect the size of letters. • To form nouns using suffixes such as -ness, -er and by compounding • To form adjectives using suffixes such as -ful, -less. • To use suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs. • British values – The law and democracy – using persuasive techniques to manipulate the reader. • Democracy – opportunity for debates/pupils having their ideas heard. 	<p>Introduction to division structures</p> <ul style="list-style-type: none"> • Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotative division). <p>Shape</p> <ul style="list-style-type: none"> • Use precise language to describe the properties of 2D and 3D shapes, and compare shapes by reasoning about similarities and differences in properties. <p>Addition and subtraction of two-digit numbers (2)</p> <ul style="list-style-type: none"> • Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers.
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HUMANITIES (THEMATIC) COVERAGE: NATIONAL CURRICULUM YEAR 2					
Fire and Ice (Geography)	Fire and Ice (Great Fire of London) (History)	Our World (Geography)	The Victorians (History)	Dinosaurs and Dragons Nuneaton (Geography)	Dinosaurs and Dragons (History)
<ul style="list-style-type: none"> Identify the location of hot and cold areas of the world in relation to the equator and the North and South Poles Identify seasonal weather patterns in the UK. 	<ul style="list-style-type: none"> Great Fire of London 1666- cause, effect, impact, Samuel Pepys, aftermath, other famous figures. 	<ul style="list-style-type: none"> Use world maps, atlases and globes to identify countries, continents and oceans studied Compare UK with non-European country (India) Physical features of India Look at the oceans and continents 	<ul style="list-style-type: none"> Queen Victoria, family, transport, children at work, homes, hospitals, Florence Nightingale, timelines, education, daily life 	<ul style="list-style-type: none"> Focus on the four points of a compass and use these to describe the location of features and routes on a map Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map, and use and construct basic symbols in a key Local studies - St James in Weddington, Hartshill Hayes Country Park, Astley Castle, George Elliot Statue 	<ul style="list-style-type: none"> Extinct dinosaurs and mythical creatures Identify different dinosaurs Name any scientists who study dinosaurs Dinosaurs and dragon's characteristics and habitats



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EXPRESSION	PHYSICAL EDUCATION	KEY VOCABULARY		CURRICULUM SCHEMA
<p>MUSIC</p> <ul style="list-style-type: none"> • Can sing and follow a melody & can sing or clap increasing and decreasing tempo. • Understand and use musical elements – pitch, pulse, tempo, dynamics and rhythm • Can perform simple patterns and accompaniments keeping a steady pulse. • Can play simple rhythmic patterns on an instrument. • Can sing simple songs from memory • Can create music in response to different starting points & choose sounds for effect. • Can use symbols to represent sounds. • Can make connections between notations and musical sounds. • Can listen to and appraise live and recorded music • Perform in front of an audience 	<p>Games</p> <ul style="list-style-type: none"> • 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. • I can use a racket with some accuracy • I can control/dribble a ball with accuracy <p>Gymnastics/Dance</p> <ul style="list-style-type: none"> • 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 	<p>HISTORY</p> <p>Time:- 'before', 'after', decades and centuries Elizabethan, Victorian Grandparent</p> <p>Context specific:- Great Fire of London - Pudding Lane, bakery, Thomas Farrinor, Samuel Pepys, Thames Gunpowder Plot:- Guy Fawkes, Houses of Parliament, conspirator Explorer –Captain Cook Christopher Columbus Neil Armstrong, Scott. Rosa Parkes, LS Lowrey Emily Davison – votes for women, suffragette</p>	<p>GEOGRAPHY</p> <p>-Physical geography:- Coast - beach, cliff, coast, sea, ocean, river, harbour Inland - forest, hill, mountain, soil, valley, vegetation, season and weather Oceans - Arctic, Atlantic, Indian, Pacific, outhern -continents, oceans -seasonal weather -equator -atlases, ,map, globes -compass, locate/location -aerial, landmarks, features</p>	<ul style="list-style-type: none"> ❖ Link Learning through topics and subjects. ❖ Ensure progression of skills and knowledge. ❖ Consolidate & revise skills and knowledge. ❖ Reinforce Key specific vocabulary. 
<p>FRENCH</p> <ul style="list-style-type: none"> • Join in with songs and rhymes. • Respond to a simple command. • Answer with a single word and with a short phrase. • Ask a question. • Name people, places, and objects. • Use set phrases. • Choose the right word to complete a phrase and a short sentence. • Read, understand single words, short phrases • Use simple dictionaries to find the meaning of words. • Write single words correctly. • Label a picture. <p>Copy a simple word or phrase.</p>	<p>VALUES</p> <p>SCHOOL VALUES:</p> <ul style="list-style-type: none"> • Mindfulness • Perseverance • Respect • Reflection <p>BRITISH VALUES:</p> <ul style="list-style-type: none"> • Democracy • Rule of Law • Individual Liberty • Respect & Tolerance <p>Truth</p> <ul style="list-style-type: none"> • Truth • Aspiration • Inspiration <p>Where possible link examples of these values to topic/thematic work</p> <p>School Vision: Weddington's vision is for all to thrive. 'Weddy' graduates will venture into the wider world as curious, courageous and confident individuals, who are equipped with the tools for continued success</p>	<p>CULTURAL CAPITAL</p> <p>Ensuring that every child is equipped with the essential key skills and knowledge they need to be independent and make an effective contribution to society in their future lives through their:-</p> <p>Core skills in English and Maths</p> <p>Creativity – Art & Design, DT, Expressive Arts</p> <p>History and Heritage – History, Cultural heritage</p> <p>Understanding the World – Geog., Current Affairs</p> <p>Discovery – Science, Technology/Computing</p> <p>Values and Personal Skills – inc. British Values.</p>		<p>PSHE</p> <p>Promoting the PSHE curriculum as well as Values & Cultural Capital</p> <ul style="list-style-type: none"> • Family and Relationships: differences, stability and love, other people's feelings, unhappy friendships. Manners and courtesy. Change and loss, gender stereotypes through careers and jobs. • Health and Well-being: Experiencing a range of emotions, being active, relaxation, developing a growth mindset, looking after our teeth, health and diet, personal strengths and goals (aspirations). • Safety and the changing body: introduction to the internet, communicating online, secrets and surprises, appropriate contact, my private parts are private. Respecting



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				<p>personal boundaries, road safety including crossing roads, safety with medicine.</p> <ul style="list-style-type: none"> • Citizenship: school and local environment, jobs within the community, rules beyond school, similarities and differences of our local community school council and opinion (British Values). • Economic well-being: where does money come from? Exploring needs and wants, bank accounts and cards, personal skills and talents (inspiration) and inclusion. • Transition lesson: understanding change as a life skill, discuss positive changes, challenges that change brings and who can help us cope with change.
DANCE AND DRAMA				CULTURAL CAPITAL
<p>DANCE:</p> <ul style="list-style-type: none"> • DANCE: • Change rhythm, speed, level and direction. • Dance with control and coordination. • Make sequence by linking sections together. • Use dance to show a mood or feeling. <p>Copy and remember actions. Cross curricular Music: – Spanish or Italian. Music – from Italy; Vivaldi : The Four Seasons; Vikiong /Nordic Music - 'Ivar's Revenge' Compose music to create sounds of the desert.</p>	<p>DRAMA:</p> <ul style="list-style-type: none"> • Developing role play – significant person • Acting out scenarios from significant events. • Imaginary sea creatures/link to music • Being explorers discovering a new land <p>Acting out a School Value e.g. Respect. Use space and grouping, props and different ways to adapt to an audience</p> <p>Cross Curricular Drama:</p> <ul style="list-style-type: none"> • Acting out & role play Greek myths; 			<ul style="list-style-type: none"> • Oceans – plastics/pollution. • Global warming – melting of the Ice caps – (Continents, Poles) Climate change • Litter and protection of the environment – (Our local area) • Emily Davison – Votes for Women, women's rights • Carbon emissions – (Transport) • Unite Kingdom – What do we mean by 'United' • Guy Fawkes – The rule of LawAid for countries and people in disaster zones (Earthquake/Tsunami zones) Poor countries/ famine – (World Kitchen)

