

Respect for all. Learners for life

Year 2 Curriculum

September 2016- July 2017





Respect for all. Learners for life

Our motto is the motivation behind our school and what makes our school unique. It is our core belief that entwines and leads the curriculum at our school.

A Child at Lister Infant School.....

is respectful of others

enjoys a challenge

is respectful to the environment
and property

has a love of learning

has good manners

knows how learning fits in to
the real world.

follow rules

is motivated and confident

is tolerant and challenges stereotypes.

is determined

has secure values and
beliefs

is responsible

is ambitious

shows respect for themselves





Respect for all. Learners for life

A well- educated young person at Lister Infant School

is an independent learner
and decision maker

is adaptable

has a sense of responsibility
and discipline

has a strong sense of self

is morally and spiritually
aware

has good relationships
with adults and peers

is able to operate as part
of a team.

is literate and a good communicator

is prepared for the challenge
of society

uses numbers and ICT
effectively

is tolerant and challenges stereotypes.

is adventurous and willing
to try new things

is respectful and resilient

co-operates as part of a
team.

has a sense of well-being and
can lead a safe, fulfilling and
healthy life.

has a love of learning



Yearly Overview

	Term 1:1	Term 1:2	Term 2:1	Term 2:2	Term 3:1	Term 3:2
Topic	Fighting Fit	London	Near & Far	My Planet	Maritime	Maritime
Trip/ Visitors	Farm to Fork Trail at Tesco Teddy Hospital Visit from School Nurse	Weaver Hall Museum	Chinese Dancers	Planting in the local area	Formby and Crosby Beach	The Docks

At Lister Infant School, our curriculum is thematic and cross curricular in approach to children's knowledge, skills and understanding and the ability to apply them to all areas of life.

Trips out and visitors are planned for to enhance topics, gain insight from others and build children's interest in a topic.

Throughout the year, special events and extra topics may be incorporated in to the plans to take account of local, national and international agendas and events. Parents will be informed of any changes.

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	Term 1:1 Fighting Fit	Term 1:2 London	Term 2:1 Near & Far	Term 2:2 My Planet	Term 3:1 Maritime	Term 3:2 Maritime
English	Stories with Familiar Settings Instructions Instructions Story Telling: The Papaya That Spoke	Instructions Information Text- Report Story Telling: Cat, Bramble and Heron	Traditional Stories Poetry- Patterns on a Page Story Telling: The Magic Brush	Different Stories by the Same Author. Poetry- Silly Stuff! Story Telling: How the World was Made	Significant Authors Poetry- Really Looking Story Telling: The Greedy Fox	Explanation Non Chronological Report Story Telling: The Greedy Fox
Mathematics	Number Place Value Addition & Subtraction	Number Multiplication & Division	Measurement	Geometry Properties of Shape Position & Direction	Statistics Data Handling	Consolidation
Science	Animals Including Humans How Do We Stay Healthy?	Uses of Everyday Materials	Living Things and their Habitats Habitats - Far Away	Plants	Living Things and their Habitats Micro Habitats, Seashore and Woodland	Animals Including Humans Food Chains and Life Cycles
Computing	We are Detectives Pupils will learn about emailing.	We are Photographers Pupils will take and edit digital Photographs.	We are Researchers Using search engines to research a given topic	We are Astronauts Pupils will design their own computer based game.	We are Zoologists Pupils will collect data and make a graph.	We are Game Testers Pupils will investigate and evaluate games.
History	Florence Nightingale and Edith Cavell	The Great Fire of London				Titanic Charles McKiver
Geography	Human and Physical Geography Identify seasonal and daily weather patterns in the United Kingdom		Place Knowledge Studying an overseas non EU country - China - Shanghai	Locational Knowledge Seven continents and the five oceans Human and Physical Geography Weather in relation to north and south poles	Human and Physical Geography -seaside Geography Work and Field Skills-- seaside	
Art	Drawing Paul Cezanne Printing			Painting Van Gogh	Sculpture Antony Gormley	
D. T		Mechanisms Using levers (loose and fixed pivots)	Food and Nutrition			Textiles Templates and joining techniques
RE	Jewish Belief in God & Sukkot	Christmas & Hannukah	Christianity & Judaism-through the theme of special books	Sacred stories of Easter & Passover	Christian & Muslim Celebrations	Compare & Contrast Christianity, Judaism & Islam
PSHE	New Beginnings	Getting On & Falling Out	Going for Goals	Good to be Me	Relationships	Changes
PE	Games Gymnastics	Games Gymnastics	Dance Swimming	Dance Swimming	Dance Athletics	Dance Athletics
French	Healthy and unhealthy Foods Very Hungry Caterpillar Story	Petit Poule Rouge Story - making bread Bakery Items for Breakfast	Places in Liverpool Paris Monuments	Space Mimi la Fourmi Story Planets	Sea Creatures Petit Poisson Blanc Story	At the Seaside A la Mer Story Lucy Chat à la Plage
Music	Recorder Singing & Performing	Recorder Singing & Performing	Recorder Listening & Appraising- pulse & rhythm	Recorder Listening & Appraising- pulse & rhythm	Recorder Composition & Improvisation	Recorder Composition & Improvisation

Termly Overview

Respect for all. Learners for life

Term 1:1

Music	Singing and Performing
French	Healthy and Unhealthy foods Very Hungry Caterpillar Story
PE	Gymnastics Games
PSHE	New Beginnings
RE	Jewish Belief in God and Sukkot
DT	
Art	Drawing - Paul Cezanne
Geography	Human and Physical Geography
History	Florence Nightingale and Edith Cavell
Computing	We are Detectives Emailing
Science	Animals Including Humans
Mathematics	Number Place Value addition and subtraction
English	Instructions Stories with a Familiar Setting
	Term 1:1

Term 1:2

Music	Recorder Singing and Performing
French	Petit Poule Rouge Story - making bread Bakery items for breakfast
PE	Gymnastics Games
PSHE	Getting on & Falling Out Anti-Bullying
RE	Christmas & Hanukah
DT	Mechanisms Using levers (loose and fixed pivots)
Art	
Geography	Human and Physical Geography
History	The Great Fire of London
Computing	We are Photographers
Science	Uses of Everyday Materials
Mathematics	Number Multiplication and Division
English	Instructions Information Text - Report
	Term 1:2

Termly Overview

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Term 2:1

Music	Recorder Listening and Appraising, Pulse and Rhythm
French	Places in Liverpool Paris Monuments
PE	Dance Swimming
PSHE	Going for Goals
RE	Explore Christianity & Judaism - through the theme of special books
DT	Food and Nutrition
Art	
Geography	Place Knowledge Studying an overseas non EU country - China - Shanghai
History	
Computing	We are Researchers
Science	Living Things and Their Habitats Habitats - Far Away
Mathematics	Measurement
English	Traditional Stories Poetry - Patterns on a Page
	Term 2:1

Term 2:2

Music	Recorder Listening and Appraising, Pulse and Rhythm
French	Space Mimi la Fourmi Story Planets
PE	Dance Swimming
PSHE	Good To Be Me
RE	Sacred Stories Easter and Passover
DT	
Art	Painting - Van Gough
Geography	Locational Knowledge -Seven continents and the five oceans
History	
Computing	We are Astronauts
Science	Plants
Mathematics	Geometry
English	Different Stories by the Same Author Poetry - Silly Stuff
	Term 2:2

Termly Overview

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Term 3:1

Music	Recorder Composition and Improvisation
French	Sea Creatures Petit Poisson Blanc Story
PE	Dance Athletics
PSHE	Relationships
RE	Christian and Muslim Celebrations
DT	
Art	Sculpture - Anthony Gormly
Geography	Human and Physical features of the Seaside
History	
Computing	We are Zoologists
Science	Living Things and Their Habitats Micro Habitats- seashore and woodland
Mathematics	Statistics
English	Significant Authors Poetry - Really Looking
	Term 3:1

Term 3:2

Music	Recorder Composition and Improvisation
French	At the Seaside A la Mer Story Lucy Chat à la Plage
PE	Dance Athletics
PSHE	Changes
RE	Compare and Contrast Christianity, Judaism and Islam
DT	Textiles Using a template and joining
Art	
Geography	
History	Titanic
Computing	We are Game Testers
Science	Animals including Humans- life cycles and food chains
Mathematics	Consolidation
English	Non chronological report Explanations
	Term 3:2

Literacy Termly Overview

Term 1:1 Stories with a Familiar Setting and Instruction

- To use adjectives to add description
- To use adverbials—First, Next, Then etc
- To use imperative verbs (bossy words)
- To use conjunctions and subordination to extend sentences

Term 1:2 Instructions and a Report

- To use sub-headings
- To write in the past tense
- To use topic related words
- To use adverbials—First, Next, Then etc
- To use imperative verbs (bossy words)
- To use conjunctions and subordination to extend sentences

Literacy Termly Overview

Term 2:1 Traditional Stories and Patterns on a Page

- To use different sentence openers
- To use imaginative language
- To use different punctuation— !, ?, " " , .
- To use language for effect
- To use rhyme, alliteration and pattern

Term 2:2 Different Stories by the Same Author and Silly Stuff (Poetry)

- To write an extended story
- To use adverbs
- To consolidate skills

Literacy Termly Overview

Term 3:1 Significant Authors and Really Looking (Poetry)

- To write their own story based on a series of clues
- To use onomatopoeia in their poetry

Term 3:2 Explanation Text and a Non Chronological Report

- To write in the third person about lifecycles using technical vocabulary
- To research and write about Titanic
- To include all the skills taught across the year

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Whole Year Literacy Objectives

Reading

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

Reading Comprehension

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
 - discussing the sequence of events in books and how items of information are related
 - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
 - being introduced to non-fiction books that are structured in different ways
 - recognising simple recurring literary language in stories and poetry
 - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
 - discussing their favourite words and phrases
 - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
 - understand both the books that they can already read accurately and fluently and those that they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - making inferences on the basis of what is being said and done
- answering and asking questions and predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

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Spelling

Pupils should be taught to spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly
- apply spelling rules and guidance, as listed in [English Appendix 1](#)
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Handwriting

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

Writing

Pupils should be taught to:

- develop positive attitudes towards and stamina for writing by:
 - writing narratives about personal experiences and those of others (real and fictional)
 - writing about real events
 - writing poetry
 - writing for different purposes
- consider what they are going to write before beginning by:
 - planning or saying out loud what they are going to write about
 - writing down ideas and/or key words, including new vocabulary
 - encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
 - evaluating their writing with the teacher and other pupils

re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form

proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

read aloud what they have written with appropriate intonation to make the meaning clear.

Vocabulary, Grammar and Punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
 - learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks,
 - commas for lists and apostrophes for contracted forms and the possessive (singular)

learn how to use:

- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- the grammar for year 2 in English Appendix 2
- some features of written Standard English
- use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

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Term 1:1

Place Value

- count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward
- recognise the place value of each digit in a two-digit number (10s, 1s)
- identify, represent and estimate numbers using different representations, including the number line
- compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs
- read and write numbers to at least 100 in numerals and in words
- use place value and number facts to solve problems

Addition and Subtraction

- solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures
- applying their increasing knowledge of mental and written methods
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
 - a two-digit number and 1s
 - a two-digit number and 10s
 - 2 two-digit numbers
 - adding 3 one-digit numbers
- show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number

Term 1:2

Multiplication and Division

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs
- show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

Fractions

- 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
- write simple fractions, for example $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$

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Term 2:1

Measurement

- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}$ C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$
- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- find different combinations of coins that equal the same amounts of money
- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- compare and sequence intervals of time
- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- know the number of minutes in an hour and the number of hours in a day

Term 2:2

Geometry

- identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line
- identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]
- compare and sort common 2-D and 3-D shapes and everyday objects
- order and arrange combinations of mathematical objects in patterns and sequences
- use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)

Term 3:1

Statistics

- interpret and construct simple pictograms, tally charts, block diagrams and tables
- ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- ask-and-answer questions about totaling and comparing categorical data

Term 3:2

Consolidation term

Place value and calculation run throughout the whole school year.

Basic Skills

The following skills are covered in basic skills lessons throughout the year:

- Count across 100, forwards and backwards, in steps of 2, 3, and 5 from 0 and in tens from any number.
- Read and write numbers to at least 100 in numerals and in words
- Recognise the place value of each digit in a two-digit number (tens, ones)
- Find 10 more and 1 less than a given number
- Recognise zero as a place holder
- Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs
- Partition numbers in different ways
- Round numbers to the nearest 10 and use this for estimation and calculation purposes
- Recall addition and subtraction facts to 20 and derive and use related facts up to 100
- Explore inverse relationship between addition and subtraction and use this to derive new facts and to check answers
- Double any number between 1 and 30 and find all corresponding halves
- Add and subtract numbers mentally using the appropriate strategies and jottings
- Solve missing number addition and subtraction problems
- Solve missing number problems with multiplication and division
- Recognise, name, count and state different amounts of fractions
- Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- Find different combinations of coins to make a particular values
- Know relationships and simple equivalents between given units for length, mass and capacity.
- Identify and describe the properties of 2-D and 3-D shapes

Spiritual, Moral, Social & Cultural Development

How do we promote the spiritual, moral, social and cultural development of our pupils?

At Lister Infants, teachers promote SMSC in lots of different ways. Obvious ways are in Religious Education and assemblies, but SMSC can be developed in all subjects and lots of aspects of school life.

These could include:

- English, where children will read a range of different fiction books set in different countries and cultures.
- Maths, where children might look at problem solving based on real life contexts.
- Science, where values and morals are promoted through investigations and working as a team.
- SEAL sessions, where we promote the social and emotional aspects of learning.

SMSC development is also embedded into our ethos and can be sensed in our day-to-day practices and many of our policies and practices. A key part of the social development of pupils is their acceptance and engagement with British values.



Respect for all. Learners for life

Promoting British Values at Lister Infant School

The DfE have recently reinforced the need *"to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."*

Citizens of the UK are encouraged to:

- Respect and obey the law.
- Respect the rights of others, including their right to their own opinions.
- Treat others with fairness.
- Look after themselves and their family.
- Look after their area in which they live and the environment.

At Lister Infants we believe our school values, our mission statement, our school motto, as well our enriching curriculum and extra-curricular activities, fully supports these fundamental British values. All these values are explored in a range of individual, class, year group or whole school level and are enhanced by whole school, local, national and international agenda and events.

We are committed to promoting these in the following ways:-

• Democracy:

Democracy is rife within the school. All children have a voice and are encouraged to debate topics of interest, express their views and make a meaningful contribution to the running of their class and the school on matters that directly involve pupils. Pupils also have the opportunity to have their voices heard through our School Council and Pupil questionnaires. The School Council meets regularly and takes part in decision making on a range of topics. The principle of democracy is explored in the curriculum as well as during assemblies and special days.

(eg Election Week) Our school behaviour policy involves rewards which the pupils have contributed to. The school is clear in demonstrating how pupils should contribute, co-operate and consider the needs of others.

• The Rule of Law:

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police; Fire Service; Lifeguards etc. are regular parts of our calendar and help reinforce this message.



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Promoting British Values at Lister Infant School

• Individual Liberty:

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through the provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our E-Safety and PSHE lessons. Whether it be through choice of challenge, or how they record, or participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices. Vulnerable pupils are protected and stereotypes challenged. A strong anti-bullying culture is embedded in the school and any form of bullying is challenged and addressed.

• Mutual Respect:

Our school motto- **Respect for all. Learners for life** is the motivation behind our school and what makes our school unique. It is our core belief that entwines and leads the curriculum at our school. Pupils discuss what 'respect' means and how it is shown. Posters around the school promote respect for others and this is reiterated through our classroom and learning rules, as well as our behaviour policy.

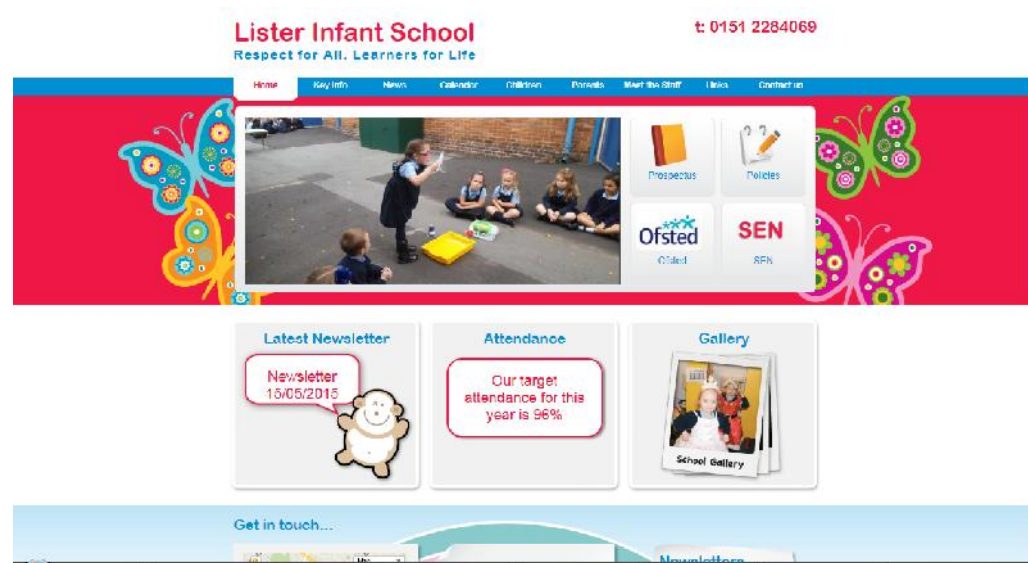
• Tolerance of those of Different Faiths and Beliefs:

This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE. The school is a 'School of Excellence' for French and this is celebrated throughout the year. Languages spoken by our EAL pupils are celebrated within their class and at whole school level. Links and visits are promoted with local faith communities and places of worship, as well as members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. Our Curriculum includes texts from a range of cultures to further raise children's awareness of different cultures, faiths and beliefs.

[See our British Values Calendar of Events on the website.](#)

All this information and more can be found on our website

www.listerinfants.org.uk



If you require any more guidance or support please do not hesitate to speak to your child's class teacher

Use the links page and homework pages on the website to support your child's learning at home.

NB At Lister Infants we strive to include children in National and International events throughout the year to complement our curriculum and enhance it. Parents will be informed of these events as they are planned.