



Curriculum Information

Year Two

“Learning is a treasure that will
follow its owner everywhere.”

Chinese Proverb



WESTFIELD PRIMARY

This document provides details of the curriculum covered in a given year group. The statements for each curriculum subject are the knowledge and skills we would expect a child to master during the course of the academic year. We hope that this will provide families with detailed and clear information regarding what their children will be learning in school and develop home – school links.

Our curriculum is carefully designed to ensure that children meet the National Curriculum 2014 and Early Years Curriculum goals. Classes have either a termly or half termly “topic” and the majority of their subject work is linked to this theme. We write our own English Framework to ensure that reading, writing and topic work links together coherently. Throughout the year, we use specialist coaches for PE and the teaching of French in KS2. Educational visits and visitors enhance work in the classroom and bring learning alive. In addition, we enjoy whole school themed events and days such as Literacy Week, Creative Writing Days and subject themed days.

Parents are informed of the curriculum through this document and Topic Webs; both of which are available on the school website. Additional information is gained through Parent Consultation Evenings, annual pupil reports and Curriculum Information Evenings where appropriate. Parents are most welcome to speak with either the Head or Deputy Headteacher if they require further information about any aspect of the curriculum.

Our Literacy Framework ensures that reading is taught in a comprehensive and thorough way. In EYFS and KS1, pupils take part in a daily phonics session and teaching follows Bug Club Phonics.

Our reading scheme, Bug Club runs throughout the school. The school has a non-fiction library and children have access to a wide range of fiction texts in every classroom. Achievement and commitment to reading is celebrated half termly.

In mathematics, we use the Early Years and National Curriculum 2014 frameworks to ensure pupils are taught the necessary and essential skills. In addition, we use the White Rose Hub scheme.



Curriculum Intent Statement

Our aim is to provide our children with an engaging, exciting and empowering curriculum that provides them with the confidence and skills to flourish in today's society and the future.

At Westfield Primary the curriculum is designed to: recognise children's prior learning, provide first hand learning experiences, develop independence and creativity and build resilience and a love for learning.

Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge-based curriculum, concepts and values. We provide many enhancement opportunities to engage learning and we actively encourage involvement and participation in sport, the arts and computing. Learning at Westfield is underpinned by the belief that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge. We promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success.

Community involvement is an integral part of our curriculum, inviting families and visitors to facilitate learning new skills and sharing experiences such as assemblies, curriculum afternoons, sporting activities and performances.

Children leave Westfield with a sense of belonging to a tightly knit community, where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.



Westfield's Year Two Scientists

- Classify things by living, dead or never lived
- Know how a specific habitat provides for the basic needs of things living there (plants and animals)
- Match living things to their habitat
- Name different sources of food for animals
- Know about and explain a simple food chain
- Know the basic stages in a life cycle for animals (including humans)
- Know why exercise, a balanced diet and good hygiene are important for humans
- Know and explain how seed and bulbs grow into plants
- Know what plants need in order to grow and stay healthy (water, light, and suitable temperature)
- Know how materials can be changed by bending, squashing, twisting and stretching
- Know why a material might or might not be used for a specific job



Westfield's Year Two Geographers

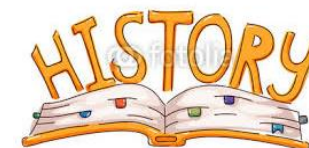
- Know the names of and locate the seven continents of the world
- Know the names of and locate the five oceans of the world
- Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland
- Know the main difference between a place in England and that of a small place in non-European country
- Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach
- Explain some of the advantages and disadvantages of living in a city or village
- Label the layers of the Rainforest and know what deforestation is
- Know and use terminologies left, right, below, next to
- Know and use terminologies Northern and Southern hemisphere





Westfield's Year Two Historians

- Know about an event or events that happened before their grandparents were born – e.g. Great Fire of London
- Know the main differences between seaside holidays now and in Victorian times
- Know about a local famous person and explain why they are famous – e.g. Amy Johnson



Westfield's Year Two Computing Technologists

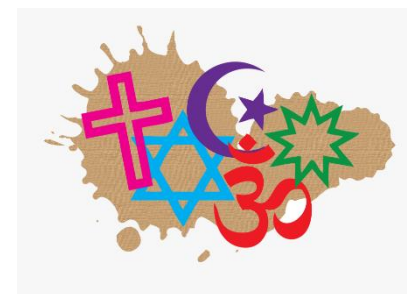
- Understand that algorithms are used on digital devices
- Write a simple program and test it
- Predict what the outcome of a simple program will be (logical reasoning)
- Understand that programs require precise instructions
- Organise, retrieve and manipulate digital content
- Know how technology is used in school and outside of school
- Know where to go for help if concerned





Westfield's Year Two Theologists

- Know that Christians try to follow Jesus' example and his rules for living
- Know some Bible stories, e.g.: The 10 commandments set out how people should live
- Know that Jesus' Great Commandment – loving God
- Can retell some parables e.g. Parable of the Good Samaritan Parable of the Lost Coin/ Sheep Parable of the Banquet
- Understand the importance of Christmas to Christians
- Describe the impact of belief on life, the choices we make, the way we make decisions, the routine of our lives
- Know about how people of faith live their lives and the choices they make because of their beliefs.
- Know about creation stories from faith traditions Godly Play story of creation
- Ask 'I wonder...' questions
- Know about Tu B'Shevat - Jewish Tree festival
- Understand two contrasting creation stories
- Talk about question words - what, why, when, how



Westfield's Year Two Musicians

- Sing or clap increasing and decreasing tempo
- Perform simple patterns and accompaniments keeping a steady pulse
- Play simple rhythmic patterns on an instrument
- Make connections between notations and musical sounds e.g. high and low pitch
- Order sounds to create a beginning, middle and end
- Create music in response to different starting points





Westfield's Year Two Artists

- Know how to create a printed piece of art by pressing, rolling, rubbing and stamping
- Know how to make a clay pot and know how to join two clay finger pots together
- Know how to use different effects within an IT print package
- Choose and use three different grades of pencil when drawing
- Know how to use charcoal, pencil and pastel to create art
- Know how to use a viewfinder to focus on a specific part of an artefact before drawing it
- Know how to mix paint to create all the secondary colours
- Know how to create brown with paint
- Know how to create tints with paint by adding white and know how to create tones with paint by adding black
- Suggest how artists have used colour, pattern and shape
- Know how to create a piece of art in response to the work of another artist



Westfield's Year Two Design Technologists

- Think of an idea and plan what to do next
- Explain why they have chosen specific textiles
- Choose materials and tools and explain why they have chosen them
- Measure materials and use in a model or structure
- Make a product which moves
- Explain what went well with their work
- Make a model stronger and more stable
- Use wheels and axles when appropriate to do so
- Weigh ingredients to use in recipe
- Describe the ingredients when making a dish or cake





Westfield's Year Two Athletes

- Plan and perform a sequence of movements
- Improve sequence based on feedback
- Think of more than one way to create a sequence which follows some "rules"
- Use hitting, kicking and or rolling in a game
- Decide on the best space to be in during a game
- Use a tactic in a game
- Follow rules
- Change rhythm, speed, level and direction in dance
- Make a sequence better by linking sections together
- Use dance to show mood or feeling

