













The Bishop John Robinson Curriculum

Hope Class (Year 2)

Be the Best We Can; Join in Learning, Play and Prayer and Remember God's Word

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Our Topic is ...</b>	Who Am I?		Who are We?		Our Community	
<b>Inspiring Moments</b>	Library		Old Royal Naval College			
<b>Maths Outcomes</b>	<b>Number</b> - Place Value  <b>Number</b> - Addition & Subtraction	<b>Number</b> - Addition & Subtraction  <b>Geometry</b> - Shape	<b>Measurement</b> - Money  <b>Number</b> – Multiplication & Division	<b>Measurement</b> - Length & Height  <b>Measurement</b> - Mass, Capacity & Temperature	<b>Number</b> - Fractions  <b>Measurement</b> - Time	<b>Statistics</b>  <b>Geometry</b> – Position & Direction  <b>Consolidation</b>
<b>Writing Outcomes</b>	<u>Fiction</u>  Descriptive writing- character and setting; focus adjectives    <u>Non-Fiction</u>  Recount of a real event  Instruction	<u>Non-Fiction</u>  Retelling stories with a familiar setting using compound sentences  Recount as a fictional character    <u>Non-Fiction</u>  Descriptive writing- Great Fire  Instruction writing Reports- Great Fire	<u>Fiction</u>  Narrative – Use a familiar story as a model for a new story  Poem linked to text  Descriptive writing – settings    <u>Non-Fiction</u>  Recount as a fictional character  Formal Letter Reports- Arctic/Antarctic animals.	<u>Fiction</u>  Descriptive writing – settings.    <u>Non-Fiction</u>  Recount of a real event (animal man)  Instruction- How to?	<u>Fiction</u>  Narrative- alternative version of chapter  Descriptive writing in the style of Roald Dahl -Character and setting    <u>Non-Fiction</u>  Persuasive- advert	<u>Fiction</u>  Description- settings/character Alternative ending    <u>Non-Fiction</u>  Information text about African animals

<b>History</b>		How was school different in the past?		Why did the Great Fire of London destroy so much of London?		How did Florence Nightingale and Mary Seacole help to improve hospitals?
<b>Geography</b>	What is a map?		Why is our world wonderful?		What are the differences between the United Kingdom and Ghana?	
<b>Music</b>	<b>Hands, Feet, Heart</b> Afro pop, South African. South African music.	<b>Ho, Ho, Ho</b> A song with rapping and improvising for Christmas. Festivals and Christmas.	<b>I Wanna Play in a Band</b> Rock Playing together in a band.	<b>Zoo Time</b> Reggae Reggae and Animals.	<b>Friendship Song</b> Pop A song about being friends.	<b>Reflect, Rewind &amp; Replay</b> The history of music, look back and consolidate your learning, learn some of the language of music
<b>PSHE / RSE MyHappyMind</b>	Meet Your Brain Places	Places Celebrate	Appreciate Keeping Safe Media Literacy and Digital Resilience	Relate Friendships	Engage Safe Relationships RSE: Safety and the changing body	Economic Well Being Ourselves – Growing and Changing (Transition)  RSE: Safety and the changing body
<b>Religious Education</b>	<b>Focus: The Lord's Prayer</b> Why did Jesus Teach the Lord's Prayer as the Way to Pray?	<b>Focus: Creation</b> What Responsibility has God Given People for Taking Care of Creation?  <b>Focus: Christmas</b> Where is the Light of Christmas?	<b>Focus: Buddhism</b> What is Buddhism?  What does it Mean to be a Buddhist?	<b>Focus: Easter</b> How do Easter Symbols Help Us to Understand the True Meaning of Easter?	<b>Focus: Fame and Christian Faith</b> Bishop John Robinson	<b>Focus: Fame and Christian Faith</b> Why are Saints Important to Christianity?

<p><b>Art</b></p>		<p><b>Printing repeating patterns</b></p> <p>Building on knowledge from year 1 about printing from a raised surface to develop their own prints using repeating patterns.</p> 		<p><b>Andy Goldsworthy</b></p> <p>Using a <b>range of materials</b> creatively to design and make products;</p> <p>Using drawing, painting and <b>sculpture</b> to develop and share ideas, experiences and imagination</p> 		<p><b>Adinkra symbols</b></p> <p>How can symbols represent ideas or concepts?</p> <p>Use stamps to create artworks inspired by Owusu- Ankomah (could make your own fabric)</p>  
<p><b>Design Technology</b></p>		<p><b>Design and make cards/books using levers and sliders:</b></p> <p>Explore and use mechanisms (levers and sliders), in their products - <b>Christmas cards, posters showing plant growth, books linked to Christmas/English texts.</b></p>		<p>Investigating different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable - <b>re-enactment of Great Fire of London Build house and set fire to it</b></p>	<p><b>Design and make healthy snacks:</b></p> <p>Understand the need for a variety of food in a diet</p> <p>Understand that all food has to be farmed, grown or caught</p>	
<p><b>Computing</b></p>	<p><b>Computer Science</b> Information &amp; technology What is IT</p>	<p><b>Computer Science</b> Technology around us</p>	<p><b>Computer Science</b> Presentation skills</p>	<p><b>Information Technology</b> Pictograms</p>	<p><b>Information Technology</b> Coding Robot algorithms</p>	<p><b>Digital Literacy</b> Coding Programming quizzes Sequences logical reasoning</p>

<b>Science</b>	Uses of Everyday Materials	Living Things in their Habitats	Living Things in their Habitats - Habitats around the World	Animals Including Humans 1 - Health and Survival	Animals Including Humans 2 - Life Cycles	Plants
<b>Physical Education</b>	Gymnastics	Gymnastics	Games	Games	Dance	Dance
<b>Safeguarding Across the Curriculum</b>	<p>Being safe-what does it look like in school?</p> <p>Privacy and personal space Identifying adults we can share our worries with in school</p> <p>Online safety- identifying kind and unkind behaviour online</p> <p>Class contract-rules for staying safe online</p>	<p>Keeping safe – feelings and emotions</p> <p>Stranger danger</p>	<p>Anti-bullying week What is a bully? How do we help?</p> <p>Special people in our community What groups and communities am I a part of? How do they help us?</p> <p>Respecting difference</p> <p>What keeps us safe in our school and local community? (contextual safeguarding)</p>	<p>Healthy and happy family relationships</p> <p>Similarities and differences between families</p>	<p>My body/your body</p> <p>Computing-searching safely for an image online</p>	<p>Water safety Sun safety</p> <p>Growth and the natural life cycle</p> <p>Coping with changes in the body</p> <p>Positive mindset=positive wellbeing</p>