



Brooklands Primary School – Curriculum Information for Parents 2024-25

Year 2

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Educational Visits:	Ocean habitats and protecting the Ocean – visiting Rockpool Workshop		Great Fire of London workshop at Staircase House			
Mathematics	In this first half term, the children secure their knowledge of the number system. They look at adding and subtracting multiples of 10 and then explore larger numbers up to 100 – positioning them on number lines etc. They also compare numbers using <, > and =. The children then work out how many more or less and will begin to find the difference. Their addition and subtraction work begins to explore bridging through 10.	This half term the children further explore addition and subtraction. Using their number bonds to 10 they add and subtract a single digit number from a 2 digit number. This then progresses to finding 10 more and 10 less than a given 2 digit number. This develops into working with multiples of 10 within the calculations. The children also experience problem solving using addition and subtraction. This then moves on to an introduction to multiplication. The children begin by grouping objects and identifying the repeated addition, before then using the multiplication symbol.	The children continue their multiplication work, exploring how different times tables are linked to each other. They are introduced to the terms ‘factor’ and ‘product’ and learn about doubling and halving, exploring how they are related. The children then move on to division, first of all exploring objects that can and can’t be grouped equally. They begin to make the link between multiplication and division. They look at division stories and use their skills to solve problems.	In this half term the children learn about 2D and 3D shapes. They use terms such as polygon, vertices, sides and edges to discuss the shapes. The children look at the properties of the shapes and sort them in different ways. They also further develop their addition and subtraction skills, focusing on working with two 2 digit numbers. They discuss strategies they already know and become more confident with bridging 10. The children consider whether different strategies should be used depending on the calculation. Next, the children learn about money, starting with recognising the different coins and notes and identifying their value. They then explore how different combinations of coins can be used to make the same amount and they solve problems about money.	This half term, the children learn about fractions, focusing on $\frac{1}{2}$, $\frac{1}{3}$ and $\frac{1}{4}$ of lengths, shapes and a set of objects. As they become more confident they begin to find fractions of numbers and quantities. This knowledge of fractions leads on to time and they look at fractions on the clock. The children learn to tell the time to the nearest 5 minutes on an analogue clock, beginning with o’clock, half past, quarter past and quarter to. Finally in this half term, the children also learn about position and direction, which links to our computing unit. The children use terminology such as turn, forward, backward, clockwise, anticlockwise and turn in order to move a Beebot around.	In this half term, the children continue to develop their understanding of the link between multiplication and division. They explore how their knowledge of times tables can be used to answer division questions. They use the terminology dividend, divisor and quotient. Finally the children will learn about capacity, volume, mass and temperature. They learn to read from a variety of scales when measuring and they also develop their estimating skills. The children learn about different standard units of measurement and are able to say which unit is best suited to different situations. They compare and order measurements using <, > and =.
English	<u>Writing to Entertain – Narrative (traditional tales with a twist)</u> This unit of work builds on their knowledge of traditional tales from Reception and Year 1, but the focus will be on Traditional Tales... with a twist! They begin by revising the key features of traditional tales and identifying key characters and their traits. Following this, the children look at examples of alternative traditional tales and use these to develop vocabulary, character descriptions and ideas for plot		<u>Writing to Entertain – Narrative</u> Throughout this unit of work, we study a book written in the form of a diary and the children investigate characters through drama, short writing opportunities and character descriptions. They explore diary entries in the role of a different character and write their own versions. The children continue to develop their grammar skills in relation to the four sentences types, suffixes and their use of a range of Year 2 appropriate punctuation.		<u>Writing to Entertain - Narrative (Adventure Stories)</u> The children look at short adventure stories and use story mountains to unpick the plot. They identify the features of adventure stories. Next they study a chapter book to further explore the shape of adventure stories, alongside setting descriptions and character studies. They complete lots of reading work based on the text and write their own ending to the story.	
			<u>Writing to Entertain – Poetry (Haikus)</u>		<u>Writing to Entertain – Poetry (free verse)</u>	

	<p>twists. They then plan and write their own traditional tale with a twist.</p> <p><u>Writing to Inform (Information text)</u> Linking to our Science and Geography topics, the children explore examples of information texts, identifying their features and vocabulary. The children then research ways to look after our planet and decide on a focus for a double page spread linked to conservation and protecting our planet. There is a focus on using technical vocabulary and formal sentence structure.</p> <p><u>Writing to Entertain – Poetry (Performance poetry)</u> The children explore a range of poems and identify their features. They will critique performances by well-known poets and will listen to advice from them about how to perform. Children will perform a selection of poems in different groupings – whole class, group and also recall of verses individually. Some performances will be recorded for the children to critique their work and identify points for improvement, before getting the chance to re-record their work. The finale will be a whole class performance (with accompanying actions) during the Christmas Show.</p>	<p>Linking with the topic theme, the children explore haikus. They look at the features of haikus and become confident in counting syllables within words. They collect lots of ideas collaboratively and use them to create their own lines of five and seven syllables. They can then carefully select their chosen lines for their haiku.</p> <p><u>Writing to Inform (recount – imaginary)</u> Linking with the theme of ‘The Great Fire of London’ the children use a varied range of eyewitness accounts and texts based on the real life events, as well as extracts from ‘Fire! Fire’ by Stuart Hill, as a basis for their work. They look at newspaper articles, recounts and historical facts and use these as examples to create a recount of the events of the Great Fire of London. Supporting this work, is a grammar focus on the use of time conjunctions (first, next, finally) and co-ordinating conjunctions (and, next, but, or, yet and so).</p>	<p>The children now have a wide knowledge of different forms of poetry and are able to recap on the features that we have learnt throughout the year. They explore different seaside themed poems, identifying what they like and don’t like about them. The children create expanded noun phrases to describe seaside photographs to support them with writing their free verse poem. The children then use their performance work from earlier in the year to perform their poem.</p> <p><u>Writing to Inform (Instructions)</u> In this unit of work, the children look at instructional texts and the vocabulary used within these. They focus on imperative verbs and look at the structure of these forms of text. In addition to this, they use commas in lists. They write a set of instructions linked with our DT work where the children design and make a sandwich for an end of year picnic celebration.</p>
<p>Topic (Includes History, Geography, Art and Design Technology)</p>	<p><u>Kings Queens and Leaders</u> During this topic, the children will explore the concept of monarchy and leadership by studying Britain during the rule of different leaders from 1066 to the 19th century. They will learn about the Norman invasion of Britain including the role of William the Conqueror before moving on to focus on the reign of King John and the signing of the Magna Carta. They will then move forward in time to compare and contrast two young, long serving female monarchs - Queen Victoria and Queen Elizabeth I. They will learn about The Golden Age of Queen Elizabeth before learning about the formation of the British Empire under Queen Victoria.</p> <p>In Art, the children will study how different monarchs have been represented through art and portrait painting before producing their own drawings.</p> <p><u>What a Wonderful World</u> In this topic the children will further develop their knowledge of the wonderful world they live in. They will</p>	<p><u>Australia</u> As part of this study, the children will explore key landmarks of Australia including the Sydney Opera House, the Great Barrier Reef, Uluru and Sydney Harbour Bridge. Then, they will complete a comparison study between the UK and Australia, also identifying human and physical features.</p> <p>In Art, they will develop their 3D modelling skills by creating clay tiles, attaching shapes they have created.</p> <p><u>The Great Fire of London</u> This topic will be transporting the children back to London in 1666 as they discover the events that led to the Great Fire of London. They will identify what London was like at this time, including the effects of the plague. Through learning about the fire, they will also see how London has changed over time. They will learn about key figures from this historical period including Charles II and Samuel Pepys, and their roles in key events.</p> <p>For their Design and Technology project, they will focus on different joining techniques and ways to reinforce structures by</p>	<p><u>The Seaside</u> In this topic, the children will be learning about seaside resorts, both modern day and in the past. They will begin by identifying the location of seaside resorts in the UK and sharing their experiences of these. They will consolidate their understanding of human and physical features of a seaside town and develop their use of key geographical vocabulary, such as ‘harbour’, cliff’ and ‘promenade’. This will then lead on to a study of two seaside localities – Blackpool and Scarborough. As part of this study they will compare and contrast the two locations as well as focusing on tourism as a resource. They will complete fieldwork through sketching, map work and data gathering.</p> <p>Moving on from this, the children will be whisked back to Victorian England and identify the features of seaside holidays in the past, as well as compare these with what we have today. The children will once again look at Queen Victoria and life under her rule, as well as learning about other significant individuals including Grace Darling. They will learn about</p>

	<p>identify the different places people live such as cities, coastal regions and rural locations and discuss the different features of each. Through map work, they will recap and further explore the seven continents and five oceans, including their locations and some of the countries that can be found there using their knowledge of the four main compass points. They will also begin to think about how humans impact the environment including finding out about climate change, the effects of plastic pollution, recycling and sustainability. They will also explore the theme of endangered animals.</p> <p>The children will be introduced to the hemispheres and associated weather patterns before moving on to complete a study of Australia.</p> <p>In Design and Technology, the children will be looking at different mechanisms for moving pictures, such as sliders and levers. They will look at real objects that have sliders and levers and gain an understanding of the structure of these. The children will then create their own moving poster to teach others about the impact humans are having on the planet eg: either a damaged ocean, deforestation.</p>		<p>designing and creating their own structure in the style of houses in time of the Great Fire of London.</p>		<p>George Stephenson and the invention of the steam train, including its impact on tourism and seaside holidays.</p> <p>For their Design and Technology project, the children will learn food preparation techniques. They will then design, make and evaluate their own sandwich for a class picnic. In Art, the children will study the work of Degas and other artists inspired by the seaside. They will explore drawing skills and try different tools and techniques. They will explore colour and texture in painting before planning and creating their own seaside masterpiece.</p>		
Computing	<p><u>Computing Systems and networks (IT around us)</u></p> <p>The children will consider how IT is being used for good in our lives? At first, they focus on IT in the home, and then will explore how IT benefits society in places such as shops, libraries and hospitals. They will also discuss the responsible use of technology, and how to make smart choices.</p>	<p><u>Creating Media – Digital Photography</u></p> <p>The children will learn to recognise that different devices can be used to capture photographs and they will gain experience capturing, editing, and improving photos. They will be able to take some of their own photos of the visiting rock pool workshop to post to the APP. Finally, they will use this knowledge to recognise that images they see may not be real.</p>	<p><u>Data and information – Pictograms</u></p> <p>The children will begin to understand what data means and how this can be collected in the form of a tally chart. They will learn the term ‘attribute’ and use this to help them organise data. Next, they will present the data in the form of pictograms and finally block diagrams. They will use the data presented to answer questions. The children will gather data about favourite Australian animals and create pictograms and answer questions about their findings.</p>	<p><u>Creating Media – Digital Music</u></p> <p>After exploring how music can make them think and feel, the children will make patterns and use those patterns to make music with both percussion instruments and digital tools. They will also create different rhythms and tunes, using the movement of animals for inspiration. The children will link this to the fire of the Great Fire of London, either creating music to represent the different emotions of the residents, or to represent the fire as it built to a peak and faded away.</p>	<p><u>Programming A – Robot Algorithms</u></p> <p>The children will gain an understanding of instructions in sequences and the use of logical reasoning to predict outcomes. They will also learn about design in programming. They will design algorithms and then test those algorithms as programs and debug them.</p>	<p><u>Programming B – Programming quizzes.</u></p> <p>Building on the year 1 ScratchJnr work, the children will begin to understand that sequences of commands have an outcome. They will use, and modify, designs to create their own quiz questions in ScratchJr using blocks of code. Finally, the children will evaluate their work and make improvements to it.</p>	
Science	<p><u>Living things and their habitats.</u></p> <p>In this unit of work, the children will explore the differences between things that are living, dead and never have been</p>		<p><u>Materials and their uses in everyday life.</u></p> <p>They will begin by identifying a range of materials and make judgements about them,</p>		<p><u>Plants.</u> As Spring arrives, the children will focus on plants. They will identify the parts of plants and bulbs and the function of these.</p>		<p><u>Life processes and healthy living:</u> Building on the work from earlier in the term, the</p>

	alive and identify these in the environment. The children will identify the basic needs of animals and how these are needed for survival. Next, the children will learn that most living things live in habitats. They will explore a range of different habitats and the animals that live within these. The children will identify some of the features that make the animals suited to these environments and how the animals may have changed over time. They will identify how the habitats provide the basic needs for the animals too. Following on from this, the children will identify a variety of plants and animals in their habitats and identify microhabitats. There will also be a focus on describing how animals obtain their food from plants and other animals by using simple food chains to illustrate this. We will finish the unit by looking at human impact on some of the habitats and how we can protect them in future.		including their properties. The children will then focus on the suitability of materials and investigate which materials are most suitable for various uses. They will develop their use of scientific vocabulary, using terms such as ‘transparent’, ‘translucent’, ‘opaque’, ‘rigid’ and ‘flexible’ to describe materials. In addition to this, they will investigate how the shape of some solid objects can be changed by squashing, bending, twisting and stretching.		The children will also plant their own bulbs and seeds and observe and record the changes that occur over time; stating the part of the growth cycle that is evident at that time. In addition to this, they will find out that plants need water, light and a suitable temperature to grow and stay healthy by carrying out investigations by placing seeds in varying conditions.		children will now focus more closely on animals. They will identify that all animals, including humans, have offspring that grow into adults. Finally, the children will focus closely on humans to identify and name different sources of food. They will link their learning with PSHE work, focusing on the importance of exercise and eating the right amounts of different types of food and they will understand the importance of hygiene.
R.E.	Who is Jewish and what do they believe?	How do family life and festivals show what matters to Jewish people?	Who is a Muslim and what do they believe?	How and why do we celebrate special and sacred times?	What can we learn from sacred books?	How should we care for others and the world, and why does it matter?	
P.E.	<u>Outdoor</u> – Rounders <u>Indoor</u> – Golf	<u>Outdoor</u> – Tag Rugby <u>Indoor</u> – Dance	<u>Outdoor</u> – Netball <u>Indoor</u> – Gymnastics	<u>Outdoor</u> – Football <u>Indoor</u> – Health related fitness	<u>Outdoor</u> - Hockey <u>Indoor</u> – Dodgeball	<u>Outdoor</u> -Athletics <u>Indoor</u> – Tennis	
PSHE/SEAL	Rules, Rights and Responsibilities: The children will learn about the importance of rules within society and will discuss the school rules and other rules followed in their lives. They will learn that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting other’s bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed). The children will consider what improves and harms their local, natural and built environments and understand some of the ways people look after them. Caring friendships: The children will learn the characteristics of friendship, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties. They will recognise how their behaviour affects other people. They will understand that healthy friendships are positive and welcoming towards others, and we do not make others feel lonely or excluded. Mental Wellbeing:		Me and my Community: In this unit, the children will identify the various groups and communities that they belong to, such as family and school. They will learn about the ‘special people’ who work in their community and who are responsible for looking after, and protecting, them. They will learn how to contact those ‘special people’ when they need their help, including dialling 999 in an emergency. Being Safe (including online safety): The children will learn to make informed choices that can impact on their physical and mental health. They will learn that choices can have good and not so good consequences. The children will begin to understand that sometimes there are rules to follow to ensure they stay physically and emotionally safe online and for how to use ICT responsibly. They will begin to understand that sometimes there are rules to follow to keep them safe in different environments (including rail, water and fire safety) They will learn about growing and changing and new opportunities and responsibilities that increasing independence may bring. The children will identify the people who look after them, both within and outside their family network and will know who to go to if they are worried.		Money: The children will understand about the role money plays in life, including how to manage money, keep it safe, choices about spending money. They will learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving. Healthy life style: The children will learn what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. They will learn how some diseases are spread and can be controlled and will begin to understand responsible behaviour with regards to their health and that of others. Respectful Relationships: In this unit the children will identify and respect the differences and similarities between people. They will recognise what is fair and unfair, kind and unkind and what is right and wrong.		

	The children will learn that there is a normal range of emotions (happiness, sadness, anger, fear, surprise, nervousness) and that these emotions can be felt strongly in different experiences and situations. They will explore vocabulary to help them talk about their feelings, as well as some simple strategies to use. They will begin to explore elements of change and loss and the associated feelings (including moving home, losing toys, pets or friends).		Families and people who care for me: In this unit, the children will identify special people in their life (family, friends, carers), what makes them special and how special people should care for one another. They will understand that other families, either in school or in the wider world, sometimes look different from their family, but they should respect those differences and know that other children's families are also characterised by love and care.		They will learn the importance of listening to other people and cooperation (including strategies to resolve simple arguments through negotiation). They will learn how to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).	
MFL	Greetings, how we are feeling, key phrases to use in school and counting to 20..	Days of the week, months of the year, weather, Christmas traditions in Spain.	Saying where I am from, learning about main Spanish cities, my family.	Easter traditions in Spain, pets and popular animals, likes and dislikes.	Parts of the body, clothes, counting beyond 20	Food, holiday phrases, key words on signs.
MUSIC	Time to play – exploring pulse and rhythmic patterns This term develops children's understanding of pulse and rhythm. The term begins with songs and activities to get children performing together rhythmically. The children will perform actions and movements to a steady pulse and play simple musical passing games. They will learn songs to explore the difference between pulse and rhythm, and investigate different ways to play rhythms, varying instrumental timbre and dynamics.		Wider opportunities The children receive tuition from Trafford music services this term. They will learn about different musical notes and will explore different rhythms. The children will also learn a variety of songs, including call and response songs. During this unit the children will also learn how to play simple songs on the ukulele, using both strumming and plucking. As a finale to the unit, the children perform in a concert to parents.		Musical moods and pictures This term, the children will learn how songs and music can communicate different moods and emotions. They will investigate different ways to express the mood of a song by adding facial expressions and changing the timbre and dynamics of their voice. They will develop their understanding of musical mood through simple songs, where they will be introduced to major and minor tonality. Throughout the term, the children will listen and talk about a wide variety of music and will learn to represent the sounds they hear using graphic symbols and musical doodles!	