

### How the curriculum works

At Grange Farm we aim to deliver a curriculum to children that enables them to meet the end of key stage expectations set nationally and prepares them for the next steps in their educational journey. We also want our curriculum to prepare well-rounded individuals who will prosper in school and in their wider life.

We have constructed our curriculum using a range of sources but we strongly believe that it is important to **tailor it to the needs of children so we do not just “pick things off the shelf and use them”**. Instead, we adapt materials to ensure they are meeting the needs of the children we work with. Our curriculum is flexible and we are always looking for ways to further develop it and enhance the experience of our children.

Our Literacy curriculum is not based on any one particular source or scheme but draws on a range of quality materials that are rooted in the National Curriculum. For spelling we use the Babcock scheme which builds on previous phonics development including the use of Jolly Phonics resources but drawing on a range of different sources.

Similarly, our Maths curriculum draws on a wide range of quality-assured sources as well as using materials from ABBC to support the structure of our teaching over the year.

For most other subjects, our curriculum is based on the work of Cornerstones whose thematic approach we adopt for the delivery of many objectives. Cornerstones units encompass many subjects within each unit (block of work) which enables us to make strong links between different parts of learning and indeed across to Maths and Literacy. Some subjects will be taught separately from the main theme when there is no clear link to make but what we teach within the year is still always governed by the expectations set out in this document.

In Year 2, the Cornerstones units we utilise are:

- Towers, tunnels and turrets
- Beat band boogie
- Land ahoy
- Muck, mess and mixtures
- Street detectives
- Wiggle and crawl

Our RE teaching is based on the Discovery RE curriculum and our Computing curriculum draws on a range of sources all with their foundations in the National Curriculum.

### Art

- Observational drawing
- Printing
- Famous local artists
- Drawing, painting or collaging views from the local area
- Sculpture using natural materials
- Large-scale painting
- Model-making
- Food landscapes

- Mixed media pictures and collages
- Colour mixing
- Using clay

#### Computing

- Modelling their own computer with labelled internal and external parts
- Expand on understanding of eSafety
- Create a slideshow presentation on a specific topic
- Control motion on a coding program, specifying number of steps of travel, direction and turn
- Participate in a class blog
- Understand what a sprite is and how to create and control it

#### Design and Technology

- Mechanisms
- Structures
- Selecting tools and materials
- Baking
- Sign-making
- Designing buildings
- Making models of bridges, tunnels and towers
- Making percussion instruments
- Origins of food
- Selecting natural materials
- Healthy meals
- Following recipes

#### Geography

- Using and making maps (with keys)
- Location knowledge
- Using and giving directions
- Fieldwork in the local area
- Human and physical features
- Looking at aerial images
- Amazing structures around the world
- Towers and bridges in the local area
- Making sketch maps

#### History

- Significant historical people – Captain James Cook, Grace Darling, famous pirates
- Changes within living memory
- Significant people, places and events in the local area
- Castles and castle life
- Significant individuals Isambard Kingdom Brunel

#### Literacy (Reading)

- I can use the phonics I have learned to sound out new words (and non-words)
- I can sound through a new word and blend the sounds to read the word
- I can sound through longer words and blend the sounds to read the whole word
- I can read words I know when they have endings added to them
- I can read tricky words I have been taught and spot the tricky bits inside them
- I can read most words I have seen before fluently without stopping to sound them through and blend them
- I can read a new book my teacher chooses, sounding out and blending new words as I go without needing help

- I can re-read books to become more fluent and confident
- I can listen to and talk about texts my teacher reads to me, saying what I think about them
- I can name some stories I have read and re-tell them in my own words
- I can spot repeated sayings in stories and join in with them
- I can learn a poem by heart and perform it to others with expression
- I can explain what new words might mean by thinking of words I already know
- I can put events in a story I have heard or read in the right order and explain how one thing led to the next
- I can understand a new book I hear or read by using what I already know and the meanings of new words my teacher explains to me
- I can listen to myself read, check that my reading makes sense and go back to the right place to correct any mistakes I make
- I can work out things the writer is hinting at using what they have already told the reader
- I can answer questions about what I have heard or read and think of questions I want to ask
- I can say what I think is going to happen next in what I have heard or read based on what has happened so far
- I can say my favourite words or sentence from what I have heard or read and explain why I like them
- I can find my way through non-fiction texts that are organised and laid out in many different ways
- I can talk to others about what we have read or heard, taking turns and listening **to other people's ideas**
- I can talk about what I have heard or read, explaining what I have learned and what I have worked out for myself

#### Literacy (Writing)

- I can write and spell words I want to use by segmenting them and working through one sound at a time in order. I often get the spelling right
- I can use my new knowledge of different ways sounds can be spelled to help me make the best spelling choices, including some words that sound the same but are spelled differently
- I can spell tricky words I have been taught and usually get them right
- I can spell some words that sound just like or almost like other words without muddling them up
- I can use an apostrophe to show when something belongs to somebody and I can usually remember to put it in the right place in the right word
- I can use an apostrophe to show where a word has been shortened
- I can spell longer words by adding suffixes like **-ment, -less, -ful, -less, -ly**
- I can write a sentence my teacher dictates to me
- I can form lower-case letters in the way my teacher has taught me
- I can join letters that need to be joined and I know which letters are better left unjoined
- I can form capital letters and digits in the way my teacher has taught me
- I can leave the right size of spaces between words
- I can write a true or made-up story about myself or someone else
- I can write about things that have really happened
- I can write a poem

- I can write for all sorts of different reasons
- I can say what I want to write about before I start to write
- I can say each sentence before I write it
- I can make a plan for my writing and jot down ideas and words I want to use
- I can work with a writing buddy or my teacher to check and improve my work and **my buddy's**
- I can read back my writing and make sure my verb tenses make sense
- I can read through my own writing, checking and correcting my spelling, grammar and punctuation
- I can read my writing aloud to someone else clearly so they can hear and understand it
- I can add detail to nouns to give my reader or listener a clearer picture in their head
- I can join more than one idea in a sentence using conjunctions my teacher has taught me
- I can write a statement, a question, an exclamation and a command and use the right punctuation for each one
- I can use verb tenses to write about what is happening, what happened and what went on happening for some time
- I can write using correct capital letters, correct spelling and correct punctuation
- I can use capital letters to begin all my sentences and use all the punctuation my teacher has taught me correctly

#### Mathematics

- Count in 2s, 3s and 5s from 0 and 10s from any number
- Read, write, compare and order numbers to at least 100
- Know the place value of each digit in two-digit numbers
- Recall and use facts to 20 and derive related facts to 100
- Using concrete objects, pictorial representations and mentally, add and subtract ones, tens and two-digit numbers to and from two-digit numbers
- Add several single digits
- Tables and division facts for x2, x5 and x10
- Use commutativity for addition and multiplication
- Check answers to calculations using inverse relationships
- Recognise, find, name and write fractions  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$ ,  $\frac{3}{4}$
- Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value; add and subtract money of the same unit, including giving change
- Identify, compare and sort 2D and 3D shapes based on their properties (including symmetry in a vertical line) and use vocabulary, such as sides, edges, vertices and faces
- Identify 2D shapes on the surface of 3D shapes
- Right angle turns clockwise and anti-clockwise
- Interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- Solve number problems and practical problems involving these ideas

#### Music

- Sea shanties
- Percussion
- Listening
- Improvising

- Using voices
- Playing tuned and untuned instruments

**Personal, Social and Health Education**

- Feeling positive about themselves
- Belonging to a community
- Improving the local area
- Dilemmas
- Safety around medicines and household products
- Living and growing (Sex and relationships education)

**Physical Education**

- Gymnastics
- Dance
- Games
- Athletics

**Religious Education**

- Re-tell Bible stories that show kindness and explore how this makes Christians behave towards other people
- **Reflect on the Christmas story and the reasons for Jesus' birth**
- Understanding how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their relationship with him
- Explain what commitment means to us and to Muslims by knowing how Muslims pray 5 times a day
- Learning to re-tell the Easter story and understand **what Jesus' resurrection mean** for Christians
- Understand the special relationship between Jews and God and the promises they make to each other
- Understand why Muslims visit the Mosque and to explore whether this gives them a sense of belonging
- Understand different ways that Jews show their commitment to God
- Understand what happens during Hijj and to explore the importance of this to Muslims

**Science**

- Identifying and comparing everyday materials
- Identifying plants in the local area
- Living things and their habitats
- Sound
- Animals, including humans
- Working scientifically

**More information**

We provide additional support to parents in a number of ways:

- The Calculation Routeway (which explains maths calculation strategies) is available on the school website
- The Grammar Routeway (defining when and how we teach grammar) is also available on the school website
- Curriculum information letters come out each term with a breakdown of what is being covered within those shorter blocks of time
- We run parental workshops for key areas (e.g. phonics, maths calculation, Sex and Relationships Education, eSafety) – materials from these workshops are then made available on the school website
- Communication with parents throughout the year through meetings and reports



about the achievement of their child in school

We are also looking for more ways of providing useful information to parents to help **them support their child's learning and welcome ideas to further improve this aspect of our work.**