

**Curriculum Principles**

<b>Equality of Opportunity</b> Raising pupil aspiration through inspiration, enjoyment and fulfilment; Access to academic excellence; Opportunity to enhance and develop skills/talent; Developing dedication and resilience	<b>Enquiry Based Learning</b> Creative thinkers; Real life challenge Risk taking; Resourcefulness; Enterprise; collaboration; Independent; Fostering and applying thinking skills	<b>Force for positive change</b> Linking our school virtues to all we do; all learning has a clear purpose and relevance to our lives and environment; children are inspired to have an impact on the world	<b>Sustainability</b> Emotional Intelligence; Love for learning and collaboration; Care for the environment and community; Fostering tolerance, understanding and empathy
Letter to state school is cancelled for year 2. What would it be like without school?	Children explore education systems in different countries from all over the world and make comparisons.	Understand the importance of an Education.	Caring for our beaches: clearing the seaside.

**YEAR 2**

**Title: Right to Education**

**Big Bang**

Letter stating school is cancelled for year 2.

**Trip**

**Seaside**

**Celebration**

Classroom Design

Link China school

**Computing**

DB Primary  
Code Blocks-Functional Thinking

**PSHE**

Life cycles in nature  
Growing from young to old  
The changing me  
Boys' and girls' bodies  
Assertiveness  
Looking ahead

**History/Geography**

To name and locate the equator and poles on a world map, communicate geographically.

To investigate facilities needed in a village, town and city.

To compare and contrast the physical and human features of the UK to a non-European country.

To compare coast and mainland in both countries.

To describe location using compass directions.

To compare the UK seaside to a tropical seaside.

**Design and Technology/Art**

To explore different classrooms from around the world.

To draw and label classroom designs.

To build structures exploring how they can be made stronger, stiffer and more stable.

To measure, cut and score with some accuracy.

To assemble, join and combine materials to make a product.

**Maths**

Time: From and to.

Nearest 5 minutes, for example, 25 past and 20 to.

Money: Adding and subtracting with coins. Reasoning and problem solving with money.

Measurements: Reading scales, length and mass.

Measurements: Capacity and temperature. Statistics: Collect data and represent on a bar chart and/or pictogram.

Operations: Addition, subtraction, multiplication and division.

Recall number bonds to 20 and recognise further additive associated relationships.

**Music**

Charanga: The robots (Die Roboter) by Kraftwerk

**PE**

To explore different types of equipment for striking. To develop accuracy. To travel energetically in different ways and in different directions. To work on hand-eye co-ordination.

**English**

Focus Text: Matilda by Roald Dahl.

Poetry: acrostic poem about school.

Identify features of an acrostic poem, discuss school' in Afghanistan and Jamaica.

Non-chronological report: about school, use of sub-headings, morning, playtime, lunchtime, afternoon.

Dairy Entry: Matilda's day at school, make notes about the character, plan and write a diary entry.

Character Description: about Miss Trunchball, develop vocabulary and use of thesaurus, facts about Miss Trunchball's personality and appearance.

Narrative: retell the story of Matilda, explore story settings, introduce character, write five-part story, build-up, problem, resolution and ending.

Comparison: school life in UK compared to school life in Jamaica, use of comparative conjunctions such as whereas and however, research school experiences in Jamaica, linked to geography, write a comparative text on schooling in UK and Jamaica.