

CURRICULUM COVERAGE YEAR 2 2021-2022



The curriculum at Broadstone First School is designed to prepare children for a life well lived. Coverage of the national curriculum is organised into modules, linking subjects where appropriate and beneficial. Assessment and evaluation days are additional to the number of weeks allocated to each module.

We follow the Read Write Inc Speed Sounds Phonics scheme to ensure appropriate progression and pace for learning to read. This programme is accompanied by the Read Write Inc reading books to provide matched opportunities for practise and application of phonics when reading.

Subject Coverage:

| Module | Buddy Meet | Paye Day! | Who Came to Tea? | 'Twas the Night Before... | Healthy Habits | Plant Market | London's Burning | Home is Where the Habitat is |
|-----------------|---|---|--|---|--|---|---|---|
| Duration | 1 Week | 6 weeks | 6 weeks | 2 weeks | 5 weeks | 4 weeks | 6 weeks | 5 weeks |
| Subject Focus 1 | English Retrieval Spoken Language | History Significant people from Poole | Art and Design Illustration using oil pastels | Music Using voices expressively - pulse and rhythm | Science Nutrition and Exercise | Science Growing plants | History The Great Fire of London | Design and Technology |
| Subject Focus 2 | Maths Retrieval | Geography Comparison on Human and Physical Geography – Poole and Sydney | Computer Science Storing digital content | Art and Design Clay nightlight sculpture | Design and Technology Healthy menu for a customer (food provenance) | Art and Design Monoprinting | Geography Key features of the countries in the UK | Science Properties of materials Habitats |
| English Reading | Sequencing story Developing the skills of inference, prediction, sequencing, retrieval and exploring vocabulary (See NC) | Historical stories Exploring story themes Developing the skills of inference, prediction, sequencing, retrieval and exploring vocabulary (See NC) | Setting, characters and events in stories Exploring story themes Developing the skills of inference, prediction, sequencing, retrieval and exploring vocabulary (See NC) | Poetry Words for impact Recital (inc. spoken language) Developing the skills of inference, prediction, sequencing, retrieval and exploring vocabulary (See NC) | Story themes Words for impact Non-fiction layout and features Developing the skills of inference, prediction, sequencing, retrieval and exploring vocabulary (See NC) | Story sequencing Layout and features of non-fiction Developing the skills of inference, prediction, sequencing, retrieval and exploring vocabulary (See NC) | Developing settings, events and characters in narrative Non-fiction layout and features Developing the skills of inference, prediction, sequencing, retrieval and exploring vocabulary (See NC) | Poetry Developing the skills of inference, prediction, sequencing, retrieval and exploring vocabulary (See NC) |

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| English Writing | Recap verb, adjective, noun | Non-fiction/factual writing (guide to local area) Grammar: Types of sentences, past tense, clauses Punctuation Question marks and exclamation marks | Narrative writing techniques Grammar: sentence types, noun phrases, clauses and conjunctions Punctuation: Apostrophes for omission | Planning tools in writing Proof reading for spelling, grammar and punctuation errors Punctuation: Apostrophes for possession | Planning tools in writing – non-fiction structure Verb tense consistency Grammar: verb forms, sentence types, verb tense, conjunctions Punctuation: Recap to date | Planning tools for non-fiction writing Technical vocabulary Grammar: Clauses and conjunctions Punctuation Commas and apostrophes | Narratives about real-life events Introductions, middle sections and endings of non-fiction writing Grammar: RECAP Proper noun, noun phrase, verb forms, clauses, conjunctions | Planning tools for writing, verb tense consistency Proof reading for spelling, grammar and punctuation errors |
| Quality Texts | Going on a bear hunt Rosie's walk Hungry Caterpillar Each, Peach, Pear, Plum The Proudest Blue Ibtihaj Muhammad | Treasure Island Robert Louis Stevenson Moonfleet J Meade Faulkner Flotsam David Weisner The Pirate Piper Jonny Duddle | The Tiger Who Came for Tea – Judith Kerr Prefabulous Animiles 'The Hippocump' Pippi Longstocking Astrid Lindgren | A Visit from St. Nicholas Clement Clarke Moore The Christmasaurus Tom Fletcher | The Tear Thief Carol Ann Duffy A Year Full of Stories Angela McAllister The Lion, the Witch and the Wardrobe C.S.Lewis | When the Rains Come – Tom Pow Omar, The Bees and Me – Helen Mortimer What is Pink? The Girls who thought in Pictures Julia Finley Mosca | The Great Fire of London – Anniversary Edition Emma Adams Raven Boy Pippa Goodheart | I am the Seed that grew the Tree The Lost Words Robert McFarlane Slowly James Reeve |
| RPE (Discrete) | | | RE - Christianity - Why did Jesus tell so many stories? | RE - Hinduism - what does the story of Rama and Sita teach Hindus? | | RE - Judaism - Why is light such an important symbol for many people? | | |
| Computer Science (Discrete) | Computer Science - e-safety | Computer Science - e-safety | | | Computer Science - logo | | Computer Science - search engines | |
| Music (Discrete) | Recap (1) | Hands, Feet, Heart (6) | Ho Ho Ho (6) | I Wanna Play in a Band (1-2/6) | I Wanna Play in a Band (3-6/6) Zoo Time (1-2/6) | Zoo Time (3-6/6) | Friendship Song (6) | Reflect, Rewind and Replay (5) |
| PSHE (Discrete) | Being me in my World (1) | Being me in my World (2-6) Celebrating Difference (1) | Celebrating Difference (2-6) Dreams and Goals (1) | Dreams and Goals (2-3) | Dreams and Goals (4-6) Healthy Me (1-2) | Healthy Me (3-6) | Relationships | Changing Me |
| PE (Discrete) | Invasion Games (7 Weeks) | Gymnastics (7 Weeks) | Circuits (5 Weeks) | | Invasion Games (6 Weeks) | Dance (7 Weeks) | Sports Skills (7 weeks) | |

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Maths Coverage:

Our Maths curriculum is based on the White Rose Maths Scheme. The scheme will be amended where necessary, appropriate and beneficial to progression.

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
|--------|--|--------|----------------------------------|----------------------------------|-----------------------------------|--------|-------------------------------|--------|---|-------------------------------------|---------------|---------------|
| Autumn | Number: Place Value | | | Number: Addition and Subtraction | | | | | Measurement: Money | Number: Multiplication and Division | | Consolidation |
| Spring | Number: Multiplication and <u>Division</u> | | | | Statistics | | Geometry: Properties of Shape | | Number: Fractions | | | |
| Summer | Measurement: Length and Height | | Geometry: Position and Direction | | Consolidation and problem solving | | Measurement: Time | | Measurement: Mass, Capacity and Temperature | | Consolidation | |

For further information regarding curriculum provision, please contact our Curriculum Directors –

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