



# Year 2 Curriculum Overview

## @ACE

### THE ACE Curriculum 2020

#### Curriculum Intent

Our Curriculum has been designed to ensure each and every child can 'live life in all its fullness' by offering stimulating and awe-inspiring learning experiences with our three Christian values at its heart. **This document will only give you a “taster” of what we are covering and we would encourage those who want to find out more about the ACE curriculum to ask at school.**

It is bespoke to the needs of the pupils at Arundel Church of England Primary School (ACE), not only by focussing on appropriate subject specific conceptual and factual knowledge, skills and understanding as set out in the National Curriculum, but also by developing individual and collaborative learning experiences, a positive growth mind set, a sense of responsibility, and the emergence of encouraging children to see beyond their own horizon. Plato describes seeing beyond the horizon in his allegory of the cave (Republic, 514a – 519c).

At ACE our curriculum is constantly evolving, responding to the needs of learners and their interests by enhancing learning experiences and raising awareness, from the local area to national and global arenas. We use **our local area** to drive hands-on learning and allow the pupils **to make connections between the local and national environments**, developing knowledge and applications of key concepts. Thus, we develop outward looking pupils who are able to engage in learning about themselves, their European and global neighbours and develop an understanding of the wider world and its complex cultures.

Ultimately our curriculum intention is to:



- Develop head and body: What we learn
- Develop heart and character: Who we are
- Develop our actions and attitudes: How we live and learn
- Develop our moral compass: Where we fit in the world.

### **Curriculum Implementation:**

Through excellent 'quality first' teaching of knowledge, skills and vocabulary across core and foundation subjects, all children are challenged to be inquisitive, compassionate, courageous and creative learners. Opportunities are planned to influence their own learning through age appropriate and progressive themes and topics. Inter-disciplinary work enables the teaching of concepts and skills in one or more disciplines (subjects).

Effective learning characteristics include resilience, ambition, reflection and imagination. These characteristics will drive teaching and learning at our school developing the dynamic spiral curriculum.

### **ACE Spiral Curriculum**

The Spiral Curriculum is predicated on cognitive theory advanced by Jerome Bruner (1960), who wrote, "We begin with the hypothesis that any subject can be taught in some intellectually honest form to any child at any stage of development." In other words, even the most complex material, if properly structured and presented, can be understood by very young children and at ACE we believe that is the case.

Key features of our ACE spiral curriculum based on Bruner's work are: (1) The ACE Vision Statement and its associated value, a theme visited several times throughout their school career at ACE; (2) The complexity of the topic or theme increasing with each revisit; and (3) The relationship between new learning and old learning through a key enquiry linked to previous work.

At ACE we believe the benefits ascribed to the ACE spiral curriculum are: (1) The information including the ACE Vision Statement reinforced and solidified each time the pupil revisits the subject matter; (2) Allowing a logical progression from simple ideas to complex ideas; and (3) Pupils being encouraged to apply the early knowledge to later learning experiences, as some of the seeds of learning are planted prior to pupils covering themes. Some of this knowledge is then reflected upon and considered in terms of cause and effect.

The ACE spiral approach to curriculum has three key principles that sum up the approach. The three principles are:



**Cyclical:** ACE pupils should return to the same topic several times throughout their school career at ACE;

**Increasing Depth:** Each time a pupil returns to the topic it should be learned at a deeper level and explore more complexity;

**Prior Knowledge:** A pupil's prior knowledge should be utilized when a topic is returned to so that they build from their foundations rather than starting anew.

### **Subjects first (NOT TOPICS)**

Our mainstream curriculum is structured by subject disciplines. Although disciplines sit adjacent to each other and sometimes overlap, each discipline will stand alone. We will, when appropriate, be able to create cross-curricular coherence as the units can be taught in multiple orders.

### **Knowledge and Concepts organisation**

Most subjects are made up of a matrix of elements. For example, historians might think about substantive and disciplinary knowledge and concepts; geographers might think about theme, place, issue and location. We have to choose one of these elements to organise by, but all of them will be woven into our curriculum. Teachers will make this explicit in their planning.

### **Knowledge selection**

We are seeking to deliver a curriculum to children which can serve them well in the future and is based on their own experiences, including where they live, referring to the local history and our unique environment to enhance learning opportunities. Where there are opportunities to broaden, for example, diversity, we will do this through our links to other schools and other organisations.

### **Inclusive and ambitious**

We want ACE to be able to support all children. Our units will be pitched so that children with different starting points can access them but with very high expectations for all (to a certain extent, 'ACE CHAPs' will be made redundant). Our lessons will be sequenced so that each builds on prior learning. Our activities will be scaffolded so all pupils can succeed. However, the aim of teaching is for all pupils to achieve and aspire, regardless of starting point.

### **Pupil engagement**

We need pupils to be thinking during their lessons - both to engage with the subject and to strengthen memory of what is being learnt. Our lessons will not be lectures, but will seek pupil involvement and be based on thematic enquiry. We seek to exercise pupils' minds throughout their lessons. This will involve questions and tasks throughout instruction.



### Motivation through learning

We recognise that good presentation helps pupils keep participating in our lessons. However, we are teachers, and not entertainers. We seek to motivate pupils through our subjects. We believe that what we teach is inherently interesting, and that the joy of learning is our primary motivator.

# Year 2

|  | Autumn 1   | Autumn 2   | Spring 1  | Spring 2   | Summer 1  | Summer 2   |
|--|--|--|---|--|---|--|
| Computing  | Using technology safely and investigating places online.   | Manipulation of digital images.  |   | Using technology to record patterns in the outside world.  |   | Coding.  |
| Creative Arts (Art, DT and Music*)<br><br>*Oak Academy | <b>Exploring Pulse</b><br>Maintaining and responding to changes in pulse (tempo)                 | Pattern and recapping <i>Mondrian and Matisse</i> .<br><b>Designing a Victorian Product.</b><br><i>The Expressive Elements Gradual changes pitch, tempo and dynamics</i> | <b>Exploring Rhythm</b><br>Differentiating between rhythm and pulse | <i>William Morris compared to Mondrian's and Pop Art.</i><br><b>Exploring Pitch</b><br><i>Recognising and responding to changes in pitch shape</i> | <b>Food groups in current times and during Victorian times.</b><br><b>Exploring Sound Sources</b> different sound sources and how sound is produced | <i>Lowry</i><br><b>Non-musical stimulus Literature</b> Creatively exploring sounds, within a given context |
| English  | Bridging Unit - Year 1 to Year 2 – Wolves - The Way Home for Wolf by Rachel Bright and Jim Field |  |   |  |   |  |



| YEAR 2  |  |   |   |   |   |
|---|--|---|---|---|---|
| Reading Focus Texts   |  | Writing to...   |   | Poetry  |   |
| Traction Man is Here by Mini Grey ☀️<br>The Christmas Truce by H Robinson & R Impey<br>Pumpkin Soup by Helen Cooper ☀️<br>The Mousehole Cat by Antonia Barber |  | <b>Inform:</b> Instructions for making soup.<br>How to be the bravest, boldest superhero in town (p32 T4W)*<br>Diary of a Victorian School Child.<br>Victorian School Rules.<br><b>Entertain:</b> Character descriptions.<br>Write a new adventure for Traction Man.<br>Create a graphic novel.<br>Invent a new superhero.<br>Write a superhero story.<br>Retell Pumpkin Soup from Duck's point of view.<br>Write sequel to Pumpkin Soup, in which Duck gets to play the bagpipes.<br>Writing speech using synonyms for 'said'. |   | The Owl and the Pussycat by Edward Lear and other performance poetry. |   |
|   |  | Write a description of the storm.<br><b>Persuade:</b> Design an advertisement for Traction Man.<br>Advertise Duck's kitchen.  |   |   |   |
| Humanities<br>(Geography and History)   | <b>Victorian Times.</b><br><b>St Nicholas' church during Victorian times.</b><br>Using Google Earth to locate key features of places nearby. |   | <b>Pastimes, jobs and life in Victorian times.</b><br><i>Arundel compared to Worthing and Brighton.</i> |   | <b>Victorian explorers such as Shackleton &amp; Scott.</b><br><i>Weather, climate around the world.</i> |
|   |  |   |   |   | Australia.  |



Mathematics

|        | Year 1  | Year 2 | Year 3                           | Year 4     | Year 5                            | Year 6                        |                    |   |                  |               |                  |  |
|--------|---|--------|----------------------------------|------------|-----------------------------------|-------------------------------|--------------------|---|------------------|---------------|------------------|--|
|        | 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 Division   |        |                                  | 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    |  |
| MFL    | Mr.Gumpy's Outing   |        | The Hungry Caterpillar           |            | The Planets                       |                               | Little Polar Bear  |   | Handa's Surprise |               | The Rainbow Fish |  |



|   |   |  |  |                                     |   |   |  |
|---|---|--|--|-------------------------------------|---|---|--|
| Physical Education  | Year 2  | <p>Sending and Receiving</p> <p>Ball Skills</p> <p>+</p> | <p>Fundamentals</p> <p>Gymnastics</p> <p>+</p>   | <p>Fitness</p> <p>Yoga</p> <p>+</p> | <p>Dance</p> <p>Net and Wall</p> <p>+</p> | <p>Invasion</p> <p>Team Building</p> <p>+</p>   | <p>Athletics</p> <p>Striking and Fielding</p> <p>+</p> |
| RE  |   |  |  |                                     |   |   |  |
| RHE and Citizenship (Global Education and Character Education ) | <p><a href="#">Caring for Others and Family, Session A; Caring for Others and Family, Session B</a></p> <p><a href="#">People Who Help Us, Session A; People Who Help Us, Session B</a></p> <p><a href="#">Practising Conflict Resolution Through Role Play; Encouraging One Another</a></p> <p><a href="#">Saving Hello to New People, Session A; Saying Hello to New People, Session B</a></p> <p><a href="#">The Cup of Kindness</a></p> <p><a href="#">Virtue Shields</a></p> |  | <p><b>FAIRNESS</b> Was the Victorian period fair for everyone in society? <i>How can we make others think about making the world a fairer place? How do the choices we make affect others around the world? Why was this important during the Victorian period?</i></p> <p><a href="#">Food Hygiene, Session A; Food Hygiene, Session B</a></p> <p><a href="#">Fair Shares for Others, Session A; Fair Shares for Others, Session B</a></p> <p><a href="#">Practice Introductions and Asking Questions, Session A; Practice Introductions and Asking Questions, Session B</a></p> <p><a href="#">Growing in the Community, Session A; Growing in the Community, Session B</a></p> <p><a href="#">Busy Adults; Games That Encourage Patience</a></p> <p><a href="#">Classroom Rules That Help Us Show Respect; Playground Rules That Help Us Show Respect</a></p> |                                     |   | <p><b>JUDAISM</b> Why is the Torah such a joy for the Jewish community?</p> <p><a href="#">Aesop's Fable; Courtesy in the Classroom</a></p> <p><a href="#">I Beg Your Pardon; Mending a Friendship</a></p> <p><a href="#">Dream On; Aim High</a></p> <p><a href="#">Active Listening, Session A; Active Listening, Session B</a></p> <p><a href="#">A Visit From a School Staff Member; Thanking the Visitor</a></p> <p><a href="#">Telling the Whole Truth, Session A; Telling the Whole Truth, Session B</a></p> <p><a href="#">Virtue Shields or Aristotle's Bottles</a></p> |  |
| Science   | All living things and their habitats  |  | Use of everyday materials  |                                     |   | Animals including humans  | Plants   |