

Year 2

Single Age Sequence

2023 – 2024

Autumn 2023	Spring 2024	Summer 2024
<b>CUSP Reading</b> <ul style="list-style-type: none"> <li>• <b>Grandad's Island</b> Block 1</li> <li>• <b>Aesop's Fables</b> - The Goose that laid the Golden Eggs Block 2</li> <li>• <b>Mrs Noah's Pockets</b> Block 3</li> <li>• <b>Paddington</b> Blocks 4, 5</li> <li>• <b>The Christmas Pine</b> - Julia Donaldson Block 6</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The Quangle Wangle's Hat</b> - Edward Lear Block 7</li> <li>• <b>Coming to England</b> Block 8</li> <li>• <b>The Street Beneath My Feet</b> Block 9</li> <li>• <b>Rhythm of the Rain</b> Blocks 10, 11</li> <li>• <b>Little People Big Dreams</b> Block 12</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Fantastically Great Women Who Changed the World</b> Blocks 13, 14</li> <li>• <b>Aesop's Fables</b> – The Sun and The Wind Block 15</li> <li>• <b>Fantastic Mr Fox</b> Blocks 16, 17, 18</li> </ul>
<b>CUSP Writing</b> Introduce = green (Block A) Revisit = orange (Block B) Strong Start Sentence Composition (optional) <ul style="list-style-type: none"> <li>• Character descriptions A</li> <li>• Poems developing vocabulary A</li> <li>• Simple retelling of a narrative A</li> <li>• Formal invitations A</li> <li>• Stories from other cultures A</li> </ul>	<ul style="list-style-type: none"> <li>• Poetry on a theme (humorous) A</li> <li>• Non-chronological reports A</li> <li>• Formal invitations B</li> <li>• Stories from other cultures B</li> <li>• Recount from personal experience A</li> </ul>	<ul style="list-style-type: none"> <li>• Non-chronological reports B</li> <li>• Simple retelling of a narrative B</li> <li>• Recount from personal experience B</li> <li>• Poems developing vocabulary B (Enrichment)</li> <li>• Character description B</li> <li>• Poetry on a theme (humorous / poems about change) B (Enrichment)</li> </ul>
<b>Mathematics Y2</b> <ul style="list-style-type: none"> <li>• Place Value</li> <li>• Addition and Subtraction</li> <li>• Shape</li> </ul>	<ul style="list-style-type: none"> <li>• Money</li> <li>• Multiplication and Division</li> <li>• Length and Height</li> <li>• Mass, capacity and temperature</li> </ul>	<ul style="list-style-type: none"> <li>• Fractions</li> <li>• Time</li> <li>• Statistics</li> <li>• Position and direction</li> </ul>
<b>CUSP Science</b> <ul style="list-style-type: none"> <li>• Living things and their habitats</li> <li>• Animals, including humans</li> </ul>	<ul style="list-style-type: none"> <li>• Uses of everyday materials</li> <li>• Revisit Living things and their habitats / materials</li> </ul>	<ul style="list-style-type: none"> <li>• Plants</li> <li>• Revisit Living things and their habitats / Animals, including humans</li> </ul>
<b>CUSP Art and Design</b> <ul style="list-style-type: none"> <li>• Drawing Block A</li> <li>• Painting Block B</li> </ul>	<ul style="list-style-type: none"> <li>• Printmaking Block C</li> <li>• Textiles and collage Block D</li> </ul>	<ul style="list-style-type: none"> <li>• 3D Block E</li> <li>• Creative Response Block F</li> </ul>
<b>Computing</b> <b>Digital Citizenship</b> <ul style="list-style-type: none"> <li>• Purple Mash: Online Safety (Unit 2.2)</li> <li>• Project: Digital Citizenship presentation</li> </ul> <b>Computer Science</b> <ul style="list-style-type: none"> <li>• Purple Mash: Coding (Unit 2.1)</li> </ul>	<b>Information Technology</b> <ul style="list-style-type: none"> <li>• Apple Everyone Can Create Early Learners:</li> <li>• Photo- Edit photos</li> <li>• Project: Create a piece of photo art</li> </ul> <b>Computer Science</b> <ul style="list-style-type: none"> <li>• Apple Everyone Can Code Early Learners: Functions</li> </ul>	<b>Information Technology</b> <ul style="list-style-type: none"> <li>• Apple Everyone Can Create Early Learners:</li> <li>• Video- Tell a story</li> <li>• Project: Do a video treasure hunt</li> </ul> <b>Computer Science</b> <ul style="list-style-type: none"> <li>• *App Design Template from Early Learners. Project: Create an App in Keynote (as a class or small groups)</li> </ul>
<b>CUSP Design and Technology</b> <ul style="list-style-type: none"> <li>• Textiles Block A</li> <li>• Food and Nutrition Block B <i>Sci Living things</i></li> </ul>	<ul style="list-style-type: none"> <li>• Mechanisms Block C</li> <li>• Materials Block D <i>Sci Use of Everyday materials</i></li> </ul>	<ul style="list-style-type: none"> <li>• Food and Nutrition Block E</li> <li>• Structures Block F</li> </ul>
<b>CUSP Geography</b> <ul style="list-style-type: none"> <li>• Human and Physical features</li> <li>• Compare a small part of the UK to a non-European location – London and Nairobi</li> </ul>	<ul style="list-style-type: none"> <li>• Compare a small part of the UK to a non-European location – London and Nairobi</li> <li>• Fieldwork and map skills</li> </ul>	<ul style="list-style-type: none"> <li>• Fieldwork and map skills</li> <li>• Compare a different non-European location to our locality - Amazon Rainforest</li> </ul>
<b>CUSP History</b> <ul style="list-style-type: none"> <li>• Events beyond living memory</li> </ul>	<ul style="list-style-type: none"> <li>• Significant historical events, people, places in our locality</li> </ul>	<ul style="list-style-type: none"> <li>• Significant historical events, people, places in our locality</li> <li>• Revisit – Events beyond living memory</li> </ul>
<b>CUSP Music - Tuned and untuned percussion</b> <b>Untuned percussion</b> <ul style="list-style-type: none"> <li>• Block A - Untuned focus: Experimenting with sounds 2</li> <li>• Block A - Representing sounds pictorially</li> </ul> <b>Singing</b> <ul style="list-style-type: none"> <li>• Block B - Singing focus: Being together in music 2</li> <li>• Block B - Control the voice – sing as a choir</li> </ul>	<b>Music</b> <b>Untuned percussion</b> <ul style="list-style-type: none"> <li>• Block C - Untuned focus: Introducing rhythm and pulse 2</li> <li>• Block C - Compose short patterns</li> </ul> <b>Singing</b> <ul style="list-style-type: none"> <li>• Block D - Singing focus: Introducing pitch 2</li> <li>• Block D - Control and describe pitch</li> </ul>	<b>Music</b> <b>Untuned percussion</b> <ul style="list-style-type: none"> <li>• Block E- Tuned focus: Introducing tempo and dynamic 2</li> <li>• Block E - Control and describe tempo and dynamic</li> </ul> <b>Singing</b> <ul style="list-style-type: none"> <li>• Block F - Singing focus: Exploring emotions through music 2</li> <li>• Block F - Choose sounds to create an effect</li> </ul>
<b>Physical Education</b> <ul style="list-style-type: none"> <li>• Dance</li> <li>• Ball Skills</li> <li>• Invasion Games</li> <li>• Yoga</li> </ul>	<ul style="list-style-type: none"> <li>• Net and Wall</li> <li>• Gymnastics</li> <li>• Fitness</li> </ul> Target Games	<ul style="list-style-type: none"> <li>• Athletics</li> <li>• Sending and Receiving</li> <li>• Striking and Fielding</li> <li>• Team Building</li> </ul>

<p><b>Personal Social Health Education</b></p> <p><b>Being me in my world</b></p> <ul style="list-style-type: none"> <li>Hopes and fears for the year, rights and responsibilities, rewards and consequences, safe and fair learning, environment, valuing contributions, choices, recognising feelings.</li> </ul> <p><b>Celebrating differences</b></p> <ul style="list-style-type: none"> <li>Assumptions and stereotypes about gender, understanding bullying, standing up for self and others, making new friends, gender diversity, celebrating differences and remaining friends.</li> </ul>	<p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>Achieving realistic goals</li> <li>Perseverance</li> <li>Learning strengths</li> <li>Learning with others</li> <li>Group co – operation</li> <li>Contributing to and sharing</li> <li>Success.</li> </ul> <p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>Motivation</li> <li>Healthier choices,</li> <li>Relaxation</li> <li>Healthy eating and nutrition</li> </ul> <p>Healthier snacks and sharing food.</p>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>Different types of family</li> <li>Physical contact boundaries</li> <li>Friendship and conflict</li> <li>Secrets</li> <li>Trust and appreciation</li> <li>Expressing appreciation for special relationships.</li> </ul> <p><b>Changing me</b></p> <ul style="list-style-type: none"> <li>Life cycles in nature</li> <li>Growing from young to old</li> <li>Increasing independence</li> <li>Differences in female and male bodies (correct terminology)</li> <li>Assertiveness</li> </ul> <p>Preparing for transition.</p>
<p><b>Religious Education</b></p> <ul style="list-style-type: none"> <li>2.1 The Bible. Why is it such a special book?</li> <li>2.2 Christmas. Why was the birth of Jesus such good news?</li> </ul>	<ul style="list-style-type: none"> <li>2.3 Jesus: Why did Jesus welcome everyone</li> <li>2.4 Easter. How do symbols help us to understand the story?</li> </ul>	<ul style="list-style-type: none"> <li>2.5. Why is the Church a special place for Christians?</li> <li>2.6. What happened at the Ascension and Pentecost?</li> </ul>