



**Bloxwich Academy**  
'Be The Best You Can Be'

## Curriculum Framework Overview Year 2 (2023/24)

### Curriculum Drivers

**Culture** – growth mindset, high standards, aspirational    **Diversity** – celebrating the diversity of the community with strong PSHE and SMSC curriculums  
**Environment** – independent learning, extensive vocabulary, incidental learning, developing cultural capital

Term	Autumn	Spring	Summer
<b>PSHE</b>	Being me in my World Celebrating Difference	Healthy Me Dreams & Goals	Relationships Changing Me
<b>School Values and Attributes</b>	Being the best you can be Law Abiding	Open Minded High Expectations We are a telling school	Independent Caring & Understanding Helpful & Respectful
<b>Employer encounters links to topic</b>	Fitness Trainer Sports Coach Dentist Materials Engineer Environmental Scientist Photographer Journalist News Reporter Historian	Botanist Horticulturist Wildlife Biologist Robotics Engineer Software Engineer Fashion Designer Tailor / Seamstress Author	Botanist Doctor Music Producer Composer Marine Biologist Coastal Planner Lifeguard Travel agent / tour guide Poet
<b>Diversity &amp; Inclusion</b>	Important Black people in history – Mary Seacole, Claudia Jones, Rosa Parks Henri Matisse (Art) Lois Curtis (Art) Ada Lovelace (Computing / Science) David Attenborough (Science)	King Charles 111 (Monarch) Jigme Khesar Namgyel Wangchuck (Bhutan Monarch) Youngest King Malika Booker (Poetry) Jane Colden (Botanist) First Female in her field	William Hillary (RNLI Founder) Grace Darling (History) Bram Stoker (Author) Captain James Cook (History) William Scoresby (Arctic Explorer, Scientist) Disability sports – Goalball and boccia

	Book talk – Amazing Grace	Sports athlete visit (range of gender, race & disability)	
<b>Topic Titles</b>	<b>Movers and Shakers</b>	<b>Magnificent Monarchs</b>	<b>Coastline</b>
<b>Writing</b>	<p>Narrative (The Way Back Home – Oliver Jeffers)</p> <p>Newspaper Report (Neil Armstrong – Moon Mission)</p> <p>Instructions (How to make a Spaceman How to make a Rocket)</p> <p>Poems -Christmas (Descriptive Christmas poems)</p>	<p>Letter (The Day the Crayons Quit – Drew Daywalt)</p> <p>Non-chronological report (Crayon Academy)</p> <p>Narrative (Small Knight and George – Ronda Armitage)</p> <p>Persuasive letter (Asking Ms Shepherd if we can go on a litter pick and plant some flowers)</p>	<p>Non-chronological report Animals (link to science)</p> <p>Narrative (Meerkat Mail – Emily Gravett)</p> <p>Recount (Picnic experience, Into the Forest Anthony Browne)</p> <p>Narrative (‘Into the Forest’ and ‘The Tunnel’ Anthony Browne)</p>
<b>Reading</b> Whole Class Text	The Way Back Home	The Day the Crayons Quit	Meerkat Mail
<b>Mathematics</b>	<p><b>Place Value</b> (numbers to 20, count objects to 100, recognise tens and ones, use a place value chart, partition and write numbers to 100, 10s on the number line, compare objects, compare numbers, order objects and numbers, count in 2s, 3s, 5s and 10s)</p> <p><b>Addition and Subtraction</b> (bonds to 10, fact families, related facts, bonds to 100, add and subtract 1s, add by making 10, add three 1-digit numbers, subtract from 10, subtract across 10, subtract a 1-digit number from a 2-digit number, add and subtract two 2-digit numbers, mixed addition and subtraction, compare number sentences, missing number problems)</p>	<p><b>Money</b> (count pence, count pounds, choose notes and coins, make the same amount, compare amounts of money, calculate with money, make a pound, find change, two-step problems)</p> <p><b>Multiplication and Division</b> (recognise equal groups, add equal groups, introduce the multiplication symbol, multiplication sentences, use arrays, make equal groups by sharing and grouping, the 2-times table, divide by 2, doubling and halving, odd and even numbers, the 10 times-table, divide by 10, the 5 times-table, divide by 5)</p> <p><b>Length and Height</b></p>	<p><b>Fractions</b> (parts and whole, equal and unequal parts, recognise a half, find a half, recognise a quarter, find a quarter, recognise a third, find a third, find the whole, unit fractions, non-unit fractions, half and two quarters, recognise three quarters, find three-quarters, count in fractions up to a whole)</p> <p><b>Time</b> (O'clock and half past, quarter past and quarter to, tell time past the hour, tell time to the hour, tell the time to 5 minutes, minutes in an hour, hours in a day)</p> <p><b>Statistics</b> (make tally charts, tables, block diagrams, draw pictograms, interpret pictograms)</p>

	<p><b>Shape</b> (recognise 2-D and 3-D shapes, count sides, count vertices, draw 2-D shapes, lines of symmetry, sort 2-D shapes, count faces, count edges, count vertices, sort 3-D shapes, make patterns)</p>	<p>(measure in centimetres, and metres, compare lengths and heights, order length and heights, four operations)</p> <p><b>Mass, Capacity and Temperature</b> (compare mass, measure in grams, measure in kilograms, four operations with mass, compare volume and capacity, measure in millilitres and litres, four operations with volume and capacity, temperature)</p>		<p><b>Position and Direction</b> (language of position, describe movement, describe turns, describe movement and turns, shape patterns with turns)</p>		
<b>Science</b>	<p><b>Animals' Needs for Survival</b> (mammals, birds, fish, amphibians, reptiles, humans)</p> <p><b>Humans</b> (exercise, food, hygiene, teeth)</p> <p><b>Materials</b> (explore materials, wood, paper and cardboard, brick and rock, glass and plastic, metal, fabrics, same object, different material, test materials, bend, squash, twist and stretch, waterproof experiment)</p> <p><b>Plastic</b> (How is plastic helpful and harmful? How can we reduce our plastic waste in school?)</p>	<p><b>Plants (Light and Dark)</b> (explore plants, plant parts, what do plants need to grow, light and dark)</p> <p><b>Living Things and their Habitats</b> (habitats in the local area, polar habitats, desert habitats, ocean habitats, woodland habitats, microhabitats, habitats and diet, food chains, living, dead or never alive)</p>		<p><b>Plants (Bulbs and Seeds)</b> (bulb or seed, what do plants need to grow, bulbs and seeds)</p> <p><b>Growing Up</b> (mother and offspring, life cycle of humans, life cycles of different mammals, life cycle of amphibians, life cycle of a butterfly, are there patterns between the life cycles of different animals)</p> <p><b>Wildlife</b> (What does wildlife do for us? What can we do for wildlife?)</p>		
<b>Computing</b>	<p><b>Computing Systems and Networks</b> <i>IT Around Us</i></p>	<p><b>Creating Media</b> <i>Digital Photography</i></p>	<p><b>Programming</b> <i>Robot Algorithms</i></p>	<p><b>Data and Information</b> <i>Pictograms</i></p>	<p><b>Creating Media</b> <i>Digital Music</i></p>	<p><b>Programming</b> <i>Programming Quizzes</i></p>
<b>History / Geography</b>	<p><b>Movers and Shakers</b> (exploring impact, sorting and grouping, ranking significance, timelines, the greatest explorers, Christopher Columbus, Neil Armstrong, exploration changes, activists and their impact, activist timeline, Emmeline Pankhurst, Rosa Parks)</p> <p><b>Let's Explore the World</b> (using an atlas, using compass directions, using a key with a map, collecting data, locating the equator, hot, temperate and cold places, sustainability, characteristics of the United Kingdom, comparing places)</p>	<p><b>Magnificent Monarchs</b> (power and rule, royal residences, royal portraits, sovereign's timeline, Alfred the Great, William the Conqueror, hierarchy and power, Henry VIII, Elizabeth I, Queen Victoria, Elizabeth II)</p>		<p><b>Coastline</b> (map readers, reading keys, physical processes, erosion, human features of a coastal town, coastal signs, remarkable RNLI, coastal rescue, Saltwick Nab, waves, comparing past and present, jobs in the past, Captain James Cook, tourism, sea shanties)</p>		
<b>Art &amp; Design /</b>	<p><b>Still Life</b> (similar or different, colour study, still life study, composition, arrangements)</p>	<p><b>Portraits and Poses</b> (analysing paintings, sketch a pose, digital drawing, portraiture today, Tudor monarchs)</p>		<p><b>Beach Hut</b> (investigating beach huts, experimenting, exploring wood, designing and making beach huts)</p>		

<p><b>Design and Technology</b></p>	<p><b>Remarkable Recipes</b> (exploring where food comes from, tools, why do we cook our food, reading recipes)</p> <p><b>Mix It</b> (let's mix, the colour wheel, same or different, colour carousel, primary and secondary colours)</p> <p><b>Exploring Colours</b> (the colour wheel, mixing hues, same or different, malleable materials, take two artists)</p>	<p><b>Cut, Stitch and Join</b> (everyday fabric products, Cath Kidston, sewing patterns, stitching, embellishment)</p> <p><b>Push and Pull</b> (machines and mechanisms, sliders, levers, linkages)</p>	<p><b>Flower Head</b> (flowers, flower art, exploring shape and form, exploring texture, exploring colour and pattern, drawing, printmaking, 3-D forms, clay)</p>
<p><b>Religious Education</b></p>	<p><b>What Can we find out about Muslims and Mosques?</b> (stories from the life of the Prophet, what kind of leader was Muhammed (PBUH), special places, what is a mosque, why are mosque specials for Muslims, what mosques are close to school)</p> <p><b>A World of Festivals</b> (what special times do we celebrate, what religious festivals do we and other people celebrate, Jewish festivals, Christian festivals, Christians celebrating Easter, Sikh festival of Bandi Chaur Divas, Eid-ul-Fitr)</p>	<p><b>Symbols of Easter</b> (what is new life, what are the signs of new life, examples of fresh starts, Christians and the Holy Week, the Easter story, how do Christians celebrate Easter)</p>	<p><b>Questions That Puzzle Us</b> (thinking about mysteries, puzzling questions, what questions would I ask God, asking puzzling questions about a religious story, how do people's beliefs make a difference)</p>
<p><b>Physical Education</b></p>	<p><b>Orienteering</b> (develop the ability to work with a partner or small group effectively, listen carefully and follow instructions, develop skills to use map and key symbols to orientate a map of the school grounds )</p> <p><b>Invasion Games</b> (practise fundamental skills focusing on developing the correct technique for throwing, catching and kicking a ball over a variety of distances, develop dribbling techniques moving at different speeds, develop the ability to dodge, get free and outwit an opponent, mark a player and apply pressure)</p> <p><b>Dance</b> (recap the names and simple definitions of the 6 dance actions - turn, fall, jump, gesture, freeze (stillness) and</p>	<p><b>Gymnastics 1</b> (improving the quality of fundamental skills, cover a variety of shapes and jumps, develop a variety of individual balances on different body parts, develop rolls independently, develop different methods of travel)</p> <p><b>Invasion Games</b> (practise fundamental skills and refine techniques for e, develop dribbling techniques, develop the ability to dodge and outwit an opponent, develop the ability to mark a player closely and apply pressure)</p> <p><b>Gymnastics 2</b> (improving the quality of fundamental skills, develop more control in their jumps, making individual balances more aesthetically pleasing, create a sequence including low apparatus)</p>	<p><b>Athletics</b> (learn about the need for speed for shorter distances and the need for slower paced running when completing longer endurance type events, use arms as part of an effective running technique, practise jumping using arms and legs during long jump take-offs)</p> <p><b>Sports Day</b> (practise skills needed for sports day events, standing long jump, target throw, speed bounce, javelin, egg and spoon race, obstacle course race, running race and sack race)</p> <p><b>Multi Skills</b> (develop knowledge of more alternative sports and practise the skills required for each activity – tri-golf, lacrosse, frisbee, dodgeball, goalball, boccia and handball)</p>

	<p>travel, recap and copy the 6 dance actions, create a simple motif independently showing different levels)</p> <p style="text-align: center;"><b>Fitness</b></p> <p>(develop the fundamental skills of coordination, endurance, balance and agility, take part in a variety of circuits to increase coordination, endurance, balance and agility, will learn about personal best and what they are capable of)</p>	<p style="text-align: center;"><b>Tennis / Pickle Ball</b></p> <p>(recap the correct grip and how to drop/ bounce the ball on the ground and hit it with a racket, learn about the ready position, learn the basic technique for a forehand groundstroke)</p>	<p style="text-align: center;"><b>Striking and Fielding</b></p> <p>(practise striking and fielding skills, throwing overarm, underarm, and catching using cupped hands, develop batting skills, recapping correct grip and posture/stance)</p>
<b>Music</b>	<p style="text-align: center;"><b>Hands, Feet, Heart</b> (South African Music)</p> <p style="text-align: center;"><b>Ho Ho Ho</b> (Christmas Songs)</p>	<p style="text-align: center;"><b>I Wanna Play in a Band</b> (Rock)</p> <p style="text-align: center;"><b>Zootime</b> (Reggae)</p>	<p style="text-align: center;"><b>Friendship Song</b> (Joanna Mangona)</p> <p style="text-align: center;"><b>Reflect, Rewind and Replay</b> (Consolidation)</p>
<b>Cultural Capital Experience</b>	<p style="text-align: center;"><b>Telford Exotic Zoo</b></p> <p style="text-align: center;"><b>Pep the Poet</b></p> <p style="text-align: center;"><b>Aladdin Pantomime performance</b></p> <p style="text-align: center;"><b>Bollywood Dance workshop</b></p> <p style="text-align: center;"><b>Singing in the community – Residential Care Home</b></p>	<p style="text-align: center;"><b>Local walk and business visit (Geography Fieldwork)</b></p> <p style="text-align: center;"><b>Castle Visit</b></p> <p style="text-align: center;"><b>Mental Health Workshop</b> <b>DogsTrust – Animal safety</b></p> <p style="text-align: center;"><b>RE Aisha Mosque and Islamic Centre of Walsall</b></p> <p style="text-align: center;"><b>Sports for Champions</b> (GB athlete visit and sponsored event))</p>	<p style="text-align: center;"><b>Sealife Centre / Beach visit</b></p> <p style="text-align: center;"><b>Community Sing – Residential Care Centre</b></p>
<b>Cross Curricular Links</b>	PE – linked to Science (Bones & muscles)	PE – linked to Maths (keeping score)	