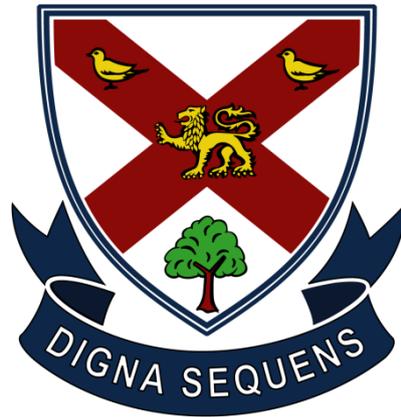


Widford Lodge

Preparatory School



Form 2 Curriculum Information Booklet

INTRODUCTION

This booklet contains curriculum information relevant to your child for this academic year. Each subject is referred to and we hope that it gives you a useful insight into what your child is likely to experience at school this year. However, please note that there has to be a degree of flexibility within this curriculum, depending on the individual needs of each child.

We have also provided some of the rules and details of the expectations we have of pupils, to ensure the school runs smoothly.

If you have any queries about anything in this booklet, or any other issues, please see either myself or the relevant teacher.

Simon Trowell
September 2017

WHAT DO WE EXPECT FROM WIDFORD LODGE FORM 2 PUPILS?

Behaviour

- To be aware of other people.
- To move around the school quietly.
- To knock before entering another classroom. Say 'excuse me'.
- To use good manners when talking to others.
- To line up sensibly next to other people.
- To use sensible, safe behaviour.
- To line up next to appropriate people.
- To support KG and Form 1 during group and playground activities.

In classroom

- To listen and concentrate.
- To sit on a chair correctly.
- To put hand up to talk-Wait and not shout out.
- To behave safely in classroom and toilet area.
- To line up quietly.
- To treat classroom equipment with care.
- To sit quietly whilst eating morning and late-stay snacks.

At playtimes

- To not run whilst eating.
- To be mindful and caring of others.
- To play safely.
- To lead and follow.
- To treat outdoor equipment with care.

At lunchtimes

- To line up quietly and say prayer.
- To use manners when requesting food.
- To use manners when eating food.
- To sit and eat properly and unaided.
- To take up plate when finished and scrape it.
- To leave hall quietly.
- To talk quietly at the table.

Independence

- To take register/messages to other rooms (in pairs).
- To manage own personal hygiene.
- To manage own belongings.
- To manage arrival and departure routine independently.

In classroom

- To separate from parent happily.
- Unless requested, to leave toys and teddies at home.
- To leave parent at gate.
- On arrival at school to follow morning routine.
- To give out books, pencils and rubbers.
- To tidy up classroom resources when asked. To put rubbish in correct bins.
- To keep classroom and areas tidy.
- To change into and from uniform unaided.
- To change for P.E. with the minimum of support.
- To put on Art apron independently and fasten (seek help from peer if necessary).
- To work successfully in pairs/teams when asked and co-operate when opinions differ.
- To put on own blazer or coat.
- To help to give out book bags and hats at the end of the day.
- To write name (if appropriate), date and title immediately and without prompting at the top of work and then to start work straight away.
- To hand in completed work without prompting.
- To be responsible for using a sharpened pencil.
- To follow 3 instructions.
- To work independently.

At lunchtimes

- To request food from kitchen staff.
- To use knife and fork.
- To attempt to cut own food before asking for help.
- To try all food.
- To use knife and fork correctly.
- To remember to go to the toilet at playtime rather than during lessons.

Homework in Form 2

1. Daily Reading-Please listen to your child read every day

Please inform us which books your child has completed in their reading diary. We are delighted to hear other comments too.

2. Spelling Tests

Spelling tests will take place weekly. Your child's test spelling book will be sent home for you to monitor their progress. These books must be returned the following day. The spellings will introduce new diagraphs and cover tricky words. Children will also learn to spell the first hundred High Frequency Words.

3. Times Tables Tests

Times tables tests will take place regularly. The children will be told which number they are to concentrate on.

4. Homework

Homework will come home each Monday. It will comprise of:

- English / Maths / Topic related task per week; to take up to 30 minutes.
- Spelling practice
- Times tables practice
- Reading

Homework is important and not optional, but we do understand if it has not been possible to complete it. Children should be encouraged to use the correct stationery e.g. a pencil for any written work.

Homework tasks should be completed as independently as possible; in order to help prepare the children for the Prep School.

Homework can be handed in as soon as it is complete, however it must be returned at the latest the following Monday morning.

Mathematics in Form 2

Each week your child will have a daily Maths lesson, which includes mental, practical and written work. Children also use Abacus activelearn to complete Maths tasks online.

Throughout the year, your child will receive homework and may also require support learning times tables. You may find it helpful to look at the Year 2 Maths Strategies Booklet and the explanations of the methods and concepts they will be studying in Form 2. This is only a guide for you as parents; you are not required to use it to carry out additional work at home. Please remember that each child is different and while some may cope with these topics easily and move beyond them, others may find aspects challenging: this is a general guide only. Please also refer to the calculations policy available on our website for details of the mental and written strategies used in Form 2.

Your child will continue to learn about place value – this means what each digit in a number represents. For example, 23 is 20 (2tens) and 3 (3ones). 537 is 500 (5hundreds) and 30 (3tens) and 7 (7ones).

They will use this knowledge to extend number sequences and counting in steps as well as extending their odd and even number understanding. They will use <, > and = signs to compare numbers. Your child will learn about multiples, for example that multiples of 5 end in 5 or 0. They will round numbers to the nearest ten or hundred.

Children will be encouraged to add and subtract mentally and in writing using methods such as:

- Using number bonds e.g. pairs of numbers making 10, 20
- Looking for pairs making 9, 10 or 11 first
- Starting with the highest number
- Partitioning into tens and ones e.g.

$$\begin{aligned} 36 + 53 &= 36 + 50 + 3 \\ &= 86 + 3 = 89 \quad \text{or} \end{aligned}$$

$$\begin{aligned} 67 + 24 &= (60 + 20) + (7 + 4) \\ &= 80 + 11 = 91 \end{aligned}$$

They will learn that addition can be done in any order but subtraction cannot, and will recognise the inverse relationship between addition and subtraction.

Multiplication facts should be learned by heart and children should understand, for example, that 5×4 is the same as 4×5 . Tables learned should include 2, 3, 4, 5 and 10 with corresponding division facts, for example divide 32 by 4; what is 6 multiplied by 3. They may of course learn other times tables once these are secure!

Children will learn techniques for solving worded problems. The language will indicate the operation required e.g. total will need addition or find the difference will need subtraction.

Children will understand that division sums may have remainders and will start thinking about rounding answers up or down when solving worded division problems.

Pupils will be taught to recognise, find, name and write the fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity. They will write simple fractions eg $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.

There are everyday situations involving time, measures and money where you can reinforce your child's understanding, for example:

- Recognising coins and notes, using decimal notation, finding totals and giving change
- Using vocabulary such as cm, m, km, g, kg, ml, l and degrees C and knowing the equivalents of g to kg etc, as well as encouraging measurement, estimating and problem solving using rulers, scales, jugs etc.
- Time facts involving seconds, minutes, hours, days, weeks, months and years as well as telling the time to 5 minutes on digital and analogue clocks. Children will also learn how to compare and sequence intervals of time.

Other concepts covered include: lines of symmetry, co-ordinates on a grid, compass directions, right angles, Carroll and Venn diagrams and bar charts. Children will use mathematical vocabulary to describe position, direction and movement, including right angles for quarter, half and three quarter turns and clockwise/anticlockwise.

Your child will extend their 2D and 3D shape knowledge, using vocabulary including sides, lines of symmetry, edges, vertices and faces.

Children will do mental maths work, using informal jottings if required. They will have regular timed mental maths tests and times table tests.

English: Form 2

Each week your child will have a selection of English lessons, which cover five different areas. These are spelling, writing, handwriting, grammar and comprehension work. Speaking and listening skills are embedded throughout these areas.

Speaking and Listening:

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding and knowledge.
- Use relevant strategies to build their vocabulary.
- Articulate and justify answers, arguments and opinions.
- Maintain attention and participate actively in collaborative conversations
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play and improvisations
- Consider different viewpoints.

Spelling:

Children will be given a weekly spelling list that teaches spelling rules and sounds, which are taken from the National Curriculum Year 2 Spelling Lists. We will also ensure that the High Frequency words are also revised and secure.

The children will learn to spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- apply spelling rules.
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Handwriting:

We follow the Nelson Handwriting Scheme and will continue to practise letter formations in cursive writing. Children are encouraged to use the correct pencil grip and cursive writing form throughout Form 2. We always encourage the children to present their work to the highest standard.

Writing:

Children are encouraged to write during group work and independently, usually on a daily basis. Children will be taught to use punctuation and grammar correctly. They will learn the techniques and layout of story writing, factual report writing and letter writing.

Children will be taught to develop positive attitudes towards and stamina for writing by:

writing narratives about personal experiences and those of others (real and fictional)

writing about real events

writing poetry

writing for different purposes

consider what they are going to write before beginning by:

planning or saying out loud what they are going to write about

writing down ideas and/or key words, including new vocabulary

encapsulating what they want to say, sentence by sentence

make simple additions, revisions and corrections to their own writing by:

evaluating their writing with the teacher and other pupils

re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form

proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correct]

read aloud what they have written with appropriate intonation to make the meaning clear.

Grammar:

Pupils should be taught to:

- learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- learn how to use: sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- the grammar for year 2 from the N.C
- some features of written Standard English
- use and understand the grammatical terminology in discussing their writing.

Reading:

Children will be heard on a weekly basis and are encouraged to read daily at home. Each child will have a reading bag with a variety of genres, which can be changed weekly. Children will read in a group, studying one book either fiction or non-fiction once a week. Reading aloud will be an opportunity to use expression, acknowledging the punctuation. Aspects such as the Contents and Glossary page will be discussed. Children will be encouraged to recall accurately what they have read and asked for the inferred meaning of text. Children will read daily during class, based on the author studies and topics from other subjects.

Word Recognition:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words
- read accurately words of two or more syllables
- read words containing common suffixes
- read further common exception words
- read most words quickly and accurately

- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

Comprehension:

In reading lessons the children will develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understanding both the books that they can already read accurately and fluently and those that they listen to
- checking that the text makes sense to them as they read and correcting inaccurate reading
- predicting what might happen on the basis of what has been read so far
- participating in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explaining and discussing their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Comprehension Exercises:

Children will be encouraged to read the questions carefully, understanding what is required for an answer, either factual information from the text or their personal opinion. The children will be taught the layout required and technique of answering in full sentences and using the text for the answers. This will be completed during class lessons in preparation for exams and as homework. This is to ensure they have a solid understanding of the text read and the vocabulary used.

Fiction Studies:

At some stage during the year the children will study the following authors and genres:

- Author study:
 - Anthony Browne - 'Look What I've Got', 'Zoo' and 'The Tunnel'
 - Roald Dahl - 'George's Marvellous Medicine' and 'The Giraffe and the Pelly and Me.'
 - Ted Hughes – 'The Iron Man'
- Narrative: Moral of the story
- Narrative: Rhyming and repetitive Poem
- Narrative: Character studies, Creating their own Medicine using descriptive adjectives.
- Narrative: Plot, Character studies, Descriptive travel through space.

Non-Fiction Studies:

Debates
Instructions
Non-chronological Reports
Instructions
Dictionaries
Letter writing
Newspaper Report

Science in Form 2

Please find below the scientific skills and topics, with a brief description of what we hope each child will attain:
They will develop scientific skills by:

- developing labelling skills
- starting to use appropriate vocabulary
- suggesting ideas and asking questions
- making predictions
- beginning to understand how to carry out a fair test
- locating information, sorting and classifying
- making comparisons-identifying similarities and differences
- using drawings to present evidence
- measuring
- filling in results tables
- beginning to suggest conclusions about what they have found out
- Asking simple questions and recognising that they can be answered in different ways
- Observing closely, using simple equipment
- Performing simple tests
- Using their observations and ideas to suggest answers to questions
- Gathering and recording data to help in answering questions

Uses of Materials

- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.

Changing Shape

- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Living Things

- Explore and compare the differences between things that are living, dead, and have never been alive.
- Notice that animals, including humans, have offspring which grow into adults.

Growing Plants

- Observe and describe how seeds and bulbs grow into mature plants.
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Habitats

- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
- Identify and name a variety of plants and animals in their habitats, including micro-habitats.

Feeding and Exercise

- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Geography in Form 2

St. Lucia

- Identify the main physical features of St. Lucia and the location using a world map, an atlas and globe.
- Use an atlas to find and record information about St. Lucia. Map of St. Lucia using Key and Symbols. Include capital, airports, seas and mountains.
- How St. Lucia is similar / different to England, both being islands? Look at situation, size, climate, vegetation and population of each.
- Learn about the people and their lifestyle.
- Research St. Lucia's climate and landscapes. Hurricanes, rainforests and coral reef.
- Discuss farming and Banana Industry.
- Look at tourism in St. Lucia.

Cold Places and Hot Places

- Identify continents in each region.
- Use an atlas to identify where these areas are on a world map. Identify these regions on a globe. Understand relationship to the Equator.
- Climate and weather conditions.
- Project on the animals from each area and relevant adaptations.
- Vegetation - both deserts.
- Climate.
- The people who live in each region.

Map work about the United Kingdom

- Use of a World Map and Globe to identify countries.
- Learn about the United Kingdom, the four countries, their capital cities, surrounding seas.
- Look at map to discuss vegetation.
- Look at map to discuss population.

Investigating the Local Area

- Map of school using a Key. Field investigation.
- Map of school and surrounding area between school fields. Use of Key. Field investigation.
- Use of local roads, Widford Road and A414, and what would cause the difference? Block graphs to record information.
- What jobs do people do in the School?
- Learn the names of a selection of capital cities of different countries.
- Learn to recognise the flag of a selection of different countries.

Mapping Skills

- Use of a World Map and Globe to identify countries.
- Use an atlas to find countries.

- Identify the Continents and Oceans.
- Discuss Northern and Southern Hemisphere.
- Learn about the Compass and points. (8)
- Identify Lines of Latitude, Equator, Tropic of Capricorn and Tropic of Cancer.

History in Form 2

Remembrance Day

Why do we have Remembrance Day?

Why do we wear poppies?

What is The Cenotaph and where is it?

Florence Nightingale and the Crimean War

What can we learn from a painting?

Who was Florence Nightingale?

What was Florence Nightingale's early life like?

Why did Florence Nightingale want to be a nurse?

Why did Florence Nightingale change in Scutari Hospital and why?

What happened in The Crimean War?

What can we learn about Florence Nightingale from artefacts?

Florence Nightingale Day

Race to the South Pole - Robert Scott and Roald Amundsen

Who were Robert Scott and Roald Amundsen?

Why did they want to go to Antarctica and what did they take?

Were their equipment choices sensible?

What are conditions in The South Pole like?

Were the explorers successful?

School trip to the Polar Museum in Cambridge

Widford Lodge School

What is the history of our School?

Was Widford Lodge always a school?

What can we learn from old photographs?

What do the symbols on our school badge mean?

Seaside Holidays

How did people use their leisure time in the past?

How did people get to the seaside?

What can old photographs tell us about holidays in the past?

How has our nearest sea-side town changed over time? (Southend-on-Sea)

Field trip to Southend-on-Sea

Art, Design & Technology in Form 2

Introduction

The Art Design and Technology curriculum has been divided into study units with an emphasis towards either Art and Design or Design and Technology. Specific themes may be adapted to complement topics in other curriculum areas, but will include the Drawing, Painting and 3D, plus either Printing or Collage from the Art based units and at least two of the Design and Technology units.

Drawing

Exploring how different mark makers may be used to create different effects in response to descriptive language and music and how different marks can represent different moods and movements; using a story as a starting point, represent texture by using a variety of different marks and draw objects from different viewpoints.

Painting

Developing responses to music through pattern making, colour mixing, and brush control; understanding Anthony Frost's and Paul Klee's use of shapes and surfaces by creating surfaces for painting, exploring the dynamics of unmixed paint and colour tints to produce imaginative painted images.

3D

Responding to the work of Henry Moore; developing understanding of the use of symbols and producing a decorated 3D form design through the process of rolling and inlaying clay of different colours into a slab; listening and responding to a story as a starting point for 3D work by forming clay slabs and rolling, pinching and pulling coloured clays.

Collage

Developing knowledge and understanding of the work of Matisse, through large-scale collaborative work: cutting, tearing and arranging adjacent primary and complementary colours in spiral forms; exploring the work of Bridget Riley by using scissors as a 'drawing tool' to create lines as contours and by collecting, sorting and sticking 'non-art' materials.

Printmaking

Tearing and using, both positive and negative stencils for printing multiple images - working light to dark; producing three-colour overprinted images using clay relief blocks, including unique state prints; learning

techniques associated with making direct prints from natural objects and working with textiles using tie dye.

Vehicles

Learning about wheels and axles and how to use these when making wheeled vehicles for a specific purpose.

Winding up

Introducing the concept of winding mechanisms by exploring how to make winding mechanisms using construction kits, then, after discussion, making their own toy using a winding mechanism out of reclaimed materials.

Puppets / Joseph's coat

Making a textile hand puppet, basing their design on their investigations into how the puppets have been made and who they have been designed for.

This unit could be adapted by focusing on another simple textile product e.g. a protective bag that can be made from a limited number of pieces.

OR

Learning to use a graphics program to design a model of a simple coat linked to the story of Joseph's coat of many colours and using simple paper patterns to make a coat using simple joining techniques for fabrics.

This can be adapted by focusing on an alternative product e.g. a fabric mat, bookmark or simple bag.

Computer Science in Form 2

Communicating information using text

Typing sentences including all capital letters, spaces and full stops and using the Return/Enter key to insert new lines.

Creating pictures

Becoming familiar with the tools in a Paint program, including brushes, lines, shapes, and flood-fill; creating pictures on a given theme such as Firework Night.

Finding Information

Navigating a website using buttons, hyperlinks and scroll-bars; searching using menus, indexes and keywords.

Routes - controlling a floor turtle

Using a BeeBot to show that control devices must be programmed; giving instructions to a BeeBot that contain numerical data; Using 2LOGO (from Purple Mash) to sequence instructions in order to complete more complicated tasks, such as drawing squares of different sizes and colours, including using the Repeat command.

Internet Safety

Hector's World (series of cartoons): Understanding what personal information means, it is unique and should only be given to trusted adults; what to do if uncomfortable about something while online and talking about who a trusted adult might be.

Physical Education and Games in Form 2

Children in Form 2 have 2 45minute lessons a week.

Term	Autumn 1 st	Autumn 2 nd	Spring 1 st	Spring 2 nd	Summer 1 st	Summer 2 nd
Sport	Lesson 1- Physical Literacy Lesson 2- Ball Skills	Lesson 1- Gymnastics Lesson 2- Ball skills	Lesson 1- Dance Lesson 2- Ball skills	Lesson 1 and 2- Racket skills	Lesson 1- Athletics Lesson 2- Swimming	Lesson 1- Sports Day practice Lesson 2- Swimming
Detail	<p>Physical Literacy is the mastering of fundamental movement skills and fundamental sport skills that permit a child to read their environment and make appropriate decisions, allowing them to move confidently and with control in a wide range of physical activity situations. We focus on balance, coordination and agility and include these in sporting games</p> <p>Ball skills Children focus on throwing and catching on their own. We begin with beanbags and then move onto different size balls.</p>	<p>Gymnastic activities provide an excellent opportunity to improve strength and flexibility. Progression is very much determined by the ability of the child.</p> <p>We follow the British Gymnastics Proficiency awards scheme which is the National Governing Body for Gymnastics in the UK.</p> <p>We continue to work on our ball skills, focusing on throwing and catching to a partner.</p>	<p>Children learn and perform basic sequences of movements to a variety of styles of music. They help to choreograph group and whole class dances.</p> <p>We continue to work on our ball skills, focusing on throwing and catching to a partner and throwing to a target.</p>	<p>Children begin to work on their racket skills and improving their hand-eye co-ordination. We also work on their forehand and the children begin to rally with a partner.</p>	<p>Athletics Children will begin to explore running, jumping and throwing activities and take part in simple challenges and class competitions . They will also increase their awareness of speed and distance.</p> <p>Swimming We begin to develop stroke technique and style. Children are expected to swim greater distances, increasing stamina in the water. They are introduced to basic survival and rescue techniques.</p>	<p>Sports Day We now practise the events that will take place on sports day. The children have a chance to go down to the field and practice on the track. This P.E lesson is now extended to give children to go down to the field.</p> <p>Swimming We continue to develop stroke technique and style. Children are expected to swim greater distances, increasing stamina in the water. They are introduced to basic survival and rescue techniques</p>

Personal, Health, Social and Economic Education in Form 2

At Widford Lodge we promote wellbeing alongside academic achievement. Where the relationships between wellbeing and learning are recognised and developed, children thrive. PSHEE makes an invaluable contribution to our Form Two's spiritual, moral, cultural and social development as well as enhancing personal development and behaviour.

Myself and My Relationships

Can I name some different feelings?

- Self awareness, identifying and naming emotions, coping with feelings
- Feelings, thoughts and behaviour, likes and dislikes, feeling proud
- Impulsive behaviour, calming down and relaxing, worry and anxiety
- Assertiveness

What is bullying?

- Valuing difference and diversity, physical, mental and emotional wellbeing
- Strategies for dealing with bullying including assertiveness
- Asking for help and telling, supporting others, creating an anti-bullying ethos

Citizenship

How do rules make me feel happy and safe?

- Class and school rules and charters
- Rules and laws in society, understanding right and wrong
- Explaining views, decision making
- School and class councils
- Responsibilities to other people

What am I and other people good at?

- Recognising strengths, developing skills, steps towards goals
- Effective communication, compromise and co-operation, discussion and negotiation, evaluating
- Applying group work and communication skills

Healthy and Safer Lifestyles

Year 2 Sex and Relationship Education- Growing up and changes

- Babies to children to adults, growing up
- Changing responsibilities
- Learning about the differences between males and females
- Understanding how a baby changes and how they have changed since they were born
- Describing what babies need
- Talking about the ways boys and girls can be the same and different
- Understanding what their responsibilities are now they are older

What are the potentially risky substances at home and at school?

- Medicines, attitudes to health professionals
- Feeling ill, feeling better
- Risky household substances, safety rules, being persuaded

What are risky situations and how can I keep myself safer?

- Risky situations, emotions associated with risk
- Basic personal information, asking for and giving help in an emergency

Keeping Safe

- Road safety, travel to and from school, keeping safe from accidents
- Sun safety, water safety

Economic Wellbeing

Where does money come from and where does it go when we 'use' it?

- Money in different /familiar contexts, cash values, money as a finite resource
- Uses of money, saving and spending, how banks work
- Emotions in relation to money
- Charity

Religious Education in Form 2

Autumn

Stories from different World Religions

Sikhism

What can we learn from the story of the Khalsa?

What was Guru Nanak's message in the story?

What can we learn from the story of the Khalsa?

Hinduism

What can we learn from the story of Prahlad and Holika?

What is the message from the story of Rama and Sita?

Judaism

What is the message from the story of Passover?

Islam

What is the message from the story: The Tale of the Two Frogs.

What is the message from this story?

How can we learn from this message and apply this to our everyday life?

Christianity

What it means to be kind. When is it easy to be kind?

When is it trickier?

Why did Jesus show kindness to someone he didn't

know? How does it teach us how to treat others?

Why did God give Jesus to the world?

Why is prayer essential?

Are there special prayers?

What reasons would someone pray?

Easter Story

Is it true that Jesus came back to life?

Is it possible that Jesus was in heaven?

What do Christians believe?

What does an Easter egg symbolise?

Summer

Religions

Evolving Religions

How did the Christian religion evolve?

Why would followers feel the need to spread the word of their religion?

How would a new religion be spread today?

Why do some religions have more than one god?

What names are given to gods?

Origins of religions

Where did religions originate?

Why have religions spread around the world?

To understand that different religions can live within the same community.

Where in the world would you find religions?

Spring

Prayer within Faiths & the Easter Story

Prayer

When would a follower of a faith pray?

Where may praying take place?

Do all prayers take place in the same way?

How would a follower of a faith pray?

French in Form 2

All pupils learn French once a week for a 30 minute with Madame Beardsworth. The children continue to practise French in a fun way through using props, flashcards, songs, rhymes, stories and games. The majority of our learning activities are based on speaking and listening skills. We continue to use the Skoldo French Elementary workbook enabling children to gain confidence in recognising and copying familiar words. Children are also encouraged to read short sentences in French and to understand basic descriptions (eg. to understand the colour of an item of clothing). Towards the end of Form 2, children are encouraged to use words in full sentences (eg. to express likes and dislikes of food/drinks). At the end of Form 2, children bring home their Skoldo workbook with accompanying CD.

Autumn term:

- Revision of greetings, colours, numbers, classroom/household objects and classroom instructions.
- Clothes.
- Skoldo workbooks: clothes.
- Skoldo song: Je vois deux chaussettes.
- Understanding descriptions of clothes: additional worksheets.
- Winter song: Il fait froid et il neige (It's cold and it's snowing).

Intercultural understanding: European Day of Languages work, Christmas vocabulary linked to winter song.

Spring term:

- Parts of the body.
- Parts of the face.
- Skoldo workbooks: The body.
- Story: Va t'en, Grand Monstre Vert! (Go Away, Big Green Monster!)
- Describing a monster.
- Understanding instructions.
- Skoldo songs: Savez-vous planter les choux? & Alouette

Intercultural understanding : Easter vocabulary and traditions (Egg hunt to revise vocabulary).

Listening skills: Listening to a native speaker to identify colours and numbers in random order.

Summer term:

- J'ai faim (food vocabulary).
- Fruits.
- Vegetables.
- Skoldo songs: J'adore les glaces & La soupe aux légumes
- J'ai soif (drinks vocabulary).
- Expressing likes and dislikes.
- Traditional French food and meal times in France.

Intercultural understanding: Learning about/tasting French food.

Writing skills: Copying → writing words from memory (using mini whiteboards), writing short sentences.

Music in Form 2

The children will learn a number of songs that have a topical or seasonal relevance or that are in preparation for a school concert or production.

CHRISTMAS TERM

Into the Groove

- Revision of key skills developed in KG and Form 1
- Performing a whole class rhythm piece using tuned percussion
- Introduction to rhythm notation

Preparing to Perform

- Music for Christmas: singing, performing on instruments
- Carol service preparation

EASTER TERM

Infant Music Festival

- Learning and Refining the performance

Tuned percussion: Glockenspiel Stage 2

SUMMER TERM

The Music of China

- Listen, perform and compose music using the pentatonic scale and that
- Listen, perform and compose sound reflecting the music of China

Musical Theatre

- Exploring the music for the theatre and performing two musical theatre songs, with movement



A GUIDE FOR PARENTS

What is Edmodo?

Edmodo is a free, online learning space designed specifically for schools.

What can my child do on Edmodo?

Using *Edmodo* will help pupils to learn about the benefits of using the Internet for digital communication in a safe environment. They can:

- share information and send messages to their year/class group page for all their peers to look at and reply to;
- upload and share: files, pictures or website links with their friends;
- hand in work to be marked online by a teacher, such as a piece of writing or their answer to a maths puzzle;
- take part in polls;
- earn badges to display on their profile page, such as for writing an interesting post for others to read or for using correct spellings.

How safe is Edmodo?

Whilst *Edmodo* may look like *Facebook*, it is designed specifically for schools. Pupils' accounts are created by the school using a unique code. It is not possible for a member of the public to access the school community. Strangers cannot 'friend' them. Pupils can only access and send messages to their whole year/class group - they cannot send private messages between themselves and their profiles are only visible to those within the school community.

Messages appear online instantly to allow for real-time discussions to take place. Staff at Widford Lodge can see everyone's messages and regularly monitor them. Children are taught about the importance of only writing nice, sensible messages during e-safety lessons in school, however staff can respond to any unsuitable messages by editing or deleting them. Repeat offenders can also be stopped from writing any messages - gaining just 'read-only' access instead.

Can a parent have a login for *Edmodo*?

Parents are welcome to join *Edmodo* to monitor what your child is doing. Parent accounts let you:

- send messages to your child and their teacher;
- view some messages from your child's year group that we select as being interesting;
- view homework 'assignments' put onto *Edmodo* and what your child has handed in for them;
- view any messages sent between a teacher and your child (e.g. feedback on their work/their marks).

What to expect from pupils who use Edmodo?



When sending messages we:

-  **use Standard English**
- no text talk (e.g. gr8, 2nite)
-  **write in good English**
- including grammar and punctuation
-  **are polite**
- using only nice words
-  **keep safe**
- by not revealing personal information

Messages may be edited or deleted if they don't follow these rules.
Repeat offenders may be stopped from writing any more messages.

What our Widford Lodge 'Test Pilots' think of Edmodo?

- "I can talk to all of my friends from class."
- "I like it because you can do homework on it instead of on paper and your writing isn't scruffy and is better."
- "I like *Edmodo* because you and share things with one another."

If you have any queries or concerns regarding *Edmodo*, please contact Mr Blundell.