

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 recognise the potential impact that the covid 19 pandemic and the national lockdowns and school closures had on pupils' learning, emotional wellbeing and social interactions. We will therefore be continuing with our enhanced pastoral and wellbeing programme this year, including a new PSHEE curriculum and scheme of work. While due consideration has been given to this while compiling the curriculum plans for this year, we recognise that there may need to be adaptations as the year progresses and therefore cannot guarantee that every topic or theme detailed will be covered as described. Please be assured, however, that we will continue to monitor the curriculum and children's progress and will make any changes with their learning and wellbeing at the heart of decisions.

We are proud to be a Forest School: every pupil in the school will take part in a one hour on-site Forest School session each half term.

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

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

Michelle Cole
September 2021

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

Independence

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

In classroom/at the gate

- To separate from parent happily.
- Unless requested, to leave toys and teddies at home.
- To leave parent at the black gate.
- On arrival at school to follow morning routine.
- To give out books.
- 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. Using the 'Spelling Frame' website, 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.

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: mathematical investigations, 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. Phonics will continue to be a focus throughout Form 2.

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. These are taken from the National Curriculum Year 2 Spelling Lists. We will also ensure that the High Frequency words are also revised and secure. 'Spelling Frame' can be used at home to help the children to learn their weekly spellings.

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
- applying spelling rules.
- writing 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:

- learn 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.'
 - Anne Fine – 'Diary of a Killer Cat'
- 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.
- Poetry: Poems by Benjamin Zephaniah

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

Electricity

- What is electricity?
- How can I stay safe around electricity?
- What is a battery?
- Can I make a bulb light up?
- What circuits and switches?

Living Things in Habitats

- 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.
- 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.

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.

Growth and Survival

- Understand that animals have offspring and that not all animals reproduce in the same way.
- 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?

Mapping Skills

- Use of a World Map and Globe to identify countries.
- Use an atlas to find countries.
- Learn the names of a selection of capital cities of different countries.
- Learn to recognise the flag of a selection of different 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

- What is a hero?
- Why do we have Remembrance Day?
- Why do we wear poppies?
- What is The Cenotaph and where is it?

Florence Nightingale, Mary Seacole and the Crimean War

- What can we learn from a painting?
- Who was Florence Nightingale?
- Who was Mary Seacole?
- What was Florence and Mary's early life like?
- Why did Florence and Mary want to become nurses?
- How did Florence Nightingale change in Scutari Hospital and why?
- Why didn't Mary work at Scutari too?
- What happened in The Crimean War?
- What can we learn about Florence and Mary from artefacts?

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?

Explorers

- Which other people have explored parts our world?

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 have seaside towns changed over time?

Art, Design & Technology in Form 2

The Art Design and Technology curriculum is divided into study units with an emphasis towards either Art and Design or Design and Technology. Specific themes may be adapted to compliment topics in other curriculum areas, but will include the Drawing, Painting and 3D, plus either Printing or Collage from the Art based units and two of the Design and Technology units. Within the art curriculum, children will have opportunities to study and respond to art and artists from different cultures and backgrounds. Activities are subject to change due to COVID19 restrictions.

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

Computing in Form 2

The Computing curriculum in the Pre-prep makes extensive use of Purple Mash - an award-winning online resource for primary schools from 2Simple. Pupils are given individual logins and are able to set up their profiles and maintain their work folder. Profiles are only visible to the individual child and their teacher- no information is shared.

Digital literacy

- Typing practice - Becoming familiar with the layout of a QWERTY keyboard
- Understanding the terminology associated with searching the Internet.
- Identifying the basic parts of a web search engine search page and learning to read a web search results page.

E-Safety

- 'Lee and Kim's adventure... Animal Magic': Using a cartoon to learn about the dangers of giving personal information on the internet and that people are not always who they say they are;
- the importance of politeness and courtesy both on and off the internet;
- what action to take if they feel they may be in danger; and
- using ICT responsibly, both inside and outside of school.

Information Technology

- Making a drag-and-drop game
- Creating a digital picture and an e-collage
- Exploring, editing and combining sounds to make digital music.
- Presenting ideas: Exploring how a story can be presented in different ways; making a quiz and/or fact file about a non-fiction topic.

Computing and Programming

- Learning the names and purpose of the main hardware
- Sequencing single, then multiple commands; predicting and estimating distance and direction.
- Sequencing commands to move a character from a starting point to a specified destination.
- Using symbols to build a series of commands, testing and debugging a program.
- Learn the programming concept of loops and writing programs that draw interesting and complex patterns using loops.

Physical Education and Games in Form 2

Children in Form 2 have two 45 minute lessons a week. In the Spring/Summer term they travel to Riverside each Tuesday afternoon for a 30 minute swimming lesson.

Term	Autumn 1 st	Autumn 2 nd	Spring 1 st	Spring 2 nd	Summer 1 st	Summer 2 nd
Sport	Lesson 1- Physical Literacy/ Ball Skills Lesson 2- Outdoor and Adventurous	Lesson 1- Gymnastics Lesson 2- Ball skills	Lesson 1 and 2- Dance	Lesson 1 and 2- Racket skills	Lessons 1 and 2- Athletics	Lessons 1 and 2- Sports Day practice
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>O&A Children focus on team building, as well as problem solving skills in different situations.</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>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>

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. We follow the Jigsaw mindful approach to PSHEE, it is a progressive and spiral scheme of learning. In planning the lessons, the Jigsaw scheme ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The Relationships and sex curriculum is wholly consistent with the National Curriculum (2014) and DfE (2020) guidance. We have planned a progressive curriculum appropriate to each age group. LGBTQ+ is included in the curriculum in a sensitive and age-appropriate manner. LGBTQ+ is not mentioned specifically in lessons for children aged 4-7. However, in lessons that explore differences in families, pictorial resources are used as a discussion focus.

Being Me in My World

- Understand the rights and responsibilities of class members
- Know about rewards and consequences and that these stem from choices
- Know that it is important to listen to other people
- Understand that their own views are valuable
- Know that positive choices impact positively on self-learning and the learning of others
- Identifying hopes and fears for the year ahead

Celebrating Difference

- Know the difference between a one-off incident and bullying
- Know that sometimes people get bullied because of difference
- Know that friends can be different and still be friends
- Know there are stereotypes about boys and girls
- Know where to get help if being bullied
- Know that it is OK not to conform to gender stereotypes
- Know it is good to be yourself
- Know the difference between right and wrong and the role that choice has to play in this

Dreams and Goals

- Know how to choose a realistic goal and think about how to achieve it
- Know that it is important to persevere
- Know how to recognise what working together well looks like
- Know what good group-working looks like
- Know how to share success with other people

Healthy Me

- Know what their body needs to stay healthy
- Know what relaxed means
- Know why healthy snacks are good for their bodies
- Know which foods give their bodies energy
- Know that it is important to use medicines safely

- Know what makes them feel relaxed/stressed
- Know how medicines work in their bodies
- Know how to make some healthy snacks

Relationships

- Know that there are lots of forms of physical contact within a family
- Know how to stay stop if someone is hurting them
- Know there are good secrets and worry secrets and why it is important to share worry secrets
- Know what trust is
- Know that everyone's family is different
- Know that families function well when there is trust, respect, care, love and co-operation
- Know some reasons why friends have conflicts
- Know that friendships have ups and downs and sometimes change with time
- Know how to use the Mending Friendships or Solve it together problem-solving methods

Changing Me

- Know the physical differences between male and female bodies
- Know that private body parts are special and that no one has the right to hurt these
- Know who to ask for help if they are worried or frightened
- Know there are different types of touch and that some are acceptable and some are unacceptable
- Know the correct names for private body parts
- Know that life cycles exist in nature
- Know that aging is a natural process including old age
- Know that some changes are out of an individual's control
- Know how their bodies have changed from when they were a baby and that they will continue to change as they age

Religious Education in Form 2

Autumn

Stories from different World Religions

Stories may include:

Sikhism

- What can we learn from the story of the Khalsa?
- What was Guru Nanak's message in the story?

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?

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?
- 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?

French in Form 2

All pupils learn French once a week for 30 minutes with Madame Scott. 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. Children are also encouraged to read short sentences in French and to understand basic descriptions (eg. To ask for vegetables at a market stall.) Towards the end of Form 2, children are encouraged to increase their thinking and reasoning skills in French, identifying strategies when learning new words and phrases

Autumn

Unit 1: J'apprends le français

- Use a map to pinpoint France
- Highlight some cities and towns, (Paris, Calais, Marseille)
- Learn about other French-Speaking countries
- Remember how to say their name and how they are feeling
- Revise numbers 1-10 and colours
- 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 and French celebrations during Advent and Christmas

Spring

Unit 2: Les Legumes

- Special Celebrations: La Fête Des Rois (Ephiphany) in January and La Chandeleur (Candlemas) in February
- Learn 10 vegetable items in their plural form (using les)
- Attempt to spell the vegetables- using a word mat and trying unaided for a few words
- Understanding how to order 'a kilo of...' and 'half a kilo of'
- Learning how to apply new phrases to perform a role-play at a vegetable market stall
- Learning how to use 'Je voudrais' (I would like) and using polite phrases (Please and thank you) in context
- *Intercultural understanding: La Fête Des Rois (Ephiphany) in January and La Chandeleur (Candlemas) in February and French Easter traditions*
- *Listening skills: Listening to native speakers ordering vegetables and learning a song about vegetables.*

Summer

Unit 3: Boucle D'Or et Les Trois Ours (Goldilocks and the Three Bears)

- Listen attentively to a familiar story being read in French
- Recognise, understand and remember new language being introduced through a story
- Increase memory potential, using picture cards, word cards and phrase cards in French
- Sequence a story, using word and phrase cards to support and guide them when working independently
- Create a story board in French, using resources and other materials (picture/word cards)
- *Intercultural understanding: Comparing a familiar story in French to English, Bastille Day*
- *Writing skills: Copying → writing words from memory (using mini whiteboards), writing short sentences.*

Music in Form 2

Pupils have a 35 minute music lesson each week from a specialist music teacher

Autumn

Introduction to rhythm notation and rests

- Composing rhythms using reggae grooves

Story telling through music and movement

- Ahmal and the Night Visitors: listening to a major work

Spring

Infant Music Festival (if it goes ahead in Spring 2022)

- Learning and Refining the performance

Tuned percussion: Glockenspiel Stage 2

Summer

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