

WELCOME TO CLAIRES COURT JUNIOR GIRLS - YEAR 2

At Claires Court we are fully committed to providing the very best education for your child. This curriculum statement is designed to provide information about what knowledge and skills your daughter will be learning and the meaningful opportunities she will experience.

CLAIRES COURT JUNIOR CURRICULUM

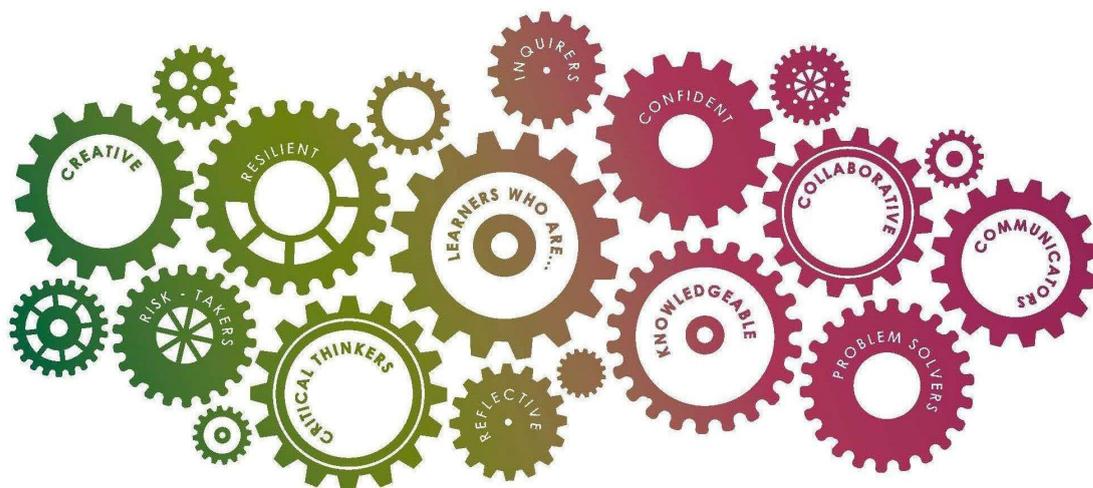
We are very proud of our Claires Court Junior Curriculum which is based on pedagogical research and continuous evaluation. Our current and purposeful curriculum is a progression of knowledge and skills in each subject which enables teachers to differentiate learning for our pupils through a range of exciting and thought-provoking questions and case studies. Our curriculum is delivered through a combination of our junior specialist teachers who are trained in pedagogical development, as well as our subject specialists who specialise in subjects, and are passionate and experienced in delivering exciting subject teaching.

As well as having your child's academic needs at the centre of our approach, we pride ourselves on our nurturing learning environment and our exceptional Pastoral Care. Well-being, both mental and physical, is key to feeling secure, confident and building resilience - features which we aim to instil in your child. Our pastoral aims are woven into every aspect of our provision ensuring that whatever your child experiences, it is with the very best intentions for them.

Using our teaching and learning approach, we aim to:

- Enable pupils to make excellent progress
- Provide equal opportunities for all learners
- Engage, motivate and develop curiosity
- Create a responsible approach to school and life
- Prepare pupils for the digital world.

CLAIRES COURT ESSENTIALS



OUR ONLINE PROVISION

At Claires Court, Google Classroom has been very much part of our way-of-learning prior to, during and post the Covid-19 pandemic.

We feel that Google Classroom has allowed pupils to take ownership of their learning with the guidance of their teachers. This online learning platform will continue to be very much part of our curriculum offer.

CHROMEBOOKS

As a Google partner school, our pupils have had access to Chromebooks for many years and Chromebooks are used in all curriculum subjects. Each pupil, from Year 1, is provided with their own Chromebook, login details and a Claires Court email address. Devices are secured to the Claires Court domain which secures the device against unauthorised use, self-wipes the device overnight, and applies a range of school policies to it, such as enabling Google Safe Search, spotting the use of inappropriate language and limiting the range of Chrome extensions to those in use at school.

THE 'HUB'

The 'hub' is the digital centre of our pupils' online learning. Through our suite of cloud based software 'Google Apps for Education' pupils have a wide variety of tools available to them with which they use to research, collaborate, create and present their school work. Each pupil has their own '30GB drive' and email address. The 'hub' allows pupils to work collaboratively, share ideas and communicate within

our own 'walled garden'. Teachers and pupils can share and discuss work in real time and homework can be submitted and assessed through the 'hub'.

BIG QUESTIONS & CASE STUDIES

Each Term, the pupils will focus their learning on a Big Question and a Case Study. This journey will inevitably lead the pupils down a road of enquiry and discovery through all subject areas.

Year 2

Autumn How do human beings overcome adversity?

Case Study: The Great Fire of London and Modern Day Bush Fires

Lent What makes Britain unique?

Case Study: Royals and the British Monarchy

Summer How can we change the world?

Case Study: Famous Significant Figures - David Attenborough/Greta Thunberg.

Renewable Sources of Energy

SUBJECTS

For each subject, your child will learn through answering a series of questions. These questions are planned by the teachers and differentiated for your child.

English

Our aim in English is to focus on the fundamental skills of reading, writing, and speaking and listening. These skills are taught through a wide variety of opportunities, including reading a range of genres, writing extended creative pieces and many role play and drama experiences.

Reading

In Year 2 we build on the specific word reading and comprehension skills already developed through the curriculum in Year 1. Daily individual reading from our progressive reading scheme continues.

- How accurately and fluently can I read words?
- Can I answer questions about events, characters and settings in stories I have read?
- When answering questions about non fiction texts, am I able to identify relevant information to answer questions?
- Am I able to retrieve and record information from non fiction books?
- Which questions can I ask and answer about new words to expand my understanding of vocabulary?

Writing

Pupils will be taught composition, structure, vocabulary, punctuation and grammar skills through a series of creative and exciting activities. Pupils will be expected to have a mature approach to the composition and structure of their writing, using a wider range of interesting vocabulary.

- Am I able to use capital letters, full stops, question marks and exclamation marks correctly and consistently?
- Am I beginning to use commas in lists and apostrophes in

contractions?

- How can I start my sentences in different ways?
- What are the features of instructions and can I apply these to writing my own instruction writing?
- When writing imaginatively how well do I describe story characters and settings?
- What is the difference between present or past tense and can I write consistently using them?
- Can I write in the first person to create a diary entry or eye-witness report?
- Can I use sentence openers and connectives in my writing?

Speaking and listening

We believe that speaking and listening are skills which children need to learn. This is developed through our 'essentials' approach of working collaboratively, sharing news, role playing, asking and answering questions and considering other people's viewpoints.

- How well do I listen with increased interest and attention when someone is speaking?
- Am I able to use creative and critical thinking to ask questions about what has been said?

Spelling and phonics

Spelling is developed through a differentiated approach, focusing on the needs of each child as an individual. Phonics and spelling of high frequency words are taught in a

variety of ways including phonic lessons along with spelling and dictation tests. The use of dictionaries and thesaurus' are also introduced to improve and edit work.

- What are compound words and how well do I use my knowledge of these to spell?
- How well do I use a dictionary to check spellings?
- What strategies can I apply to accurately spell words of two or more syllables?
- Can I segment words into sounds for spelling and more accurately choose the correct groups of letters to represent each sound?

Handwriting

The girls are taught to use neat handwriting, forming letters and how to join them correctly. They are expected to sit their writing neatly on the line with the letters consistent in size. Capital letters should stand tall and not join up.

- How well do I join letters using the joins I have been taught?
- Do I use appropriate spacing between words?
- Am I able to sit my writing neatly on the line?

Mathematics

Our aim in Mathematics is to ensure all pupils learn mathematical skills from a range of areas with fundamental skills being taught progressively throughout the academic year. The pupils will have many opportunities to apply learned skills to a variety of different contexts, problems and real life situations. We recognise the importance of repetition, and we ensure that there are multiple opportunities for this to occur including morning maths, rapid recall and online learning platforms.

Areas of maths include:

- Numbers
- Mental strategies
- Addition and subtraction
- Multiplication and division
- Fractions and decimals
- Geometry and shape
- Position and direction
- Statistics and data handling
- Using and applying
- Reasoning.

Pupils will be able to answer questions such as:

- Can I recognise place value in two and three digit numbers?
- Which addition and subtraction facts to 20 can I recall?

- Do I know the two, three, five and 10 times tables?
- What strategies can I use to add and subtract mentally one and two digit numbers?
- How can the inverse relationship of addition and subtraction help me when working out calculations?
- Which multiplication and division strategies can I use to solve problems?
- How do I use the symbols $>$, $<$ and $=$ to compare numbers to 100?
- How can I sort and organise data using Venn diagrams, Carroll diagrams and bar charts?
- Can I describe properties of 3D shapes, including number of edges, vertices and faces?
- Am I able to identify and draw lines of symmetry?
- Can I create symmetrical patterns?
- Can I recognise and identify right angles in shapes and objects?
- Can I combine amounts of money to make a value, including using £ and p symbols?
- Can I recognise, find, name and write $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ of objects, shapes and quantities?
- Am I able to measure to the nearest standard unit using rulers, scales and measuring vessels?
- Can I tell the time on analogue and digital clocks to the quarter hour and in five minute intervals?

Science

Our aim in Science is to teach pupils the skills of working scientifically. We teach them how to ask questions, make observations and carry out tests, experiments and investigations. They will learn to use a range of sources to answer their questions, and will gather and record data. The girls will find ways of carrying out fair tests and be given opportunities to make decisions in choosing equipment, recording observations and drawing conclusions. When reflecting on their learning, pupils will use scientific evidence to hypothesise, evaluate and suggest improvements for further scientific activities.

Pupils will cover topics including:

- Animals including humans
- Basic Needs, Exercise, Balanced Diet and Hygiene
- Uses of Everyday Materials
- Electricity
- Living things and habitat.

Information and Communication Technology (ICT)

ICT is embedded within the curriculum to support learning in each subject. Pupils will learn about the following topic areas and endeavour to answer a wide range of questions, including:

E-Safety

- Can I stay safe online?
- Can I use applications and communication appropriately?

Use of digital devices

- Can I access computer based learning technologies such as: Reading Eggs, Mathletics and Purple Mash?
- Do I know how to use computers, Chromebooks, digital cameras and tablets?

Coding

- Can I understand algorithms?
- Can I program digital devices?
- Am I able to create and debug simple programs?

MFL

Our MFL curriculum is designed to progressively develop childrens' skills in languages, through weekly lessons. Children progressively acquire, use and apply a growing bank of vocabulary organised around topics.

Throughout the year children will be taught French, Spanish and Japanese.

Children will develop a love of languages and be well equipped for the next stage of their language learning. Children make good progress from their own starting point. Children will be given the opportunity to look at other languages – particularly if children are bi-lingual.

Children will learn how language skills can be applied to a range of languages. Children will develop their language through development of the four key skills of speaking, listening, reading and writing. Children will enrich their language learning by developing an understanding of the culture of different countries.

History

During the year, the pupils will learn to retell stories set in the past and find out about famous people, carrying out research to find out more. The girls will use historical terms and phrases, to indicate the past and present and the passing of time. They will learn to sequence events, artefacts and photos of places and times onto a timeline. The pupils will find out about the past by talking to people, researching information books and online sources. They will ask and answer questions and give explanations about objects, events and people from the past.

Autumn

The Great Fire of London

- What has changed from how people live now to how people lived in 1666?
- How do we know about The Great Fire of London?
- What caused the fire?
- How can we use Samuel Pepys' diary to help us?
- If you were to rebuild London, what would you do to prevent another fire?

Lent

Royals

- What is a monarch and what qualities make a good monarch?
- What can you find out about significant British Monarchs?
- How has the life of a monarch changed over time?
- How do Kings and Queens inherit their titles?

Summer

Famous Significant Figures

- What is David Attenborough famous for?
- Why is David Attenborough Inspirational?
- Why is David Attenborough's work so important?
- What do you know about Greta Thunberg and how did she become so well known?
- What is Greta Thunberg trying to achieve and how can we help?

Geography

In Geography, our aim is to teach pupils a number of geographical skills. They will be taught to express their views and show knowledge, skills and understanding of the local area. There will be opportunities to understand maps by using atlases, globes and computer mapping, as well as drawing their own maps appropriate to their topic. They will learn how to compare our country, town or area to other countries, towns or areas. The girls will experience a range of field work opportunities including trips in the local area and exploring our school grounds. They will make observations, measure and record the features using a range of methods.

Autumn

Comparison of Locations - London/Australian Bushfires

- What are bushfires?
- Which environmental factors affect bushfires?
- Which environments are at risk of bushfire and why?
- What are the main causes of bushfires?
- How can Bushfires be prevented
- What is the environment impact of bushfires?

Lent

Countries/Seas/Oceans in the UK

- What are the names of the oceans and seas around the UK?
- Which countries make up the UK?
- What is the difference between an ocean and a sea?

Map work

- What are compass directions?
- How can an atlas help me find the names of places in the UK?
- What is an aerial view?
- How can I use a map to plan a route

Summer

Continents and how humans impact each

- What are the names and locations of the world's continents?
- How are habitats changing due to human impact on the world?
- What are the geographical features of different habitats around

- the world
- How can we help our planet?

Personal, Social, Health and Economic Education (PSHEE), Relationship Sex Education (RSE) and Wellbeing

Regular lessons for PSHEE/RSE help to promote physical and emotional well-being; spiritual, moral, social and cultural development of pupils. Due to its cross-curricular nature, PSHEE/RSE plays a crucial role within all aspects of school life and is also included in the weekly assemblies - a values assembly and a celebration assembly is held every week to celebrate individual and group achievements both inside and outside of school.

Promoting these values means actively and sensitively challenging pupils, staff or parents expressing opinions contrary to fundamental British values. As part of our curriculum we follow the Jigsaw Scheme for PSHEE/RSE and will teach a different theme each half term. Please see a breakdown of what our PSHEE/RSE curriculum looks like in Year 2 below:

Autumn Term		Lent Term		Summer Term	
Being Me In My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding kindness Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of families Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition

British values are actively promoted throughout the school and embedded within the PSHEE/RSE programme of study to ensure pupils are

prepared for life in modern Britain. Pupils are encouraged to respect the fundamental British values, as defined by the government, of:

- Democracy – actively promoted through PSHEE/RSE lessons, school council, pupil voice activities and the house system
- Rule of law – actively promoted through PSHEE/RSE lessons, key values and our golden rules
- Individual liberty – actively promoted through our PSHEE/RSE lessons, rights and responsibilities
- Mutual respect – actively promoted through our PSHEE/RSE lessons, key values, golden rules and the Claires Court essentials
- Tolerance of those of different faiths and beliefs – actively promoted through PSHEE/RSE lessons, our RE curriculum and assemblies.

Religious Studies (RS)

The aim of RS lessons are to engage pupils in an enquiry approach where they can develop an understanding and appreciation for the expression of beliefs, cultural practices and influence of principle religions and worldviews in the local, national and wider global community.

Autumn

Christianity

What did Jesus Teach?

Is it possible to be kind to everyone all of the time?

Christmas - Jesus as a Gift from God

Why do Christians believe that God gave Jesus to the world?

Lent

Islam

Prayer at Home

Does Praying at Regular Intervals Help a Muslim in his/her every day life?

Christianity

Easter Resurrection

How important is it to Christians that Jesus came back to life after His

crucifixion?

Summer

Islam

Community and Belonging

Does going to a Mosque give Muslims a sense of belong?

Hajj

Does completing Hajj make a Muslim a better person?

Music

Music

All pupils receive one music lesson and participate in a music assembly once a week. Pupils will learn performance skills, how to sing in tune and how to accompany songs and stories focusing on pitch, tempo and rhythm. In Year 2, pupils begin to develop their rhythm skills and reading basic music notation. Performance skills are enhanced through various opportunities throughout the year.

Opportunities to perform include:

Autumn Term

- Performances: Harvest, Diwali and Nativity

Summer Term

- Lower Junior informal concert
- Prize giving

Art and Design Technology

Throughout the year, pupils have many opportunities to express and develop their skills and knowledge in Art and Design Technology. They are taught to develop their observation skills, use their imagination and expression, create art through the use of different media, develop their ideas, and reflect and evaluate.

Physical Education (PE)

All pupils are encouraged to lead a healthy, active lifestyle and take part in all PE lessons that are offered to them. There will be at least four areas of activity covered throughout the term. Two double lessons will be designated to PE and Games each week and one single lesson to swimming.

Circuit Training

- Can I change direction with control using different movements?
- Can I identify similarities between my own performance and someone else's?
- Can I perform more than one type of jump correctly?
- Can I answer some questions about how I feel after exercise?
- Can I perform an underarm throw towards a target?
- Can I combine skills within an activity which has been slightly modified?
- Can I tell a partner what they are doing well in their performance?

Gymnastics

- Can I complete a gymnastics sequence of three different elements?
- Can I hold a balance or body shape for five seconds?
- Can I move across an area in different ways?
- Can I plan and repeat simple sequences of actions?
- Can I describe what others have done in their gymnastics routine?

Dance

- Can I create and perform short dances that communicate different moods, feelings and ideas?
- Can I perform body actions with control and coordination?
- Can I describe how dancing affects my body?
- Can I move with control and in time with the music?
- Can I copy and repeat a short dance routine?
- Can I watch and describe a dance routine, to improve my work?

Indoor Athletics

- Can I master basic movements including running, jumping, throwing and catching, using the correct technique?
- Can I balance on my right and left foot for 20 seconds each?
- Can I change direction quickly at speed?
- Can I use an underarm and overarm throw?
- Can I throw accurately into a target?
- Can I jump using different jumping techniques such as one foot onto two or two feet onto two?
- Can I strike a ball accurately towards a target, using the inside of my foot?

Net and Wall

- Can I defend space on the court using the ready position?
- Can I hit a ball over the net and into an area?
- Can I throw accurately to a partner?
- Can I use simple tactics to make it difficult for an opponent?
- Can I score points and can remember the score?
- Can I show good sportsmanship when playing against an opponent?

Striking and Fielding

- Can I hit a ball accurately using a range of striking equipment?
- Can I use simple tactics in team games and use them appropriately
- Can I catch and control a ball in movement working with a partner or in a small group?
- Can I take part in games where there is an opposition?
- Can I decide where to stand during a team game, to support the game?

Games

Target and invasion games and ball skills

- Can I explain what happens to my body when I warm up?
- Can I successfully find space and move fluently, changing direction and speed easily and avoiding others?
- In a game such as stuck in the mud, can I move around an area finding space so that I don't get caught?
- Can I catch a ball thrown at me by a partner?
- Can I throw a ball successfully using an overarm and underarm throw?
- Can I roll and bounce a ball accurately to a partner?
- Can I complete a successful throw and catch in a game or match situation?
- Can I score a game successfully up to five?

Netball

- Can I use a chest and shoulder pass throwing technique?
- Can I describe when to use the different types of passes?
- Can I demonstrate the footwork rule and pivot?
- Can I aim and shoot at a target?
- Can I intercept a pass to gain possession?
- Can I play within a team to keep possession of the ball?

Football

- Am I able to control a moving ball using the correct foot?
- Am I able to dribble with a ball using the inside and outside of my feet, with control?
- Am I able to pass a ball accurately using the inside of my foot?

- Am I able to strike a ball towards a target?
- Can I tackle an opponent in a controlled area?
- Can I score a game correctly?
- Do I hold the basic fundamental football skills?
- Do I know the basic rules of football?

Hockey

- Can I hold a hockey stick correctly and safely?
- Can I adopt the hockey stance position?
- Can I dribble in an area with a ball under control, keeping my head up?
- Can I use a push pass, to pass to a partner?
- Can I change direction using both sides of a hockey stick?
- Can I push a ball into a target?
- Can I tackle my opposition safely?

Athletics

- Can I run fast over a short distance and stay in my lane?
- Can I perform an athletics warm up?
- Can I explain the different speeds of running?
- Can I take off of one foot and land of two feet with control and balance?
- Can I throw a rounders ball, using an overarm throwing technique?
- Can I work cooperatively in a small relay team with 'tag' change overs?
- Can I describe what happens to my heart and breathing during activity?

Swimming

At Claires Court we feel that swimming is a very important life skill and should be accessed by everyone. All pupils will receive a swimming lesson every week taught by a qualified instructor.

Autumn term

- Do I know the pool's safety rules?
- Can I float on my front and back without sinking?
- Can I do a rocket on the front and back for five metres?
- Can I swim five to 10 metres on the front and back using overarm action?

Lent term

- Can I perform a dolphin kick?
- Can I combine breaststroke arms and legs using a woggle?
- Can I kick a length of the pool on my front and back using floats?
- Can I perform a push and glide front and back?

- Can I jump into the deep end and swim back to the side with and without goggles?
- Can I swim five to 10 metres on front and back?

Summer term

- Can I swim 10 to 15 metres front crawl with the correct breathing technique?
- Can I swim 10 to 15 metres in backstroke?
- Do I know what to do in an emergency situation to keep myself safe?
- Can I tread water for 20 seconds?

Drama

Drama in Year 2 offers opportunities for pupils to increase their skills of speech. They will learn to speak clearly and audibly to a large group and to vary their voice and intonation. They will have the opportunity to develop improvisation skills and present their dramatisations to the class. As well as developing speech and drama skills, pupils will work on their communication and confidence in public speaking. Performance skills are enhanced through various opportunities throughout the year.

Forest School

During their bi-weekly session, pupils will be learning new skills and building on our Claires Court Key Values and Essentials using the outdoors as our classroom at Junior Boys. Cross Curricular Activities will include den building, bridge building and crafts for all year groups and, in the Summer Term, Year 5 and Year 6 will learn the art of fire building and lighting (smores will definitely happen!). In Year 6, we will progress to cooking some food over their fires. We will be using the Thicket and our own Bushcraft area, which will be developed into a larger space to allow us to do more activities on site.

HOMEWORK

At Claires Court Juniors, we believe that having a good homework routine provides pupils with structure and a healthy attitude towards learning. We ensure that homework is not too onerous, and it should never be something brand new (unless planned - for example; "find out as much as you can about Queen Victoria and come to the lesson with questions you would like to know the answers too")

Homework is progressive throughout the year groups. We know what is expected in Senior Schools (where the impact on progress starts to take place) and therefore having a good routine in place, is very beneficial.

Specific Homework Expectations will be explained at the beginning of the year.

SEND SUPPORT

It is our aim to ensure that all pupils have access to the school curriculum and all school activities. Within our normal classroom provision we aim to:

- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is appropriate to their needs
- Work in partnership with parents or carers, pupils and relevant external agencies in order to provide for children's educational needs
- Identify, at the earliest opportunity, all children that need special consideration to support their needs, whether these are educational, social, physical or emotional
- Make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum
- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement
- Promote self worth and enthusiasm by encouraging independence at all age and ability levels
- Give every child the entitlement to a sense of achievement.

With the permission of parents or carers, we may seek additional advice from outside specialists such as health professionals, specialist teachers or educational psychologists who would:

- Carry out further assessment of the child's needs
- Provide advice on how to best support the child
- Suggest resources that would help the child make progress.

Our teachers and teaching assistants work with parents/carers and the Special Educational Needs Co-ordinator (SENCO) to find ways to support each child with their needs, including giving parents or carers ideas on how to help their child at home.

SENCO - JUNIOR GIRLS AND NURSERY Bridie Gravett (big@clairescourt.net)

ASSESSMENT

At Junior Level, assessments allow us to track your child's progress, benchmark your child's performance against a National Average, ask questions about your child's performance and ensure that your child is getting the appropriate differentiation and scaffolding.

Teachers assess day-to-day, lesson-to-lesson; this is how we plan next steps and know how to differentiate.

At the beginning of each year, we use INCAS to assess your child. All pupils will be assessed in 6 key developmental areas which research shows are linked to academic outcomes. The results allow teachers to plan for your child individually.

- **Reading**
word recognition, decoding, and comprehension
- **Spelling**

- **Mathematics**
includes counting, arithmetic, fractions, patterns, algebra, measures, shape and space, and data handling
- **Mental Arithmetic**
addition, subtraction, multiplication, and division
- **Developed Ability**
picture vocabulary and non-verbal reasoning
- **Attitudes**
students' attitudes to reading, maths, and school

At the end of each year, we use Progress Tests in English (PTE) and Progress Tests in Maths (PTM) to assess your child.

Parents' Evenings take place once a term. This feedback time is to provide you with information about how your child is progressing both academically and pastorally.