



The West Hampstead Curriculum - A Guide for Parents in Year 2 – Summer 2022

Over the past few months, we have been working on developing and improving our 'West Hampstead Curriculum'. This document shows you what children in Years 1-6 will be learning throughout the year and what your child will be learning in the Summer term.

Intent - The West Hampstead Curriculum is designed to:

1. Teach our pupils to learn well
2. Teach our pupils how to lead happy, healthy, constructive lives, in which they can aspire and experience success
3. Ensure broad and balanced knowledge of the world
4. Ensure high levels of competence in the core subjects of English and maths
5. Teach our pupils to live well in a diverse world, as confident, responsible citizens

West Hampstead Values:

Last year, we worked with children, staff, parents and governors to develop our five core West Hampstead values: Aspiration, Responsibility, Resilience, Consideration and Community. These themes run through each of our topics.

Whole School Themes:

As a school community, we have decided to structure our Key Stage 1 and 2 'West Hampstead Curriculum' around whole school themes. These themes are: Journeys, Making a Difference, Environment and Diversity.

The National Curriculum:

At our school the National Curriculum is statutory. It lays out the range of subjects we must teach and sets the standards pupils are expected to reach at the end of each key stage of learning. Our Schools Curriculum incorporates the National Curriculum and goes beyond it. We have adapted and extended the National Curriculum to meet the particular needs of our pupils and families. It is a curriculum designed to work for all in our community.

Topic Enrichment

We believe that all topics should be memorable, engaging and exciting! So for each topic you will see that (Covid permitting) we have planned for: an exciting entry point, opportunities for exploration through in depth research , exciting trips and an exit point that will often involve sharing work with our community.

If you have any questions about the curriculum, please contact: admin@westhampstead.camden.sch.uk

The West Hampstead Curriculum Team



The Values 2021-22

Aspiration



- Creativity
- Curiosity
- Communication

Responsibility



- Citizenship
- Staying Healthy
- Organisation

Resilience



- Confidence
- Independence
- Adaptable

Consideration



- Kindness
- Empathy
- Respect

Community



- Belonging
- Collaboration
- Relationships



The West Hampstead Curriculum Overview – Whole School Themes 2021-22







Term	Autumn 1	Autumn 2	Spring	Summer
Whole School Theme	JOURNEYS	MAKING A DIFFERENCE	ENVIRONMENT	DIVERSITY
Year 1	Earth and Space	We are builders.	Heroes Our Secret garden.	Carnival of Animals. Travelers.
Year 2	Growing up in Kenya	Toys and Lego	The Great Fire of London.	By the Sea.
Year 3	Field to fork	Victorian schools	Stone age/ Changing planet	Britain from the air.
Year 4	The Egyptians - Journey to the Afterlife	The Romans - How the Romans Changed the world	Steam	Europe
Year 5	Shackleton	Ancient Greece	Space	Invasion! Anglo-Saxons/Vikings/Normans
Year 6	The Silk Road	Battle of Britain	Disasters	Evolution and adaptation



The Year 2 West Hampstead Curriculum Overview – 2021-22

	Autumn 1 JOURNEYS	Autumn 2 MAKING A DIFFERENCE	Spring ENVIRONMENT	Summer Diversity
Year 2	Growing up in Kenya	Toys and Lego	The Great Fire of London.	By the Sea.
Subjects	Geography, DT	History, DT	History, DT	Geography
Science	Keeping healthy	Materials	Plants and living things	Living things and habitats
Writing	Farmer Duck, Lila and the Secret of Rain	Emily Brown and the Thing, Zeraffa Giraffa	Fire of London, Samuel Pepys	Something Else, Brighton recount, The Diary of the Killer Cat and Owl and the Pussycat
Maths	Number within 100 Addition and subtraction of 2 digit numbers	Addition and subtraction word problems Measures: length Graphs Multiplication and division: 2,5,10	Multiplication and division: 2,5,10 Time Fractions Addition and subtraction of 2 digit numbers (regrouping and adjusting) Money	Faces, shapes and patterns; lines and turns Numbers within 1000 Measures: capacity and volume Measures: mass Exploring calculation strategies and place value Multiplication and division: 3 and 4



West Hampstead Primary – Diversity					Year 2 – Sea-life Part 1: Living in a seaside town.	
					Essential Knowledge	
					By the end of this unit children will know:	
					The pupils will learn:	
					<ul style="list-style-type: none"> About Brighton one of England's premier seaside towns. The physical and human geographical features of Brighton's local area and compare it to previous learning on West Hampstead. What seaside town life was like for people around 100 years ago (early Edwardian/ late Victorian) and why the seaside became such a popular and important feature of British culture through the development of transport and social reform. About the life and engineering achievements of Isambard Brunel To identify similarities and differences and suggest reasons why things have changed. 	
Aspiration 	Responsibility 	Resilience 	Consideration 	Community 		
Entry Point		Explore			Trip	Exit Point
Help the teacher's grandparent to organise her photo album in chronological order. The seaside photos that grandma has taken since she was a little girl have got muddled up. The pupils will use skills they learnt in their previous history topic to reason which photos are the earliest and which are present day.		Cross curricular links: <ul style="list-style-type: none"> Role play area: Seaside inspired, postcard/letter writing about the time at the beach/ wildlife spotting with information cards to read. PSHE- Staying safe in the sun. Importance of 'sun safety' and ways to protect ourselves. Music: learn to sing songs influenced by life by the sea or in the sea. I do like to be by the sea. (Teach as a round) English: Pupils will learn about the life and achievements of Isambard Brunel and how is engineering led to the expansion of the railways and impacted on the growth of holidays to seaside towns like Brighton) 			London Aquarium or Ruislip Beach Isambard Brunel Museum Rotherhithe.	Drama- The pupils will be asked to help a Hollywood film director to set their new movie in Brighton 100+ years ago. The unit will conclude with the pupils making their own short films. They will perform a short 3 minute role sketch to represent a day at Brighton beach 100 plus years ago. They will travel by train on the train lines engineered by Isambard Brunel, paddle in the sea, eat ice cream, write postcards, and play pier games. The sketches will be filmed and edited together to make a short movie. The pupils will dress up for a film premier/ red carpet/ popcorn to preview the movie. (Could be added to school website)

Year 2 - National Curriculum Objectives - By the Sea

Reading

- 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 that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- reread these books to build up their fluency and confidence in word reading



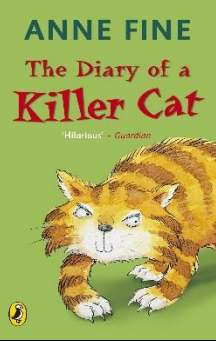
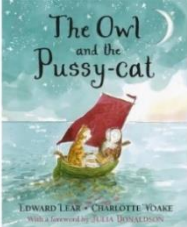
Phonics

Recap phase 5:

- New graphemes: ay, ou, ie, ea, oy, ir, ue, aw, wh, oe, au, ew, a-e, e-e, i-e, o-e, u-e
- Alternative spellings for phonemes







Maths

Number within 1000	<ul style="list-style-type: none">• use place value and number facts to solve problems• identify, represent and estimate numbers to 1000 using different representations (Y3)• recognise the place value of each digit in a three-digit number (hundreds, tens, ones) (Y3)• compare and order numbers up to 1000 (Y3)• read and write numbers up to 1000 in numerals and in words (Y3)• count from 0 in multiples of 100; find 10 or 100 more or less than a given number (Y3)• apply knowledge of numbers to 1000 to read scales
Measures: capacity and volume	<ul style="list-style-type: none">• choose and use appropriate standard units to estimate and measure capacity (litres/ml) and temperature (°C) to the nearest appropriate unit, using scales, thermometers and measuring vessels• compare and order volume and capacity and record the results using >, < and =• apply knowledge of numbers to 1000 to read scales to the nearest appropriate standard unit in the context of capacity (litres/ml) and temperature (°C)• using known facts to derive new facts (2ml + 2ml =4ml so 200ml + 200ml =400ml)
Measures: mass	<ul style="list-style-type: none">• choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels• compare and order mass and record the results using >, < and =• apply knowledge of numbers to 1000 to read scales to the nearest appropriate standard unit in the context of mass (kg/g)• using known facts to derive new facts (2g + 2g =4g so 200g + 200g =400g)
Exploring calculation strategies	<ul style="list-style-type: none">• recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100• show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot• add and subtract numbers mentally, including: a two-digit number and ones; a two-digit number and tens; adding three one-digit numbers• add and subtract numbers with up to two digits, using written methods•

Writing	Key Writing Pieces	Teaching Points
	<p>Write own story To Entertain</p>	<p>Know how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Expanded noun phrases Formation of adjectives using suffixes such as –ful, -less Use capital letters, full stops, question marks and exclamation marks to demarcate sentences</p>
	<p>Recount of trip to Brighton To Inform</p>	<p>Recognise and use simple prepositions to indicate position and space (next to, under, over). Conjunctions of time e.g. first, next, last Use of suffixes –er, -est, in adjectives and -ly to turn adjectives into adverbs.</p>
	<p>Diary entry first person To Entertain</p>	<p>Recount of events from different character's perspective e.g. receptionist, gerbil</p>
	<p>Retell story To Entertain</p>	<p>Know how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Expanded noun phrases Recognise and use simple prepositions to indicate position and space (next to, under, over).</p>

Summer 1 st half		
Science	History	Geography
<p>Living Things and Habitats</p> <p>I can explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>I can 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.</p> <p>I can identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>I can 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.</p>	<p>I can identify some similarities and differences between ways of life in different periods. (Holidays now and then)</p> <p>I can speak about how I have found out about the past.</p> <p>I can record what I have learned by drawing and writing.</p> <p>I know about people who have made a difference where I live and far away. (Isambard Brunel) (See English planning: The pupils will write an information leaflet about the life and achievements of Isambard Brunel))</p>	<p>I can name, locate and identify characteristics of the seas surrounding the U.K.</p> <p>I can use geographical vocabulary to refer to physical features, (including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather).</p> <p>I can use geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>I can understand geographical similarities and differences through studying the human and physical geography of a small area of the U.K (Brighton Beach), and of a small area in a contrasting non-European country (Bondi Beach).</p> <p>I can use simple fieldwork and close observational skills (Brighton Land Use, Journey to Brighton).</p>
Computing	Art and Design	Design Technology (Not a focus this half term)
<p>I can create a simple program to perform a task</p> <p>I can create and debug simple programs. (Scratch)</p> <p>I can recognise how others use technology outside of school (Sir Joseph Bazalgette)</p>	<p>I can give reasons for my opinions when I look at art / craft or design work. L3</p> <p>I can try out making different tones using pencils, chalk or charcoal. L4</p> <p>I can paint things I have seen, imagined or remembered. T1</p> <p>I can experiment with basic tools on rigid and flexible materials. T2</p> <p>I can make collages by crumpling and tearing materials. T3</p> <p>I can use different techniques like carbon printing, relief, press and fabric painting and rubbings. T4</p> <p>I can develop techniques to join fabrics and apply decorations such as running or over stitch. T5</p>	

PE	PSHE	RE	Music
<p><u>Run, Jump, Throw.</u></p> <p><u>Running</u></p> <ul style="list-style-type: none"> Understand how to use their arms and legs to run fast. Apply the correct use of arms and legs to run fast. Understand how they should start a fast race from a standing start. Work together as a team. <p><u>Jumping</u></p> <ul style="list-style-type: none"> Jumping Hopping Skipping. <p><u>Throwing</u></p> <ul style="list-style-type: none"> Experience various ways of throwing various objects as far as possible. 	<p>RELATIONSHIPS EDUCATION</p> <p>RESPECTFUL RELATIONSHIPS To identify the qualities of a good friend</p> <p>RESPECTFUL RELATIONSHIPS/ BEING SAFE To understand and learn the PANTS rules</p> <p>RESPECTFUL RELATIONSHIPS/ BEING SAFE To understand that they have the right to say “no” to unwanted touch</p> <p>RESPECTFUL RELATIONSHIPS To introduce the concept of male and female and gender stereotypes To identify differences between males and females</p> <p>SCIENCE</p> <p>5 GROWTH & DEVELOPMENT To explore some of the differences between males and females Understand that a male and female are needed to make a new life</p> <p>6 GROWTH & DEVELOPMENT To name the body parts To know the correct names for body parts, including reproductive/sex parts</p>	<p>I can use the right words to tell you about some parts of the Hajj.</p> <p>I can start to imagine how it might feel to be on the Hajj.</p> <p>I can remember some of the events that happen during Hajj and start to explain why these are important to Muslims.</p> <p>I can start to think about the significance of Hajj to a Muslim.</p> <p>I can start to explain how some of the events during Hajj could help Muslims feel a sense of commitment to God.</p> <p>I can start to express my opinion as to whether completing the Hajj makes someone a better Muslim, with a reason.</p>	<p>I wanna play in a band Charanga (rock)</p> <p>Listen: I can find the pulse and know this is rock music I can recognise and name some instruments they hear</p> <p>Musical Activities: I can find the pulse, march in time with the pulse, be a rockstar finding the pulse I can clap rhythms, copy back the rhythms, clap the rhythm of my name, favourite colour and own rhythm I can sing and dance together in time using actions I can play accurately in time D + C I can improvise with F extended to +G I can compose with F, G, A</p> <p>Perform & Share: I can say what I felt and liked best about the recorded performance</p> <p>Zootime Charanga (reggae)</p> <p>Listen: I can find the pulse I can recognise and name some instruments they hear</p> <p>Musical Activities: I can find the pulse, being an animal of choice I can clap rhythms, copy back the rhythms, clap the rhythm of my name, favourite colour and own rhythm, clap own rhythms for class to copy back I know pitch is high and low sounds I can sing and dance together in time using actions I can play accurately in time C then D I can improvise with C + D I can compose with C, D then adding E</p> <p>Perform & Share: I can say what I felt and liked best about the recorded performance</p>

West Hampstead Primary Curriculum – Diversity					Year 2 – Sea-life Part 2: Life in the sea	
					Essential Knowledge	
					By the end of this unit children will know: Assessment: Initial assessment entry point/	
					The pupils will learn: <ul style="list-style-type: none"> About Brighton one of England's premier seaside towns. The physical and human geographical features of Brighton's local area and compare it to previous learning on West Hampstead. What seaside town life was like for people around 100 years ago (early Edwardian/ late Victorian) and why the seaside became such a popular and important feature of British culture through the development of transport and social reform. About the life and engineering achievements of Isambard Brunel To identify similarities and differences and suggest reasons why things have changed. 	
Aspiration 	Responsibility 	Resilience 	Consideration 	Community 		
Entry Point		Explore			Trip	Exit Point
Film clip of Little Mermaid- 'Life under the sea'. Invite visitor to talk about deep sea diving, scuba diving- talk about the training and commitment/ resilience involved show equipment and inform the pupils about what they discovered.		Cross curricular links: <ul style="list-style-type: none"> Role play area- life under the sea based on film clip. Music: listening appraising music influenced by the sea- Music: learn to sing songs influenced by life by the sea or in the sea e.g. Yellow submarine and Under the Sea. DT- make a beach- use salt dough to make pebbles/ rocks etc. (Golden Time) Animal water safety- dangers of plastics to sea life. Story time- myths and legends of mythical creatures linked to the sea and water: Loch Ness Monster Art- study the sea scape work of J.W Turner. Create sea storm collages. (Golden Time) 			Visit Brighton Beach for the day Visit Sea life centre	Fabulous Finish: Year group performance for Year 1 pupils and parents/ governors. Pupils will perform sea inspired dances, play a music score influenced by the sounds of the sea with instruments made in DT. Songs to sing: I do like to be by the sea- singing rounds, Yellow Submarine, Under the sea.

Summer 2 nd half		
Science	History	Geography
<p>Living Things and Habitats</p> <p>I can explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>I can 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.</p> <p>I can identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>I can 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.</p>	<p>I can identify some similarities and differences between ways of life in different periods. (Holidays now and then)</p> <p>I can speak about how I have found out about the past.</p> <p>I can record what I have learned by drawing and writing.</p> <p>I know about people who have made a difference where I live and far away. (Grace Darling)</p>	<p>I can name, locate and identify characteristics of the seas surrounding the U.K.</p> <p>I can use geographical vocabulary to refer to physical features, (including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather).</p> <p>I can use geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>I can understand geographical similarities and differences through studying the human and physical geography of a small area of the U.K (Brighton Beach), and of a small area in a contrasting non-European country (Bondi Beach).</p> <p>I can use simple fieldwork and close observational skills (Brighton Land Use, Journey to Brighton).</p>
Computing	Art and Design	Design Technology
<p>I can create a simple program to perform a task (Sewer system – Dodge the fatberg)</p> <p>I can create and debug simple programs. (Scratch)</p> <p>I can recognise how others use technology outside of school (Sir Joseph Bazalgette)</p>	<p>I can give reasons for my opinions when I look at art / craft or design work. L3</p> <p>I can try out making different tones using pencils, chalk or charcoal. L4</p> <p>I can paint things I have seen, imagined or remembered. T1</p> <p>I can experiment with basic tools on rigid and flexible materials. T2</p> <p>I can make collages by crumpling and tearing materials. T3</p> <p>I can use different techniques like carbon printing, relief, press and fabric painting and rubbings. T4</p> <p>I can develop techniques to join fabrics and apply decorations such as running or over stitch. T5</p> <p>Seascapes of J.W Turner: use a range of techniques (using salt, blotting and colour mixing) to give texture and dynamism to watercolour work. Pupils will discuss differences between the modern world and the 19th century by looking at works by Turner producing evidence to back up observations of change in history.</p>	<p>DT focus- Musical instruments- sounds of the sea- make instruments. Junk modelling/ listen to the sounds the sea makes and try to capture some of these for performance.</p> <p>DT focus- Making 3D felt puppets.</p> <p>I can evaluate and assess existing products and those I have made using a design criteria.</p>

PE	PSHE	RE	Music
<p>Ball skills with feet.</p> <ul style="list-style-type: none"> • How do we use our feet to move and control a ball? How do we use our feet to move, turn, change direction and pass? • How do we use our feet to move, turn, change direction and pass? • Can we pass the ball with success over a short distance? • Can we use our skills to beat an opponent 	<p>SCIENCE</p> <p>GROWTH & DEVELOPMENT To know about growing young to old To know that all living things, including humans start life as babies To identify ways they are growing and changing</p> <p>RELATIONSHIPS EDUCATION FAMILIES AND PEOPLE WHO CARE FOR ME To know that everyone needs to be cared for To know how they can care for others</p> <p>EDUCATION/ FAMILIES AND PEOPLE WHO CARE FOR ME To know about different types of families To know their home life is special</p> <p>RESPECTFUL RELATIONSHIPS To understand pride</p> <p>RESPECTFUL RELATIONSHIPS To recognise how it feels to be proud of someone else.</p> <p>RESPECTFUL RELATIONSHIPS To explain why you are proud of someone else</p>	<p>I can use the right words to tell you about some parts of the Hajj.</p> <p>I can start to imagine how it might feel to be on the Hajj.</p> <p>I can remember some of the events that happen during Hajj and start to explain why these are important to Muslims.</p> <p>I can start to think about the significance of Hajj to a Muslim.</p> <p>I can start to explain how some of the events during Hajj could help Muslims feel a sense of commitment to God.</p> <p>I can start to express my opinion as to whether completing the Hajj makes someone a better Muslim, with a reason.</p>	<p>I wanna play in a band Charanga (rock) Listen: I can find the pulse and know this is rock music I can recognise and name some instruments they hear Musical Activities: I can find the pulse, march in time with the pulse, be a rockstar finding the pulse I can clap rhythms, copy back the rhythms, clap the rhythm of my name, favourite colour and own rhythm I can sing and dance together in time using actions I can play accurately in time D + C I can improvise with F extended to +G I can compose with F, G, A Perform & Share: I can say what I felt and liked best about the recorded performance</p> <p>Zootime Charanga (reggae) Listen: I can find the pulse I can recognise and name some instruments they hear Musical Activities: I can find the pulse, being an animal of choice I can clap rhythms, copy back the rhythms, clap the rhythm of my name, favourite colour and own rhythm, clap own rhythms for class to copy back I know pitch is high and low sounds I can sing and dance together in time using actions I can play accurately in time C then D I can improvise with C + D I can compose with C, D then adding E Perform & Share: I can say what I felt and liked best about the recorded performance</p>