

Year 2 Long Term Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	The Gunpowder Plot	Explorers- Frozen Planet	On Safari- Kenya		At the Seaside	Real-life Superheroes
Core Texts	<p><u>Fiction</u></p> <p>Gorilla- Anthony Browne</p> <p><u>Non-fiction</u></p> <p>Mr Fawkes, the King and the Gunpowder Plot Remember Remember the Fifth of November</p>	<p><u>Fiction</u></p> <p>Lost and Found- Oliver Jeffers</p> <p>How to Catch a Star- Oliver Jeffers</p> <p><u>Non-fiction</u></p> <p>Captain Scott- Journey to the South Pole- Big Cat</p> <p>Amazing Tales of the World's Greatest Explorers- DK Explorers</p> <p>Scott of the Antarctic- Evelyn Dowedswell</p> <p>The Emperor's Egg</p> <p>The Big Book of Polar Animals</p>	<p><u>Fiction</u></p> <p>The Enormous Crocodile- Roald Dahl</p> <p>Revolting Rhymes (Little Red Riding Hood)- Roald Dahl</p> <p>Handa's Surprise</p> <p><u>Non-fiction</u></p> <p>Atlas of Animal Adventures</p> <p>Mama Miti- Wangari Maathai and the Trees of Kenya</p>		<p><u>Fiction</u></p> <p>Why the Whales Came- Michael Morpurgo</p> <p>Dear Earth- Isabel Otter, Claire Anganuzzi</p> <p>Flotsam- David Wiesner</p> <p><u>Non-fiction</u></p> <p>The Big Book of Blue- Yurval Zommers</p>	<p><u>Fiction</u></p> <p>Traction Man</p> <p>Super Dad's Day Off- Phil Earle</p> <p><u>Non-fiction</u></p> <p>Little People Big Dreams- Florence Nightingale</p> <p>Mary Seacole</p> <p>Life Savers- Eryn Nash and Ana Albero</p>
Visual Stimuli	BBC Teach Gunpowder Plot	BBC Teach- Robert Falcon Scott	The Lion King		BBC Teach- Your World- Two Children's	BBC Teach- Mary Seacole/The History of

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		March of the Penguins- National Geographic		Lives in Cardiff and Port Moresby Barnaby Bear Goes to the Seaside	Nursing/Florence Nightingale	
English-Fiction	Stories with familiar settings	Different stories by the same author- Oliver Jeffers	Narrative-character description, scene setting and sequencing.	Traditional Stories	Extended Story- Flotsam	Introduction to Playscripts
English-Non Fiction	Recount (diary as Guy Fawkes)	Non-Chronological Report- Penguins	Persuasive Letter- Environment	Instructions- How to Catch a Wolf		Biography- Florence Nightingale
English-Poetry	Shape Poetry		Nonsense Poetry and Limericks	Rhyming Poetry- storytelling poetry	Poetry- non-rhyming- the seaside	Haikus
Maths	<p>Place Value Place Value</p> <p>Recognise the place value of each digit in a two-digit number (10s, 1s).</p> <p>Identify, represent and estimate numbers using different representations, including the number line.</p> <p>Compare and order numbers from 0 up to 100; use <, > and = signs.</p>	<p>Addition and Subtraction</p> <p>Solve problems with addition and subtraction:</p> <p>Using concrete objects and pictorial representations, including those involving numbers, quantities and measures.</p> <p>Apply their increasing knowledge of mental and written methods.</p> <p>Add and subtract numbers using concrete objects,</p>	<p>Measurement (Money)</p> <p>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.</p> <p>Find different combinations of coins that equal the same amounts of money.</p>	<p>Measurement (Length and Height)</p> <p>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.</p>	<p>Fractions</p> <p>Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.</p> <p>Write simple fractions, for example $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.</p> <p>Time</p> <p>Compare and sequence intervals of time.</p>	<p>Statistics</p> <p>Interpret and construct simple pictograms, tally charts, block diagrams and tables.</p> <p>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</p> <p>Ask-and-answer questions about totalling and comparing categorical data.</p>

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	<p>Read and write numbers to at least 100 in numerals and in words.</p> <p>Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward.</p> <p>Addition and Subtraction</p> <p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</p>	<p>pictorial representations, and mentally, including:</p> <ul style="list-style-type: none"> ➤ a two-digit number and 1s, ➤ a two-digit number and 10s, ➤ 2 two-digit numbers and ➤ adding 3 one-digit numbers. <p>Show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot.</p> <p>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p> <p>Shape</p> <p>Identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line.</p> <p>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.</p> <p>Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a</p>	<p>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p> <p>Multiplication and Division</p> <p>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.</p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs.</p> <p>Show that multiplication of two numbers can be done in any order (commutative) and division of one</p>	<p>Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$.</p> <p>Measurement (Mass, Capacity and Temperature)</p> <p>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.</p> <p>Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$.</p>	<p>Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.</p> <p>Know the number of minutes in an hour and the number of hours in a day.</p>	<p>Position and Direction</p> <p>Order and arrange combinations of mathematical objects in patterns and sequences.</p> <p>Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).</p>
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		<p>cylinder and a triangle on a pyramid].</p> <p>Compare and sort common 2-D and 3-D shapes and everyday objects.</p>	<p>number by another cannot.</p> <p>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p>			
Science	<p><u>Working scientifically</u></p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions 					
	<p>Everyday Materials – Let’s Build</p> <p>Sc1/3.1a distinguish between an object and the material from which it is made</p> <p>Sc1/3.1b identify and name a variety of everyday materials, including wood,</p>	<p>Living Things and Their Habitats</p> <p>Sc2/2.1a explore and compare the differences between things that are living, dead, and things that have never been alive</p>	<p>Living Things and Their Habitats</p> <p>Sc2/2.1a explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>Sc2/2.1b 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</p>	<p>Plants</p> <p>Sc2/2.2a observe and describe how seeds and bulbs grow into mature plants</p> <p>Sc2/2.2b find out and describe how plants need water, light and a</p>	<p>Animals Including Humans</p> <p>Sc2/2.3a notice that animals, including humans, have offspring which grow into adults</p> <p>c2/2.3b find out about and describe the basic</p>	

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	<p>plastic, glass, metal, water, and rock</p> <p>Sc1/3.1c describe the simple physical properties of a variety of everyday materials</p> <p>Sc1/3.1d compare and group together a variety of everyday materials on the basis of their simple physical properties</p>	<p>Sc2/2.1b 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>Sc2/2.1c identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>Sc2/2.1d 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>and plants, and how they depend on each other</p> <p>Sc2/2.1c identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>Sc2/2.1d 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>suitable temperature to grow and stay healthy.</p>	<p>needs of animals, including humans, for survival (water, food and air)</p> <p>Sc2/2.3c describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>
RE	<p>Why is light an important symbol for Christians, Jews and Hindus?</p> <p>Know that the narratives used by Christians, Hindus and Jews reflect their key beliefs.</p>	<p>What does the Nativity Story teach us about Jesus?</p> <p>Know that Christians believe that God became human in Jesus.</p> <p>Know the connection between Christmas and Easter</p>	<p>How do Jewish people celebrate Passover (Pesach)?</p> <p>Recognise that Passover (Pesach) is a Jewish festival.</p> <p>Meaning and contents of The Seder Meal.</p> <p>The story of the Passover in the context of Exodus.</p>		<p>Why do people have different views about God?</p> <p>The word 'God' is a name.</p> <p>The key beliefs about God from at least two different religions/worldviews.</p>

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	<p>That the Diwali story reflects Hindu beliefs about good and evil.</p> <p>That light is symbolic to Jews because of the lighting of the Shabbat candle</p> <p>That light is symbolic to Christians as the enduring presence of God</p> <p>Retell at least one narrative where light is an important symbol.</p> <p>Give an example of how Christians, Hindus and Jews use beliefs (and the symbolism of light) to guide their daily lives.</p>	<p>The Nativity narratives are in the books of Luke and Matthew in the Bible.</p> <p>Jesus is an important and historical figure to Christians.</p> <p>Retell the Christmas story. Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.</p>	<p>Jewish family traditions related to Passover.</p> <p>Identify ways in which Passover can have an impact on Jewish daily life and family.</p>			<p>Two different stories/narratives that illustrate beliefs about God.</p> <p>To give a reason why a member of at least one religious community might believe in God.</p> <p>To give a reason why a person might not believe in God.</p> <p>To give an example of what a member of a religious community might believe about God.</p>
PE						
	<p>Gymnastics (Taught by SSP coaches)</p> <p>Ball skills (Teacher taught)</p>	<p>Dance (Taught by SSP coaches)</p> <p>Fundamental skills (Teacher taught)</p>	<p>Striking and Fielding Games (Taught by SSP coaches)</p> <p>Net and wall games (Teacher taught)</p>	<p>Invasion Games (Taught by SSP coaches)</p> <p>Sending and Receiving (Teacher taught)</p>	<p>Athletics (Taught by SSP coaches)</p> <p>Target Games (Taught by teachers)</p>	<p>Athletics (Taught by SSP coaches)</p>
Geography			<p>Kenya</p> <p>To name and locate the world's seven continents and five oceans.</p>		<p>Seasides</p> <p>To use basic geographical vocabulary to refer to</p>	

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			<p>To use world maps, atlases and globes to identify Kenya and the UK studied at this key stage.</p> <p>To understand geographical similarities and differences through studying the human and physical geography of the UK and Kenya</p> <p>To use basic geographical vocabulary to refer to key physical and human features.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and Kenya in relation to the Equator and the North and South Poles</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Local Area</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Understand the human and physical geography of a small area of the United Kingdom</p> <p>Identify seasonal and daily weather patterns in the United Kingdom</p> <p>Use simple fieldwork and observational skills to study the geography of their school</p>	<p>human and physical features.</p> <p>To use aerial photographs and to recognise landmarks and basic human and physical features.</p> <p>To use basic geographical vocabulary to refer to key human and physical features in the context of coastal / seaside locations.</p> <p>To use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language</p>	
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			<p>and its grounds and the key human and physical features of its surrounding environment.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p>	<p>[for example, near and far; left and right], to describe the location of features and routes on a map.</p>	
History	<p><u>Historical knowledge and skills repeated throughout the year</u></p> <p>To understand the concept of nobility and peasantry and can recount what daily life might be like for a peasant in the period being studied.</p> <p>Use a range of evidence to build up a picture of a past event.</p> <p>Understand the simple concept of invasion – to enter as an enemy, by force, in order to conquer.</p> <p>Sort artefacts into ‘then’ and ‘now’.</p>				
	<p>Gunpowder Plot</p> <p>Know what Guy Fawkes/Bonfire Night is.</p> <p>Know what makes Guy Fawkes a significant historical figure.</p> <p>Know that history can be shown in different ways.</p> <p>Know key events of the Gunpowder plot.</p>	<p>Robert Falcon Scott</p> <p>Know what makes Robert Falcon Scott a significant individual.</p> <p>Know the causes and consequences of Scott failing in his mission to reach the South Pole.</p>			

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						<p>Know the training given to nurses by Florence shapes the rules for nurses today.</p> <p>Know what is was like to be a nurse during the Victorian period.</p> <p>Know that Mary Seacole was a nurse working at the same time but with lots of disadvantages.</p>
<p>Computing</p>	<p>2.1 Coding</p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Create and debug simple programs.</p>	<p>2.3 Spreadsheets</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p>Unit 2.5 Effective Searching</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Recognise common uses of information technology beyond school.</p> <p>Unit 2.8 Presenting Ideas</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p>2.2 Online Safety</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>2.7 Making Music</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Unit 2.7 Questioning</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	

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<p>Art</p>	<p>Skills and knowledge repeated throughout the year:</p> <p>Explore their own ideas using a range of media.</p> <p>Use sketchbooks to explore ideas.</p> <p>Describe similarities and differences between practices in Art and link these to their own work.</p> <p>Describe and compare features of their own and other’s art work.</p>					
	<p>Mixed Media- Life in Colour</p> <p>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>		<p>Sculpture and 3D- Clay Houses</p> <p>Formal elements:</p> <p>Pieces of clay can be joined using the ‘scratch and slip’ technique.</p> <p>A clay surface can be decorated by pressing into it or by joining pieces on.</p> <p>Patterns can be made using shapes.</p> <p>Making skills:</p> <p>How to smooth and flatten clay.</p>		<p>Drawing- Tell Me a Story</p> <p>Formal elements:</p> <p>That ‘composition’ means how things are arranged on the page.</p> <p>Lines can be used to fill shapes, to make outlines and to add detail or pattern.</p> <p>Drawing techniques such as hatching, scribbling, stippling, and blending can make patterns.</p> <p>Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.</p>	

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	<p>About great artists, architects and designers in history.</p>		<p>How to roll clay into a cylinder or ball.</p> <p>How to make different surface marks in clay.</p> <p>How to make a clay pinch pot.</p> <p>How to mix clay slip using clay and water.</p> <p>How to join two clay pieces using slip.</p> <p>How to make a relief clay sculpture.</p> <p>How to use hands in different ways as a tool to manipulate clay.</p> <p>How to use clay tools to score clay.</p>		<p>Making skills:</p> <p>How different marks can be used to represent words and sounds.</p> <p>That a combination of materials can achieve the desired effect.</p> <p>That charcoal is made from burning wood.</p> <p>How to use different materials and marks to replicate texture.</p> <p>How to manipulate materials and surfaces to create textures. Eg scratching with tools or blending with fingers.</p> <p>How to use marks and lines to show expression on faces.</p> <p>How to make a concertina book.</p> <p>How to use drawing to tell a story.</p> <p>How to use charcoal to avoid snapping and</p>	
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					to achieve different types of lines.	
DT	<p>Skills and knowledge repeated throughout the year:</p> <p>Design: Generate ideas based on simple design criteria and their own experiences, explaining what they could make.</p> <p>Develop, model and communicate their ideas through talking and drawings.</p>					
		<p>Design and Make- Paper Mache Igloos/Ice Bergs-Moving parts</p> <p>Use own ideas to make something.</p> <p>Assemble and join materials using a variety of methods.</p> <p>Explore the use of different mechanisms (for example sliders, wheels and axles) in their products.</p> <p>Begin to assemble, join and combine materials and components together using a variety of temporary methods (e.g. glue or Sellotape).</p>		<p>Cooking and Nutrition</p> <p>Understand seasonality and know where and how a variety of ingredients are grown reared, caught and processed.</p> <p>Demonstrate how to prepare simple dishes safely and hygienically without using a heat source.</p> <p>Begin to understand how to use a range of techniques, such as peeling, chopping, slicing, gracing, mixing, spreading, kneading and baking.</p> <p>Carry out finishing techniques that have</p>		<p>Design and Make a Car</p> <p>Join materials and components in different ways, including glue, Sellotape and masking tape.</p> <p>Explore and use mechanisms in their products.</p> <p>Can identify and name a simple selection of hand tools (e.g. scissors).</p> <p>Carry out finishing techniques that have been modelled by the teacher.</p> <p>Start to assemble, join and combine materials in order to make a product.</p>

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				been modelled by the teacher.		Demonstrate how to prepare simple dishes safely and hygienically without using a heat source.
Music						
French	<p>Dans Ma Ville</p> <ul style="list-style-type: none"> Recognise and recall 7 places from the town. Spell some of the places. Use the correct article/determiner before each place. Say 7 short phrases using the verb 'il y a'. 		<p>Petit Chaperon Rouge</p> <ul style="list-style-type: none"> Accurately pronounce key vocabulary from the story. Accurately pronounce key parts of the body in French. Listen to learnt vocabulary and identify the English. 		<p>Les Fruits</p> <ul style="list-style-type: none"> Recognise and recall 10 fruits. Spell some of the fruit. Ask somebody if they like a particular fruit. Discuss the fruit we like and dislike. Improve their French pronunciation. Read with improved accuracy. 	

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			<ul style="list-style-type: none"> Retell a familiar story in French. Demonstrate their knowledge through the completion of a speaking, listening, reading and writing exercise. 			
PSHE	<p>Belonging to a Community (PoS Refs: L2, L4, L5, L6)</p> <ul style="list-style-type: none"> about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups about different rights and responsibilities that they have in school and the wider community about how a community can help people from different groups to feel included to recognise that they are all equal, and ways in which 	<p>Respecting Ourselves and Others (PoS Refs: R23, R24, R25)</p> <ul style="list-style-type: none"> about the things they have in common with their friends, classmates, and other people how friends can have both similarities and differences how to play and work cooperatively in different groups and situations how to share their ideas and listen to others, take 	<p>Money and Work (PoS Refs: L14, L16, L17)</p> <ul style="list-style-type: none"> that everyone has different strengths, in and out of school about how different strengths and interests are needed to do different jobs about people whose job it is to help us in the community 	<p>Growing and Changing (PoS Refs: H11, H12, H13, H14, H15, H21, H22, H23, H24)</p> <ul style="list-style-type: none"> to recognise what makes them special and unique including their likes, dislikes and what they are good at how to manage and whom to tell when finding things difficult, or when things go wrong how they are the same and different to others 	<p>Safe Relationships (PoS Refs: R11, R12, R14, R18, R19, R20)</p> <ul style="list-style-type: none"> how to recognise hurtful behaviour, including online what to do and whom to tell if they see or experience hurtful behaviour, including online about what bullying is and different types of bullying how someone may feel if they are being bullied 	<p>Physical Health and Mental Wellbeing (PoS Refs: H4, H6, H7, H16, H17, H18, H19, H20)</p> <ul style="list-style-type: none"> about routines and habits for maintaining good physical and mental health why sleep and rest are important for growing and keeping healthy that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies

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	they are the same and different to others in their community	part in discussions, and give reasons for their views	<ul style="list-style-type: none"> • about different jobs and the work people do 	<ul style="list-style-type: none"> • about different kinds of feelings • how to recognise feelings in themselves and others • how feelings can affect how people behave 	<ul style="list-style-type: none"> • about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help • how to resist pressure to do something that feels uncomfortable or unsafe • how to ask for help if they feel unsafe or worried and what vocabulary to use 	<ul style="list-style-type: none"> • the importance of, and routines for, brushing teeth and visiting the dentist • about food and drink that affect dental health
Rights Respecting	<p>ABCDE of Rights & Foundation Articles</p> <p>Article 8 (protection and preservation of identity) Governments must respect and protect every child's right to a name, a nationality and family ties.</p> <p>Article 12 (respect for the views of the child) Every</p>	<p>Article 31 (leisure, play and culture)</p> <p>Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</p>	<p>Article 7 (birth registration, name, nationality, care)</p> <p>Every child has the right to a legal name and nationality, as well as the right to know and, as far as possible, to be cared for by their parents.</p>	<p>Article 29 (goals of education)</p> <p>Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</p>	<p>Article 40 (juvenile justice)</p> <p>A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to help from a lawyer and a fair trial that takes account of their age and situation. The child's privacy</p>	<p>Article 15 (freedom of association)</p> <p>Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people enjoying their rights.</p>

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	<p>child has the right to have a say in all matters affecting them, and to have their views taken seriously.</p> <p>Article 42 (knowledge of rights) Governments should make the Convention known to children and adults.</p> <p>Article 16 (right to privacy) Every child has the right to privacy. The law should protect the child's private, family and home life.</p>	<p>Article 27 (adequate standard of living) Every child has the right to a standard of living that is good enough to meet their physical, social needs and mental needs. Governments must help families who cannot afford to provide this.</p> <p>Article 23 (children with a disability) A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.</p> <p>Article 14 (freedom of thought, belief and religion) Every child has the right to think and believe what</p>	<p>Article 30 (children from minority or indigenous groups) Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.</p> <p>Article 38 (war and armed conflicts) Governments must do everything they can to protect and care for children affected by war. Governments</p>	<p>Article 28 (right to education) Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.</p> <p>Article 13 (freedom of expression) Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.</p>	<p>must be respected at all times.</p> <p>Article 6 (life, survival and development) Every child has the right to life. Governments must do all they can to make sure that children survive and develop to their full potential.</p>	<p>Article 24 (health and health services) Every child has the right to the best possible health. Governments must work to provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this.</p> <p>Article 32 (child labour) Governments must protect children from work that is dangerous or might harm their health, development or education.</p>
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		they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right.	must not allow children under the age of 15 to take part in war or join the armed forces.			
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