

**Year 2: Spring**  
**Where in the world would we like to explore?**

**Art and Design**  
**Art:** Pottery  
Make a Diva light  
**DT:** Sewing  
Design and make an item of clothing in the style of a particular culture.

**Geography**  
The World:  
Continents & Oceans  
Pakistan and Other Countries:  
Human and Physical Features  
Map Skills

**History**  
Compare and contrast the lives of significant individuals who have contributed to national and international achievements: Captain James Cook and Neil Armstrong

**Literacy**  
Building on our descriptive writing and story writing to engage and entertain a reader.  
Re-telling events that have happened to us.  
Discussing our favourite words and phrases from our reading.  
Writing an informative report on a country we have studied

**PSHE**  
To recognise how other people are feeling.  
To understand the importance of not keeping secrets that make me uncomfortable.  
To know about appropriate and inappropriate touch.

**Music**  
Recognise different global musical traditions.

**Computing**  
Program an animal to move to its habitat.

**Maths**  
Fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$  of a length  
Equivalent fractions ( $\frac{1}{2} = \frac{2}{4}$ )  
Commutativity and non-commutativity of Multiplication and Division  
Making amounts with coins and notes  
Time to the nearest 5 minutes, including quarter past/to

**Science**  
Explore living, dead and never been alive things  
Investigate why habitats are suitable to keep a plant or animal alive and healthy

# Year 2 Spring: Where in the world would we like to explore?

## Writing

### Positive attitudes to writing:

- ✓ Writing narratives about personal experiences and those of others (real and fictional).
- ✓ Writing for different purposes.

### Planning, drafting:

- ✓ Planning or saying out loud what they are going to write about.
- ✓ Writing down ideas and/or key words, including new vocabulary in magpie books.
- ✓ Encapsulating what they want to say, sentence by sentence.

### Writing:

- ✓ Use full stops, question marks and capital letters correctly.
- ✓ Use subordination (using **because**, **when** and **that**) and coordination (using **and** and **but**).
- ✓ Identify and use statements, exclamations and questions.
- ✓ Use the past tense and present tense accurately and **start to use the progressive form**.
- ✓ Include detail through appropriate word choice suitable to purpose.

### Evaluate and edit:

- ✓ Evaluate their writing with feedback from the teacher and peers.
- ✓ Re-read their work ensuring verbs are in the correct tense are used correctly and consistently,
- ✓ Independently proof-read to check for errors in spelling, grammar and punctuation.
- ✓ Read parts of their work aloud with appropriate intonation to make the meaning clear.

### Grammar

- Be able to identify and use:
  - ✓ Capital letters, full stops, question marks and exclamation marks to demarcate sentences.
  - ✓ Commas to separate items in a list
  - ✓ Apostrophes for contraction and to mark singular possession in nouns.
  - ✓ Nouns and noun phrases, adjectives and expanded noun phrases.
  - ✓ Question, command, statement and exclamation.
  - ✓ Verbs and the tenses of past and present.
  - ✓ Compound sentences.
  - ✓ Prefix and suffix.
  - ✓ Adjectives and expanded noun phrases.
  - ✓ Use suffixes in adjectives and adverbs (-er -est and -ly)
  - ✓ Formation of adjectives using -ful, -less

## Reading

- ✓ Discuss and express views on non-fiction and stories that they read and are read to them and take turns whilst listening to what others say.
- ✓ Discuss their favourite words/phrases.
- ✓ Become familiar with and able to simply retell stories, fairy stories and traditional tales.
- ✓ Begin to recognise simple recurring language in the stories and they read.
- ✓ Predict what might happen based on what they have read so far providing a simple explanation.
- ✓ Make inferences based on what is said and done.
- ✓ Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.
- ✓ Answering and asking questions about what they are reading.
- ✓ drawing on what they already know and vocabulary provided by the teacher
- ✓ checking that the text makes sense to them as they read and correcting inaccurate 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 aloud books matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- ✓ read accurately by blending the sounds in words that contain graphemes taught so far & recognising alternative sounds from graphemes.
- ✓ read accurately words of two or more syllables that contain the same graphemes as above
- ✓ read words containing common suffixes (ongoing)
- ✓ discussing the sequence of events in books and how items of information are related
- ✓ discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- ✓ being introduced to non-fiction books that are structured in different ways.

### Key vocabulary:

Progressive form, past tense, conjunction, compound, adjective, verb, adverb, past tense, comma, suffix, recount

## Number and Algebra

- ✓ 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
- ✓ Write simple fractions and recognise **equivalence** ( $\frac{1}{2} = \frac{2}{4}$ )
- ✓ Calculate and write mathematical statements for multiplication and division, using symbols  $\div$ ,  $\times$  and  $=$
- ✓ Show commutativity and non-commutativity between multiplication and division.
- ✓ Solve problems using multiplication and division using a variety of methods and equipment, including **arrays**.
- ✓ Combine different **coins/notes** and amount to make a particular value
- ✓ Find different combinations of coins that make the **same** amount.
- ✓ Solve addition and subtraction problems using money, including giving change.

## Measure

- ✓ Compare and sequence time intervals
- ✓ Tell, show and write the time to the **nearest 5 minutes, including quarter past/to**
- ✓ Describe position, direction and movement, including movement in a straight line (**forwards and backwards**) and rotation as a turn (**right angles for quarter, half and three-quarter turns, anticlockwise and clockwise.**) **Link: computing –coding**

## Investigating Statistics (Link: computing)

- ✓ Interpret, construct simple **pictograms, tally charts, block diagrams and simple tables**
- ✓ Count, sort, total and compare categorical data
- ✓ Ask and answer questions about totalling and comparing data.

**Key vocabulary:** statistics, data collection, table, pictograms, tally charts, block diagrams, compare, sort

## Essential Knowledge

- ✓ Learn the 5s and 3s timestable
- ✓ Recall 2, 3, 5 and 10 timestable
- ✓ Recall addition and subtraction facts to 100
- ✓ Know £ and p symbol when using money.
- ✓ Know number of minutes in an hour and hours in a day

5 timestable	3 timestable
1 x 5 = 5	1 x 3 = 3
2 x 5 = 10	2 x 3 = 6
3 x 5 = 15	3 x 3 = 9
4 x 5 = 20	4 x 3 = 12
5 x 5 = 25	5 x 3 = 15
6 x 5 = 30	6 x 3 = 18
7 x 5 = 35	7 x 3 = 21
8 x 5 = 40	8 x 3 = 24
9 x 5 = 45	9 x 3 = 27
10 x 5 = 50	10 x 3 = 30
11 x 5 = 55	11 x 3 = 33
12 x 5 = 60	12 x 3 = 36

**Key vocabulary:** fraction, third. Quarter, two-quarters, three-quarters, equivalence, arrays, coins, notes, value, pound (£), pence (p), giving change (money), sequence, hours, minutes, quarter past, quarter to, anticlockwise and clockwise, centimetres (cm), metres (m), kilograms (kg), grams (g), Celsius (°C), litres (l), millilitres (ml)

## Year 2 Spring: Where in the world would we like to explore?

### Geography

#### Locations

- ✓ name and locate the world's seven continents and five oceans

**Key vocabulary:** Continent, Africa, Asia, Europe, North America, South America, Oceania, Antarctica, Pacific, Arctic, Atlantic, Indian, Antarctic

#### Place

- ✓ Notice similarities and differences in the geographical features of the U.K, Pakistan and other countries

**Key vocabulary:** same, different, climate, landscape

#### Human and Physical

- ✓ Identify hot and cold places in relation to the Equator and the Poles.
- ✓ Use geographical vocabulary to refer to human and physical features countries

**Key physical vocabulary:** beach, cliff, coast, forest, mountain, sea, ocean, city, town, village, office, port, harbour

#### Skills

- ✓ Use maps and atlases to identify the U.K and its countries
- ✓ Use aerial photographs to recognise landmarks

### History

#### Chronology of events

- ✓ Events beyond living memory that are significant nationally and/or globally – **Moon Landing**
- ✓ Compare and contrast the lives of significant individuals in the past who have contributed to national and international achievements – **Captain Cook and Neil Armstrong** (link to geography – coastlines, maps, exploration)

**Key vocabulary:** exploration, national, international, global, mapping, space race

#### Change and continuity

- ✓ Discuss how the past has influenced the present and how the present will shape the future

**Key vocabulary:** influence, shape, impact

#### Cause and effect

- ✓ Draw simple conclusions as to the significance of these events
- ✓ Predict changes for the future based upon knowledge of the past

**Key vocabulary:** technology, advancements

### PSHE

#### Relationships

- ✓ Feelings and emotions
- ✓ Healthy relationships
- ✓ Valuing difference

**Key vocabulary:** empathy, unfair/fair, secrets, safety, views, opinions, acceptable touch/unacceptable touch

### Science

#### Living things and their habitats

- ✓ Explore and compare the differences between things that we living, dead and things that have never been alive
- ✓ Explain how most living things live in habitats that are suited to their basic needs
- ✓ Explore the interdependence of plants and animals living in a specific habitat
- ✓ Identify and name a variety of plants and animals in their habitats, including micro-habitats
- ✓ Describe how animals obtain their food from plants and animals by using a simple food chain
- ✓ Compare and contrast the habitats of similar animals living in the UK and Pakistan

**Key vocabulary:** healthy, habitat, micro-habitat, living, dead, never alive, interdependence, food chain, compare, contrast, same, similar, different, carnivores, herbivores and omnivores

### RE

#### Humanism

- ✓ Explore different culture's celebrations
- ✓ Explore how religions mark new years

#### Christianity

- ✓ Learn about the events of Holy Week
- ✓ Understand why they are important to Christians

**Key vocabulary:** Celebrations, cultures, Palm Sunday, Ash Wednesday, Maundy Thursday, Good Friday, Stations of the Cross

### Computing

#### Computer Science - Algorithms

- ✓ Identify the aim of a program
- ✓ Create an algorithm using instructions

#### Computer Science – Create and debug

- ✓ Debug the algorithm

**Key vocabulary:** Program, aim, algorithm, instructions, debug

### Outdoor Learning

#### Research

- ✓ Research maps and what is needed on a map
- ✓ Learn about how a compass works

#### Design

- ✓ Design a map of the school and the surrounding area
- ✓ Practice using a compass outdoors

#### Create/ Evaluate

- ✓ Create the map
- ✓ In pairs, give each other instructions on how to navigate to a certain item or location using only a compass

**Key vocabulary:** compass, north, south, east, west, map, directions, school

### Music

#### Appreciate

- ✓ Listen and respond to Ravi Shankar-Symphony
- ✓ Listen and respond to different global musical traditions through the Charanga unit, 'In the Groove'.

#### Perform and Share

- ✓ Learn to perform a simple song (In the Groove) in a variety of musical styles.

#### Play, Sing and Create

- ✓ Improvise different styles of rhythms and pitched patterns in response to the song 'In the Groove.'

**Key vocabulary:** Pulse, tempo, rhythm, dynamics, blues, latin, bhanga, folk, funk, improvise, sitar.

### DT

#### Research:

- ✓ Find out about fashions in different cultures.

#### Design:

- ✓ Design an item of clothing suitable for a particular culture.

#### Create:

- ✓ Use tie dye techniques to make an item of clothing by following our designs.
- ✓ Use stitching (running-stitch and back-stitch) to embellish and join fabrics.
- ✓ Cut a range of shapes into the fabric as necessary.

#### Evaluate:

- ✓ Reflect on the finished product and think of a way to improve it

**Key vocabulary:** backstitch, cross-stitch, design, label, materials, fabric

### Art

#### Media: Clay

#### Appreciation:

#### Artist: Clarice Cliff

- ✓ To describe what techniques an artist has used
- ✓ To consider why a technique has been used to create a specific effect

#### Skills:

#### Exploring and developing ideas:

- ✓ Explore how clay can be manipulated using tools and hands

#### Investigating and making art:

- ✓ Use hands to create a thumb pot
- ✓ Add texture and pattern using clay tools

#### Evaluating and developing art:

- ✓ To suggest aspects of your work to improve
- ✓ To explore ways to improve the technique used

**Key vocabulary:** Smoothing, pinch, manipulate, soften, roll, patterns, texture, patterns, tools

### PE:

- ✓ Hand-Eye Coordination/Pass & Receive/Control/Striking – Hockey
- ✓ Catching/Passing/Target/Movement – Basketball
- ✓ Hand-Eye Coordination/Striking/Control – Tennis
- ✓ Target/Control/Strategy/Striking – Tri-Golf

# Where in the world would we like to explore?

## Geography

### The Continents & Oceans



#### Continents

#### Oceans

North America

Pacific Ocean

South America

Atlantic Ocean

Africa

Arctic Ocean

Europe

Indian Ocean

Asia

Southern Ocean

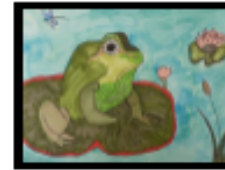
Oceania

Antarctica

## Science

### Living things and habitats

#### Habitats



#### Food chain



## History

### Significant Individuals

#### Captain James Cook



British explorer, navigator and cartographer. He made 3 voyages to the Pacific Ocean and mapped many areas for the first time in the 18th century.

#### Neil Armstrong



American astronaut. First human to walk on the moon during the NASA Apollo 11 mission in July 1969.

## Key Vocabulary

*Equator* - an imaginary line that divides the Earth into the northern and southern hemispheres

*North and South Poles* - the endpoints of the Earth that are the furthest away from the equator

*Human feature* - ways in which humans have made changes to the land, e.g. a bridge, a castle

*Physical feature* - natural formations or parts of the Earth's surface, e.g. a mountain, a river, cliffs

*Habitat* - the natural conditions and environment in which a plant or animal lives

*Carnivore* - an animal that only eats meat

*Herbivore* - an animal that only eats plants

*Omnivore* - an animal that eats both meat and plants

*Food chain* - the feeding relationship which allows energy (food) to be passed from one living thing to another