

## Art and Design

**Art:** Pottery

Make a thumb pot

**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 Amelia Earhart

## 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

## Year 2: Spring

Where in the world would we like to explore?

## 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.

## 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

## Science

Explore living, dead and never been alive things

Investigate why habitats are suitable to keep a plant or animal alive and healthy

## Music

Recognise different global musical traditions.

## Computing

Program an animal to move to its habitat using KUBO.

# 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

- ✓ 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](#)

## Essential Knowledge

- ✓ Learn the 5s and 3s timetable
- ✓ Recall 2, 3, 5 and 10 timetable
- ✓ 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 timetable	3 timetable
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?

<p><b>Geography</b></p> <p><u>Locations</u></p> <ul style="list-style-type: none"> <li>✓ name and locate the world's seven continents and five oceans</li> </ul> <p><b>Key vocabulary:</b> Continent, Africa, Asia, Europe, North America, South America, Oceania, Antarctica, Pacific, Arctic, Atlantic, Indian, Antarctic</p> <p><u>Place</u></p> <ul style="list-style-type: none"> <li>✓ Notice similarities and differences in the geographical features of the U.K, Pakistan and other countries</li> </ul> <p><b>Key vocabulary:</b> same, different, climate, landscape</p> <p><u>Human and Physical</u></p> <ul style="list-style-type: none"> <li>✓ Identify hot and cold places in relation to the Equator and the Poles.</li> <li>✓ Use geographical vocabulary to refer to human and physical features countries</li> </ul> <p><b>Key physical vocabulary:</b> beach, cliff, coast, forest, mountain, sea, ocean, city, town, village, office, port, harbour</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>✓ Use maps and atlases to identify the U.K and its countries</li> <li>✓ Use aerial photographs to recognise landmarks</li> </ul>	<p><b>Science</b></p> <p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> <li>✓ Explore and compare the differences between things that we living, dead and things that have never been alive</li> <li>✓ Explain how most living things live in habitats that are suited to their basic needs</li> <li>✓ Explore the interdependence of plants and animals living in a specific habitat</li> <li>✓ Identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>✓ Describe how animals obtain their food from plants and animals by using a simple food chain</li> <li>✓ Compare and contrast the habitats of similar animals living in the UK and Pakistan</li> </ul> <p><b>Key vocabulary:</b> healthy, habitat, micro-habitat, living, dead, never alive, interdependence, food chain, compare, contrast, same, similar, different, carnivores, herbivores and omnivores</p>	<p><b>Music</b></p> <p><u>Appreciate</u></p> <ul style="list-style-type: none"> <li>✓ Listen and respond to Ravi Shankar-Symphony</li> <li>✓ Listen and respond to different global musical traditions through the Charanga unit, 'In the Groove'.</li> </ul> <p><u>Perform and Share</u></p> <ul style="list-style-type: none"> <li>✓ Learn to perform a simple song (In the Groove) in a variety of musical styles.</li> </ul> <p><u>Play, Sing and Create</u></p> <ul style="list-style-type: none"> <li>✓ Improvise different styles of rhythms and pitched patterns in response to the song 'In the Groove.'</li> </ul> <p><b>Key vocabulary:</b> Pulse, tempo, rhythm, dynamics, blues, latin, bhanga, folk, funk, improvise, sitar.</p>
<p><b>History</b></p> <p><u>Chronology of events</u></p> <ul style="list-style-type: none"> <li>✓ Events beyond living memory that are significant nationally and/or globally – <b>First female solo flight across the Atlantic</b></li> <li>✓ Compare and contrast the lives of significant individuals in the past who have contributed to national and international achievements – <b>Captain Cook and Amelia Earhart</b> (link to geography – coastlines, maps, exploration)</li> </ul> <p><b>Key vocabulary:</b> exploration, national, international, global, mapping, aviation</p> <p><u>Change and continuity</u></p> <ul style="list-style-type: none"> <li>✓ Discuss how the past has influenced the present and how the present will shape the future</li> </ul> <p><b>Key vocabulary:</b> influence, shape, impact</p> <p><u>Cause and effect</u></p> <ul style="list-style-type: none"> <li>✓ Draw simple conclusions as to the significance of these events</li> <li>✓ Predict changes for the future based upon knowledge of the past</li> </ul> <p><b>Key vocabulary:</b> technology, advancements</p>	<p><b>RE</b></p> <p><u>Humanism</u></p> <ul style="list-style-type: none"> <li>✓ Explore different culture's celebrations</li> <li>✓ Explore how religions mark new years</li> </ul> <p><u>Christianity</u></p> <ul style="list-style-type: none"> <li>✓ Learn about the events of Holy Week</li> <li>✓ Understand why they are important to Christians</li> </ul> <p><b>Key vocabulary:</b> Celebrations, cultures, Palm Sunday, Ash Wednesday, Maundy Thursday, Good Friday, Stations of the Cross</p>	<p><b>DT</b></p> <p><u>Research:</u></p> <ul style="list-style-type: none"> <li>✓ Find out about fashions in different cultures.</li> </ul> <p><u>Design:</u></p> <ul style="list-style-type: none"> <li>✓ Design an item of clothing suitable for a particular culture.</li> </ul> <p><u>Create:</u></p> <ul style="list-style-type: none"> <li>✓ Use tie dye techniques to make an item of clothing by following our designs.</li> <li>✓ Use stitching (running-stitch and back-stitch) to embellish and join fabrics.</li> <li>✓ Cut a range of shapes into the fabric as necessary.</li> </ul> <p><u>Evaluate:</u></p> <ul style="list-style-type: none"> <li>✓ Reflect on the finished product and think of a way to improve it</li> </ul> <p><b>Key vocabulary:</b> backstitch, cross-stitch, design, label, materials, fabric</p>
<p><b>PSHE</b></p> <p><u>Relationships</u></p> <ul style="list-style-type: none"> <li>✓ Feelings and emotions</li> <li>✓ Healthy relationships</li> <li>✓ Valuing difference</li> </ul> <p><b>Key vocabulary:</b> empathy, unfair/fair, secrets, safety, views, opinions, acceptable touch/unacceptable touch</p>	<p><b>Computing</b></p> <p><u>Computer Science - Algorithms</u></p> <ul style="list-style-type: none"> <li>✓ Identify the aim of a program</li> <li>✓ Create an algorithm using instructions</li> </ul> <p><u>Computer Science – Create and debug</u></p> <ul style="list-style-type: none"> <li>✓ Debug the algorithm</li> </ul> <p><b>Key vocabulary:</b> Program, aim, algorithm, instructions, debug</p>	<p><b>Art</b></p> <p><u>Media:</u> Clay</p> <p><u>Appreciation:</u></p> <p><u>Artist:</u> Clarice Cliff</p> <ul style="list-style-type: none"> <li>✓ To describe what techniques an artist has used</li> <li>✓ To consider why a technique has been used to create a specific effect</li> </ul> <p><u>Skills:</u></p> <p><u>Exploring and developing ideas:</u></p> <ul style="list-style-type: none"> <li>✓ Explore how clay can be manipulated using tools and hands</li> </ul> <p><u>Investigating and making art:</u></p> <ul style="list-style-type: none"> <li>✓ Use hands to create a thumb pot</li> <li>✓ Add texture and pattern using clay tools</li> </ul> <p><u>Evaluating and developing art:</u></p> <ul style="list-style-type: none"> <li>✓ To suggest aspects of your work to improve</li> <li>✓ To explore ways to improve the technique used</li> </ul> <p><b>Key vocabulary:</b> Smoothing, pinch, manipulate, soften, roll, patterns, texture, patterns, tools</p>
	<p><b>Outdoor Learning</b></p> <p><u>Research</u></p> <ul style="list-style-type: none"> <li>✓ Research maps and what is needed on a map</li> <li>✓ Learn about how a compass works</li> </ul> <p><u>Design</u></p> <ul style="list-style-type: none"> <li>✓ Design a map of the school and the surrounding area</li> <li>✓ Practice using a compass outdoors</li> </ul> <p><u>Create/ Evaluate</u></p> <ul style="list-style-type: none"> <li>✓ Create the map</li> <li>✓ In pairs, give each other instructions on how to navigate to a certain item or location using only a compass</li> </ul> <p><b>Key vocabulary:</b> compass, north, south, east, west, map, directions, school</p>	<p><b>PE:</b></p> <ul style="list-style-type: none"> <li>✓ Hand-Eye Coordination/Pass &amp; Receive/Control/Striking – Hockey</li> <li>✓ Catching/Passing/Target/Movement – Basketball</li> <li>✓ Hand-Eye Coordination/Striking/Control – Tennis</li> <li>✓ Target/Control/Strategy/Striking – Tri-Golf</li> </ul>

# 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.

#### Amelia Earhart



Earhart was the first female aviator to fly solo across the Atlantic Ocean. She mysteriously disappeared while flying over the Pacific Ocean in 1937.

## Key Vocabulary

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

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

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

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

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

**Carnivore (Science)** - an animal that only eats meat

**Herbivore (Science)** - an animal that only eats plants

**Omnivore (Science)** - an animal that eats both meat and plants

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