



Year 2 Spring:

Where in the World would we like to explore?



Geography

Can you name the 7 continents of the world?
Can you identify human features and physical features of the local area and compare with another continent?

History

Who was Amelia Earhart?
Why was Captain Cook so important to exploration?
What could exploration look like in the future?

Art

What media/techniques is Gunta StÖzl known for?
What materials can be used to weave?
How do you weave paper or ribbon? (under and over motion)

Design and Technology

Can you explain how traditional clothes are made?
Can you join two pieces of material together using different stitches?

RE

How important is it for Jewish people to do what God tells them?
How important is it to Christians that Jesus came back to life after his crucifixion?

Music

Listen and respond to the music of Ravi Shankar.
Explore how music connects with feelings by using hard and soft sounds.
Explore voices and instruments within music and when there is harmony.

Science

What are the seven life processes?
What makes a suitable habitat?
What are the parts of a food chain?

PSHE

What similarities and differences are there between people in our lives?
How can we ensure that diversity is celebrated?
What are safe and unsafe situations?
Which secrets should I tell?

PE

Gymnastics: creating body shape, balance, jump, land & rolls
Disability games: New Age Kurling and Seated Volleyball
Learning basic fundamental skills

Computing

Can you program an animal to move to its habitat using KUBO?
How do you combine commands to make an algorithm and then de-bug problems?

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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

Maths

Geometry – Money

- ✓ Recognise and use symbols for pounds (£) and pence (p)
- ✓ Combine pounds and pence amounts to make a particular value
- ✓ Solve simple problems in a practical context involving addition and subtraction of money and the same unit, including giving change

Key vocabulary: pound, pence, money, change, cost, total, difference in price, notes, coin

Number – Multiplication and Division

- ✓ Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs
- ✓ Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- ✓ Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables

Key vocabulary: times, multiply, division, divide, commutative, multiples, altogether, groups of

Number – length, height, mass, capacity and temperature

- ✓ Choose and use appropriate standard of units to estimate and measure (m, cm, kg, g, litres, ml)
- ✓ Compare and order lengths, mass, volume, capacity and record using <, > and =
- ✓ Use rulers, scales, thermometers and measuring vessels

Key vocabulary: cm, m, long, tall, longer, shorter, temperature, scale, volume, capacity, height, mass

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<p>Geography</p> <p><u>Locations</u></p> <ul style="list-style-type: none"> ✓ name and locate the world's seven continents and five oceans <p>Key vocabulary: 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"> ✓ Notice similarities and differences in the geographical features of the U.K, Pakistan and other countries <p>Key vocabulary: same, different, climate, landscape</p> <p><u>Human and Physical</u></p> <ul style="list-style-type: none"> ✓ Identify hot and cold places in relation to the Equator and the Poles. ✓ Use geographical vocabulary to refer to human and physical features countries <p>Key physical vocabulary: 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"> ✓ Use maps and atlases to identify the U.K and its countries ✓ Use aerial photographs to recognise landmarks 	<p>Science</p> <p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> ✓ 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 <p>Key vocabulary: healthy, habitat, micro-habitat, living, dead, never alive, interdependence, food chain, compare, contrast, same, similar, different, carnivores, herbivores and omnivores</p>	<p>Music</p> <p><u>Appreciate</u></p> <ul style="list-style-type: none"> ✓ Listen and respond to Ravi Shankar-Symphony ✓ Listen and respond to different global musical traditions through the Charanga unit, 'In the Groove'. <p><u>Perform and Share</u></p> <ul style="list-style-type: none"> ✓ Learn to perform a simple song (In the Groove) in a variety of musical styles. <p><u>Play, Sing and Create</u></p> <ul style="list-style-type: none"> ✓ Improvise different styles of rhythms and pitched patterns in response to the song 'In the Groove.' <p>Key vocabulary: Pulse, tempo, rhythm, dynamics, blues, latin, bhangra, folk, funk, improvise, sitar.</p>
<p>History</p> <p><u>Chronology of events</u></p> <ul style="list-style-type: none"> ✓ Events beyond living memory that are significant nationally and/or globally – First female solo flight across the Atlantic ✓ Compare and contrast the lives of significant individuals in the past who have contributed to national and international achievements – Captain Cook and Amelia Earhart (link to geography – coastlines, maps, exploration) <p>Key vocabulary: exploration, national, international, global, mapping, aviation</p> <p><u>Change and continuity</u></p> <ul style="list-style-type: none"> ✓ Discuss how the past has influenced the present and how the present will shape the future <p>Key vocabulary: influence, shape, impact</p> <p><u>Cause and effect</u></p> <ul style="list-style-type: none"> ✓ Draw simple conclusions as to the significance of these events ✓ Predict changes for the future based upon knowledge of the past <p>Key vocabulary: technology, advancements</p>	<p>RE</p> <p><u>Humanism</u></p> <ul style="list-style-type: none"> ✓ Explore different culture's celebrations ✓ Explore how religions mark new years <p><u>Christianity</u></p> <ul style="list-style-type: none"> ✓ Learn about the events of Holy Week ✓ Understand why they are important to Christians <p>Key vocabulary: Celebrations, cultures, Palm Sunday, Ash Wednesday, Maundy Thursday, Good Friday, Stations of the Cross</p>	<p>DT</p> <p><u>Research:</u></p> <ul style="list-style-type: none"> ✓ Find out about fashions in different cultures. <p><u>Design:</u></p> <ul style="list-style-type: none"> ✓ Design an item of clothing suitable for a particular culture. <p><u>Create:</u></p> <ul style="list-style-type: none"> ✓ 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. <p><u>Evaluate:</u></p> <ul style="list-style-type: none"> ✓ Reflect on the finished product and think of a way to improve it <p>Key vocabulary: backstitch, cross-stitch, design, label, materials, fabric</p>
<p>PSHE</p> <p><u>Valuing Difference</u></p> <ul style="list-style-type: none"> ✓ Feelings and emotions; how do acts of kindness makes us feel? <p><u>Keeping Myself Safe</u></p> <ul style="list-style-type: none"> ✓ Understanding boundaries, when should I keep secrets? <p>Key vocabulary: empathy, unfair/fair, secrets, safety, views, opinions, acceptable touch/unacceptable touch</p>	<p>Computing</p> <p><u>Computer Science - Algorithms</u></p> <ul style="list-style-type: none"> ✓ Identify the aim of a program ✓ Create an algorithm using instructions <p><u>Computer Science – Create and debug</u></p> <ul style="list-style-type: none"> ✓ Debug the algorithm <p>Key vocabulary: Program, aim, algorithm, instructions, debug</p>	<p>Art</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"> ✓ To describe what techniques an artist has used ✓ To consider why a technique has been used to create a specific effect <p><u>Skills:</u></p> <p><u>Exploring and developing ideas:</u></p> <ul style="list-style-type: none"> ✓ Explore how clay can be manipulated using tools and hands <p><u>Investigating and making art:</u></p> <ul style="list-style-type: none"> ✓ Use hands to create a thumb pot ✓ Add texture and pattern using clay tools <p><u>Evaluating and developing art:</u></p> <ul style="list-style-type: none"> ✓ To suggest aspects of your work to improve ✓ To explore ways to improve the technique used <p>Key vocabulary: Smoothing, pinch, manipulate, soften, roll, patterns, texture, patterns, tools</p>
	<p>Outdoor Learning</p> <p><u>Research</u></p> <ul style="list-style-type: none"> ✓ Research maps and what is needed on a map ✓ Learn about how a compass works <p><u>Design</u></p> <ul style="list-style-type: none"> ✓ Design a map of the school and the surrounding area ✓ Practice using a compass outdoors <p><u>Create/ Evaluate</u></p> <ul style="list-style-type: none"> ✓ Create the map ✓ In pairs, give each other instructions on how to navigate to a certain item or location using only a compass <p>Key vocabulary: compass, north, south, east, west, map, directions, school</p>	<p>PE:</p> <ul style="list-style-type: none"> ✓ 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

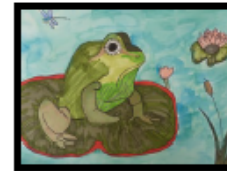


Continents	Oceans
North America	Pacific Ocean
South America	Atlantic Ocean
Africa	Arctic Ocean
Europe	Indian Ocean
Asia	Southern Ocean
Oceania	
Antarctica	

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.

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