

Year 2 Spring Term Curriculum - Home and Away

The Big Question: Where do you call home?

Theme Words: Belonging Happiness Differences Survival

Visitor/Visit Leyton Moss

Topic Linked Subjects

English

Class Text:

Topics: Stories by the

Same Author – Michael

Morpurgo

Non-Chronological

Report

- Use subordination for time, using when, before and after.
- Use sentences with different forms.
- Use apostrophes for contractions.
- Say write and punctuate simple and compound sentences.
- Use past tense and present tense
- Use specific text type features to write for a range of audiences.
- Orally retell a wider range of stories, fairy tales and traditional tales.
- Sequence and discuss the main events in stories and recounts.
- Learn to spell common exception words.

Geography

Topic: Australia

Would you choose Home or away?

Place Knowledge

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country

Human and Physical Features

- Use basic geographical vocabulary to refer to: key **physical** features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

Map Skills Map Knowledge

- Locate and name on a world map and globe the seven continents and five oceans

Enquiry

- Ask what and where questions to find out more about locality studied
- Find out about a locality using different sources of evidence e.g. a local walk, simple maps, photos, data, interview, library or internet search
- Explore geographical change and difference e.g. seasonal weather and buildings/land use in own and contrasting locality

Science

Topic: Living Things and Their Habitat

What features do all living thing have?

Asking Questions

- Ask simple questions and recognise that they can be answered in different ways

Living Things and Habitats

- Explore and compare the differences between things that are living, dead, and things that have never been alive
- 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
- Identify and name a variety of plants and animals in their habitats, including micro-habitats

Recording and Presenting

- Gather and record data in simple tables using ICT to help in answering questions
- Identify simple patterns and associations in recorded data

Concluding

- Identify, classify and organise things into groups
- Use some scientific words to say what they have seen ; digital recordings
- Use their observations and ideas to suggest answers to questions

<p>Art <u>Topic: Aboriginal Art</u></p>	<p><u>Drawing</u></p> <ul style="list-style-type: none"> • Observe and draw shapes from observations. • Use a variety of media and colours for effect. • Record and explore ideas from first-hand observations. • Ask and answer questions about the starting points for their work. • Experiment with simple marks and patterns. • Draw on different surfaces. • Review what they and others have done and say what they think and feel about it <p><u>Printing</u></p> <ul style="list-style-type: none"> • Explore printing in relief – string and card to make a print block • Create more detailed printing blocks using Press Print and experiment with over printing and use of 2 colours
<p>Design Technology <u>Topic: Moving Vehicles</u> How do different vehicles move?</p>	<p><u>Design</u></p> <ul style="list-style-type: none"> • Propose more than one idea for their product. • Use ICT to communicate ideas. • Use drawings to record ideas as they are developed. • Add notes to drawings to help explanations <p><u>Make</u></p> <ul style="list-style-type: none"> • Discuss their work as it progresses. • Select and name the tools needed to work the materials. • Explain which materials they are using and why. • <p><u>Evaluate</u></p> <ul style="list-style-type: none"> • Decide how existing products do / do not achieve their purpose. • Discuss how closely their finished product meets their own design criteria. <p><u>Technical Knowledge</u></p> <ul style="list-style-type: none"> • Know how to make a simple structure more stable. • Attach wheels to a chassis using an axle. • Know some different ways of making things move in a 2-D plane
Discreet Subjects	
<p>Maths</p>	<p><u>White Rose Hub</u></p> <ul style="list-style-type: none"> • Recognise and make equal groups • Make multiplication sentences using X symbol • Use arrays • Make doubles and halves (dividing by 2) • Know 2's, 5's and 10 times tables • Make equal groups by sharing • Divide by 2,5 and 10 • Make tally charts • Draw and interpret pictograms • Recognise 2D and 3D shapes • Recognise lines of symmetry • Recognise and find a half, a quarter and a third • Explore the equivalence of two quarters and one half of the same whole
<p>RE</p>	<p><u>The Good News</u></p> <ul style="list-style-type: none"> • Know that Jesus can change sadness into joy • Know that we should always remember to thank Jesus for his help • Know that Jesus used his power to help others and reflect on the importance of these

	<p>events</p> <p><u>The Mass</u></p> <ul style="list-style-type: none"> • Know and reflect on the importance of the celebration of the Mass • Know about the readings at Mass and why we should listen to them • Know that at the Offertory we offer gifts to God • Know and appreciate that at the Consecration the bread and wine are changed by Jesus
<p>PSHE</p> <p><u>Topics:</u></p> <p><u>Computer Safety</u></p> <p><u>Being Responsible</u></p> <p><u>Money Matters</u></p>	<ul style="list-style-type: none"> • L7. about how the internet and digital devices can be used safely to find things • out and to communicate with others • L9. that not all information seen online is true • H28. about rules and age restrictions that keep us safe • H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) • H31. that household products (including medicines) can be harmful if not used correctly • H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them • H37. about things that people can put into their body or on their skin; how these can affect how people feel • L2. how people and other living things have different needs; about the responsibilities of caring for them • L3. about things they can do to help look after their environment • L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want • L13. that money needs to be looked after; different ways of doing this
<p>Computing</p>	<p><u>Information Technology</u></p> <p><u>Word processing / Typing</u></p> <ul style="list-style-type: none"> • Use the space bar only once between words and use touch to navigate to words/letter to edit • Copy and paste images and text • Use caps locks for capital letters. • Add images alongside text in a word processed document • Dictate longer passages into a digital device with accurate punctuation <p><u>Data Handling</u></p> <ul style="list-style-type: none"> • Sort digital objects into a range of charts such as Venn diagrams, carroll diagrams and bar charts using different apps and software • Orally record myself explaining what the data shows me • Create a branching database using questions <p><u>Sound</u></p> <ul style="list-style-type: none"> • Create a musical composition using software • Record my own sound effects • Record my voice over a composition to perform a song <p><u>Computer Science</u></p> <p><u>Computational Thinking</u></p> <ul style="list-style-type: none"> • Write algorithms for everyday tasks • Use logical reasoning to predict the outcome of algorithms • Understand decomposition is breaking objects/processes down • Implement simple algorithms on digital devices (Bee Bots, Apps: Daisy the Dino) • Debug algorithms <p><u>Coding / Programming</u></p> <ul style="list-style-type: none"> • Understand programs execute by following precise and unambiguous instructions • Create programs on a variety of digital devices • Debug programs of increasing complexity

	<ul style="list-style-type: none"> • Use logical reasoning to predict the outcome of simple programs
<p>PE</p>	<p><u>Acquiring and Developing Skills</u></p> <ul style="list-style-type: none"> • Pupils copy and remember actions • Pupils repeat and explore actions with some control and coordination <p><u>Evaluating and improving</u></p> <ul style="list-style-type: none"> • Pupils talk about what is different between what they did and what somebody else did • Pupils can say how they could improve <p><u>Health and fitness</u></p> <ul style="list-style-type: none"> • Pupils describe how their body feels before, during and after different physical activity • Pupils explain what they need to do to keep safe and to keep healthy <p><u>Games</u></p> <ul style="list-style-type: none"> • Throw in different ways e.g. <i>underarm and overarm</i> • Catch with both hands • Roll a ball • Kick in different ways e.g. <i>side and top of foot</i> • Hit a ball • Decide where the best place to be is in a game • Cooperate in a team <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Stand and sit with body tension and extension • Balance in different ways e.g. <i>front, back, side, bottom</i> • Travel in different ways e.g. <i>caterpillar, bunny, hop, monkey</i> • Roll in different ways e.g. <i>pencil, egg, dish, teddy</i> • Jump in different ways e.g. <i>straight, star, tuck</i> • Perform a sequence with a jump, roll, travel and balance
<p>Music</p> <p><u>Topics: I Wanna Play in a Band</u></p> <p><u>Zoo Time</u></p>	<p><u>Listening and Appraising</u></p> <ul style="list-style-type: none"> • Listen to a range of music (written and performed for different purposes and occasions) with growing concentration • Experience a live performance (musicians from music service / other children performing / theatre performances / concerts) • Say whether or not I like a piece of music • Recognise beginning, middle and end or a repeated refrain (e.g. chorus) <p><u>Performing</u></p> <ul style="list-style-type: none"> • Play a range of tuned and untuned instruments. • Sing a wide range of songs (including rhymes and chants) • Keep to a steady pulse • Start and finish with everybody else <p><u>Creating and Composing</u></p> <ul style="list-style-type: none"> • Choose how to represent different things e.g. sound • Effects for a story or to reflect different moods • Start to compose a simple piece with a beginning, middle and end use pictorial representation to record what I have composed