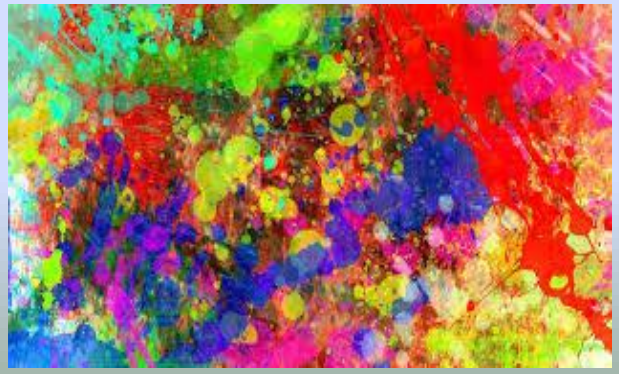
Leagrave Primary School

‘Striving for Excellence, Learning for Life.’



Year 2 Curriculum Organiser

Spring Term: Muck, Mess, Mixtures

Leagrave Primary School

Striving for excellence, learning for life

Year 2 Basic Skills Coverage Spring Term One

English Unit 1: Winter Poetry:

Reading Knowledge and Skills

- Make inferences from the text
- Draw on knowledge of vocabulary to understand texts

Writing Knowledge and Skills

- Identify and use similes
- Rhyming couplets
- Expanded noun phrases to add detail
- Demarcate question with a question mark

English Unit 2: Non-Chronological Reports:

Reading Knowledge and Skills

- Make inferences from the text
- Draw on knowledge of vocabulary to understand texts

Writing Knowledge and Skills

- Demarcate sentences with capital letters
- Demarcate sentences with full stops
- Demarcate a question with a question mark
- Use all KS1 punctuation correctly
- Write an exclamation sentence using **how** and **what** and demarcate it correctly
- Edit by making simple additions and corrections to their own writing
- Use some features of non-fiction text eg: sub heading, titles, paragraphs and 'did you know?' box
- Use present tense correctly and consistently
- Use past tense correctly and consistently
- Write topic sentences
- Organise writing using paragraphs

Personal, Social, Health and Relationship Education:

Knowledge and Skills

- Recognise that people can reflect upon, and learn from their experiences.
- Understand the function of key words and key word searches.
- Learn a step by step procedure for selecting key word searches.
- Apply their chosen key words to find information they are looking for.
- Identify and explore features of an informal website.
- Evaluate whether to they like or dislike features of a site.

Spiritual, Moral, Social, Cultural Links

Maths:

Multiplication and Division

- Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.
- Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign.
- Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.
- Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.

Statistics

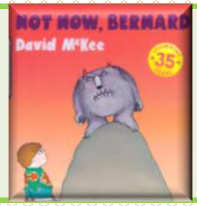
- Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
- Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.
- Ask and answer questions about totalling and comparing categorical data

Whole School Values Focus

DETERMINATION

Class Reader

Amazing Grace
Not Now, Bernard
Who's Afraid of the Big, Bad Book?



Leagrave Primary School

Striving for excellence, learning for life

Year 2 Basic Skills Coverage Spring Term Two

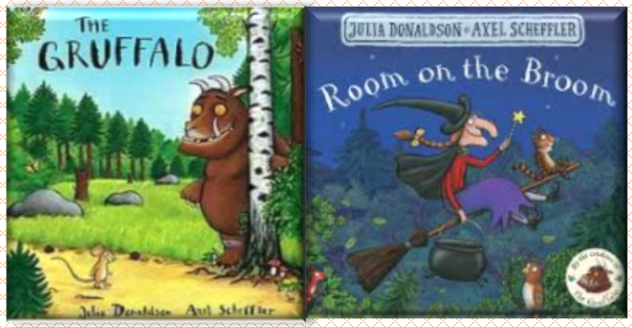
English Unit 3: Same Author Different Stories: Julia Donaldson:

Reading Knowledge and Skills

- Identify and explain the sequence of events in texts
- Draw on knowledge of vocabulary to understand texts
- Make inferences from the text

Writing Knowledge and Skills

- Use the suffixes ment, ness, ful and less
- Use all of KS1 punctuation correctly
- Write an exclamation sentence using how or what
- Use present tense correctly and consistently
- Use past correctly and consistently
- Use similes
- Demarcate a question with a question mark
- Plan what they are going to write
- Discuss what they are going to write
- Use a range of new vocabulary to make writing vivid and interesting
- Use expanded noun phrases
- Use commas in a list



English Unit 4: Narrative-The Magic Paintbrush:

Writing Knowledge and Skills

- Use all KS1 punctuation correctly
- Write a range of simple sentences
- Use apostrophes for contractions
- Use apostrophes for possession
- Use determiners before a noun

Personal, Social, Health and Relationship Education:

Knowledge and Skills

- Recognise that there are special people who work in the community , who are responsible for helping and protecting people and can be contacted if help is needed.
- Recognise that a persons behavior can directly affect the rights of others.
- Demonstrate the strategies and skills needed to care for their local, natural and built environments, including conserving energy.

Spiritual, Moral, Social, Cultural Links

Class Readers:

The Flower
Gorilla
Frog and Toad
Dr.Xargle

Maths:

Properties of Shapes

- Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line.
- Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces.
- Identify 2D shapes on the surface of 3D shapes, [for example, a circle on a cylinder and a triangle on a pyramid].
- Compare and sort common 2D and 3D shapes and everyday objects.

Fractions

- Recognise, find, name and write fractions, 1/2, 1/3, ¼, 2/4, and 3/4 of a length, shape, set of objects or quantity.
- Write simple fractions for example, ½ of 6 = 3 and recognise the equivalence of 2/4 and ½

Length and Height

- Choose and use appropriate standard units to estimate and measure length / height in any direction (m/cm) and mass (kg/g) to the nearest appropriate unit, using a ruler and scales.
- Compare and order lengths and mass and record the results using >, < and =

Whole School Values Focus

RESPONSIBILITY

Home Learning Focus

- Reading at home every day
- Continuing to learn the 2, 5 and 10 x tables
- Daily Times Table Rockstars.
- Spelling the Year 2 common exception words
- Using pictures to solve multiplication e.g for 3 x 4 children draw 3 groups of 4
- Using pictures to solve division e.g for 15 ÷ 3 children would share 15 between 3 circles

Year 2 Muck, Mess, Mixtures
Spring Term

Enrichment Opportunities

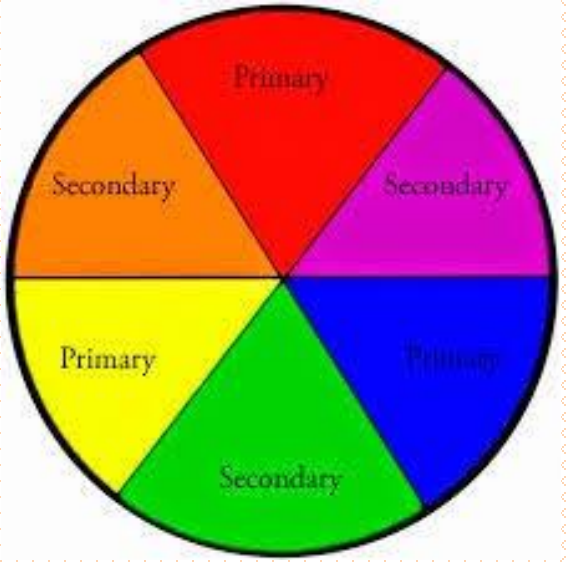
Wow Entry and Outcome: Messy lab

Visits & Visitors: Church trip during Symbols of Faith week.

History: timeline of an artist's life

Sequence details about an event beyond living memory in chronological order.

- A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years.



Art and Design

Mix paint colours to suit a task

- Create secondary colours such as green (yellow + blue), purple (red + blue), orange (red + yellow) and brown (blue + orange / red + green / yellow + purple), in addition to the primary colours covered in year 1

Create single and multi-coloured prints using a range of printing techniques

- Use bubble blowing to create print patterns
- Use marbling to create print patterns

Explain what they like / dislike about an artwork, comparing it with other pieces of art.

- Children can discuss what they like and dislike about another piece of artwork using words such as: light / dark, basic colour names and colour alternatives, shapes , small / large / bold / clear and words to describe feelings for example cheerful, happy, sad, depressing, confused
- Say what is different between two or more pieces of art and are able to explain their preference

Physical Education

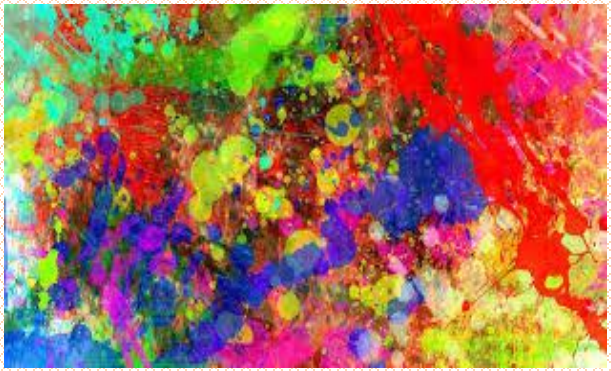
Knowledge and Skills

Ball Skills

To use hand-eye co-ordination to control a ball.
To catch a variety of objects
To vary types of throw
To kick and move with a ball
To develop catching and dribbling skills
To use ball skills in a mini festival

Dance

To explore different levels and speeds of movement
To compose and perform simple dance phrases
To show contrasts in simple dances with good body shape and position.
To develop a range of dance movements and improve timing.
To work to music, creating movements that show rhythm and control.



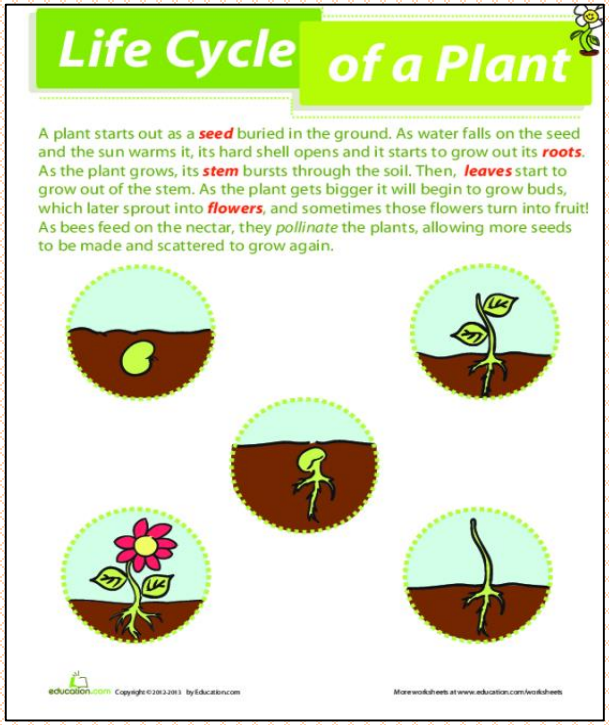
Music: Specialist Music teaching

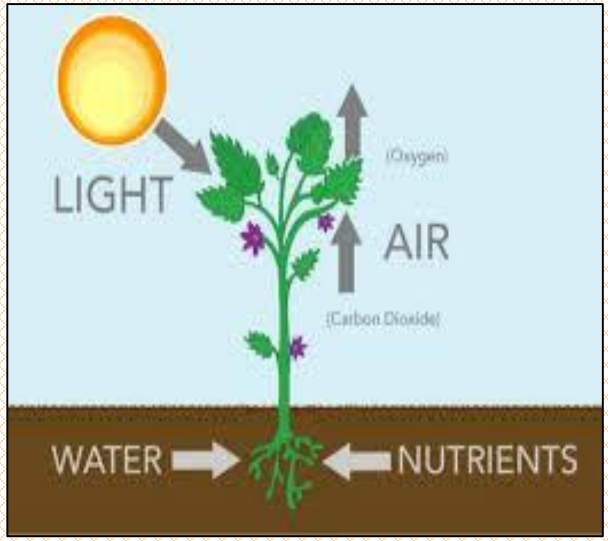
- Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically
- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and un-tuned instruments musically.
- Experiment with, create, select and combine sounds using the interrelated dimensions of music.
- Listen with concentration and understanding to a range of high-quality live and recorded music.

Home Learning Focus

- Reading at home every day
- Continuing to learn the 2, 5 and 10 x tables
- Spelling the Year 2 common exception words
- Using pictures to solve multiplication e.g for 3 x 4 children draw 3 groups of 4
- Using pictures to solve division e.g for 15 ÷ 3 children would share 15 between 3 circles

Year 2 Subject Focus
Spring Term





Science:

Spring 1

Observe and describe how seeds and bulbs grow into mature plants.

- When seeds start to grow this is called 'germination'
- In order for germination to take place a seed will need: warmth, oxygen (obtained from the air) and water. *They do not need sunlight for germination
- When the stem comes through the ground it is then considered to be a plant

Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

- In order for plants to grow and stay alive they will need: light, water, Carbon Dioxide (which can be shortened to CO2) and warmth. [Possible life cycle of a plant]

Explore and compare the differences between things that are living, dead, and things that have never been alive. Something is considered alive if it can:

- Move: running, swimming, flying and also green plants and trees moving towards the sunlight
- Reproduce: when living things produce more of their own species (animals / plants)
- Feed / produce their own food (Nutrition). Animals eat from the food which they eat and animals from the food which they produce.
- Growth: get bigger (babies / adults or seeds / plants)

Spring 2

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.

- A habitat is the place where living things live
- There are various types of habitats, including: hot, cold, wet, dry
- Animals live in the habitats which suit them for example: a shark can breathe in the water and needs access to other prey as it is a carnivore.
- A camel would live in a hot habitat and is suited to it due to their hump containing fat which can be stored and used for food / water. They have big eyelashes to keep the sand out of their eyes. They have hooves which help then travel across the sand.
- A polar bear lives in a cold climate and is suited to it due to their thick fur to keep it warm, white fur to help it camouflage.
- A cactus lives in a dry habitat, it is suited to this because it has long roots which can absorb water and have needles as leaves which helps the leaves not dry out and therefore lose water.
- A great white shark would live in a wet, sea environment where it can use its gills to breathe and can use its teeth to catch and kill prey which it uses for food.

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.

- A food chain shows how energy from one organism is passed on to another (the arrow points to the animal for which the previous goes into when eaten)

- Grass > cow > man
- Grass > antelope > lion
- Dandelion > snail > frog > bird > fox

Year 2 Subject Focus: Spring Term

Religious Education

Spring 1: How do we show care for the Earth? (Islam and Chrstianity)

Make sense of belief

- Identify a story or text that says something about the beautiful earth
- Give an example of a key belief some people find in one of these stories (eg. That God loves the world because it is Gods creation)
- Give a clear simple account of what Genesis 1 tells Christians and Jews about the natural world.

Understand the impact

- Give an example of how people can show that they care for the earth, making a link to a creation story.
- Give examples of how Christians and Jews show care for the earth.
- Say why Christians and Jews might look after the natural world

Make connections

- Think, talk and ask questions about what difference believing in God makes to how people treat the natural world.
- Give good reasons why everyone (religious and non-religious) should look after the natural world.

Spring 2: How do we show care for others? (Islam and Chrstianity)

Make a sense of belief

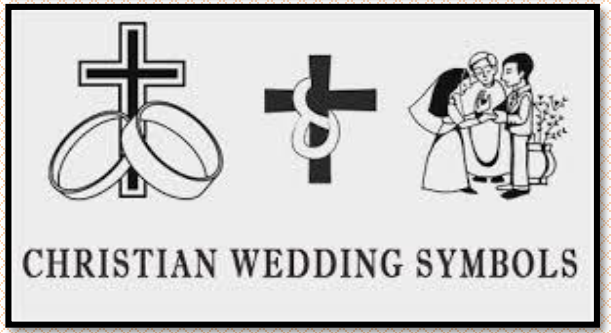
- Identify a story or text that says something about each person being unique and valuable.
- Give an example of a key belief some people find in one of these stories (eg.that God loves all people)

Understand the impact

- Give an example of how people show that they care for others for example by giving to a charity), making a link to one of the stories.
- Give examples of how religious teaching encourage care for other people.

Make connections

- Think, talk and ask questions about what difference believing in God makes to how people treat each other.
- Give good reasons why everyone (religious anf non-religious should care for others)



Computing: We are Astronauts

- Understand what algorithms are' how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs

Symbols of Faith

RE Knowledge and Skills

DT Knowledge and Skills

- Understand that the following materials can be used for joining: glue and sticky tape.
- Cut wood / dowel using a bench hook and hacksaw
- Understand that a bench hook helps you hold a piece of wood still whilst cutting
- Understand that a hacksaw is a small saw used for cutting smaller pieces of wood
- Understand that they cut using the length of saw
- Understand that they start with a slow cut to start off

Writing Knowledge & Skills

- Understand the purpose of an invitation
- Use present tense correctly and consistently
- Use persuasive vocabulary

SMSC Links