

Termly Curriculum Information

2020-2021 Term 2: 4th January to 2nd April, 2021

Year 2

Science: Materials / Living things and their habitats

Topic: Inventions

English	
Key Learning Skills and Knowledge	Key Activities
<p>Speaking and Listening</p> <ul style="list-style-type: none"> • Children will begin to vary their voice and intonation when speaking • Children will be able to sustain talk with an increased range of vocabulary • Children will listen carefully and respond appropriately with relevant questions • Children will speak in an audible and clear voice • Children will start to adapt their speech to different situations • Children will engage in role play and develop their knowledge of well-known stories through Talk for Writing work 	<ul style="list-style-type: none"> • Use hot seating activities to develop their understanding of a character • Develop a set of actions for a text • Recognise and join in with predictable phrases • Learn to appreciate rhymes and poems, and to recite some by heart. • Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • Ask and respond to questions
<p>Reading</p> <ul style="list-style-type: none"> • Children will recite and know by heart a range of texts using Talk for Writing techniques • Children will apply phonic knowledge to decode age appropriate texts fluently and accurately • Children will recognise different structures of fiction and non-fiction books • Children will ask and answer simple questions about texts that are read to them using evidence from pictures and words • Children will use the context of a book to help infer the meaning of a new word 	<ul style="list-style-type: none"> • Read a variety of texts as a whole class and individually during Guided Reading and Story Time sessions • Read to a class teacher weekly • Read a range of books independently from the classroom reading corner and primary library
<p>Writing</p> <ul style="list-style-type: none"> • Children will plan or say out loud what they are going to write about • Children will compose and rehearse sentences through a variety of Talk for Writing activities 	<p>Poetry- tongue twisters, nonsense rhymes Fiction – Where The Wild Things Are Non Fiction – The Farmer’s Diary</p> <ul style="list-style-type: none"> • I can write poetry



<ul style="list-style-type: none">• Children will structure sentences correctly using an increasing range of punctuation.• Children will use a connective other than and (e.g. after, then, next, at last, also) to join two simple sentences• Children will begin to show awareness of the reader by providing additional detail• Children will use adventurous vocabulary	<ul style="list-style-type: none">• To read and understand a 'journey story'• To look at story patterns• To focus on 'settings'• To read instructional texts and write their own instructional text.
<p>Handwriting</p> <ul style="list-style-type: none">• Children will use the correct formation of all lower and upper case letters• Children will use the correct proportion with their ascenders and descenders• Children will continue to learn how to join the appropriate phonic sounds• Children will use the top line when writing a capital letter and not join it to the lower case letters	<ul style="list-style-type: none">• Use weekly handwriting lessons to improve their printed writing and continue to practise using joined up writing• Focus on joining using the Nelson Handwriting Scheme• Practice spacing words consistently with finger space rule• Practice spacing letters consistently keeping letters on and within the lines
<p>Mathematics</p>	
<p>Multiplication and division</p> <ul style="list-style-type: none">• Children begin by using stories which link to pictures and concrete manipulatives to explore making equal groups and write statements such as 'there are ___ groups of ___.'• Children will recognise and explain how they know when they are equal or not.• Children see equal groups that are arranged differently so they understand that the groups look different but can still be equal in number.• At this stage children do not explore multiplication formally.• Children use equal groups to find a total. They focus on counting equal groups of 2, 5 and 10 and explore this within 50.• Children could begin by linking this to real life, for example animal legs, wheels, flowers in vases etc.	<ul style="list-style-type: none">• Through grouping and sharing small quantities,• Doubling numbers and quantities; and finding simple fractions of objects, numbers and quantities.• Make connections between arrays, jottings, bar models, number patterns, and counting in twos, fives and tens.• Read word problems, identifying the math and solving the questions• Read and draw pictograms independently• Read and draw tally charts and block graphs• Draw different 2D and 3D shapes• Name and count the number of sides and corners each 2D shape has• Learn the names of 3D shapes• Count the number of vertices, edges and faces each 3D shape has• Pupils are taught half and quarter as 'fractions of' discrete and continuous quantities by solving problems using shapes, objects and quantities. For example, they could recognise and find



<ul style="list-style-type: none"> • Children begin to make arrays by making equal groups and building them up in columns or rows. • They use a range of concrete and pictorial representations. <p>Statistics</p> <ul style="list-style-type: none"> • Children will interpret and construct pictograms, tally charts, block graphs, venn diagrams and other tables <p>Geometry</p> <ul style="list-style-type: none"> • Children will identify and describe the properties of 2D and 3D shapes, including the number of sides (edges), corners (vertices) and faces. <p>Fractions</p> <ul style="list-style-type: none"> • Recognise, find and name a half as one of two equal parts of an object, shape or quantity . • Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. 	<p>half a length, quantity, set of objects or shape.</p> <ul style="list-style-type: none"> • Pupils connect halves and quarters to the equal sharing and grouping of sets of objects and to measures, as well as recognising and combining halves and quarters as parts of a whole.
Science	
<p>Materials</p> <ul style="list-style-type: none"> • Children will ask simple questions and recognise that they can be answered in different ways • Children will be able to do the following types of enquiry: <ul style="list-style-type: none"> - Observations - Identifying and classifying Secondary sources • Children will gather and record data to suggest answers to their questions • With help, they will record in a range of ways and begin to use simple scientific language • Children will use their observations and ideas to suggest answers to questions • Children will notice patterns and relationships in their observations. 	<p>Materials</p> <ul style="list-style-type: none"> • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching • Become familiar with how some materials are used for more than one thing • Find out about people who have developed useful new materials and create links to our Inventors topic.
Computing	
Digital Literacy- Online Buddies	



Children will:

- The children will learn about the do's and don'ts of communicating over the internet.
- I can save, share and retrieve my digital work.
- I can use technology to organise and present my ideas.
- I can use design and formatting to enhance my digital work.
- I can create with technology. E.g. Video, animation, 3D
- I can give examples of how technology is used to communicate beyond school.
- I understand that somethings online may upset me and that I cannot trust everyone online. (Self Image)
- I can use online services to communicate safely. (Online Relationships)
- I understand that once something it posted you lose control if it and know how to get help if I need to. (Online Reputation)
- I can give examples of online bullying behaviour, I understand the impact it may have and I know where to go for support. (Online Bullying)
- I can use a search engine and I am aware that not everything I read online is true. (Online Bullying)
- I know the rules of using technology at home or in school. (Health well being)
- I can explain what personal information is and understand the need for passwords to protect it. (Privacy and Security)
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Topic – Inventors	
<ul style="list-style-type: none"> • Children will ask questions about the past • Children will understand achievements of people from the past • Children will design purposeful products • Children will create purposeful products • Children will identify the qualities of historic inventors • Children will make scientific hypothesis • Children will apply skills learnt in their English lessons to their topic writing 	<ul style="list-style-type: none"> • Make a model of Da Vinci's parachute • Complete a technical drawing of a vehicle • Learn about the lives of the Wright brothers • Make and test paper aeroplanes • Explore historic engines and mechanisms • Design and make a mode of transport using a simple (rubber band) mechanism. • Draft and redraft a letter of application for an inventor's tender • Design, make and present an invention
Art and Design & Technology- Under the Sea	



<ul style="list-style-type: none"> • Understanding the visual arts in relation to history and cultures. • Understand Primary Colors and why they are important in the Colour Wheel. • Understand the relationship of colours and colour balance in a design. • Start to use equipment (scissors) to create desired shapes. • Use the style and materials of an artist, to create their own work based on the Artist. • Understand they are Artists when they create their own independent work. • Create a design of sea animal/plant/coral, using the style of Matisse's 'Painting with Scissors. • To make independent choices. • Children will try out tools and techniques and apply these to materials and processes, including drawing • Children will review what they and other have done and say what they think and feel about it • Children will explore the sensory qualities of materials • Children will measure, mark out, cut and shape a range of materials • Children will assemble, join and combine materials and components • Children will ask and answer questions about the starting points for their work, and develop their ideas. • Children will investigate the possibilities of a range of materials and processes • Children will work with visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space • Children will represent observations, ideas and feelings, and design and make images and artifacts. 	<ul style="list-style-type: none"> • Create a colour division picture of under the sea. • Become familiar with the topic 'Under the water'. • Create own under the sea jigsaw puzzle • Learn amazing facts about sea creatures and paint an under-the-sea water colour painting • Make a moving paper fish. • Create an under-the-sea relaxing glitter aquarium • Create a 3D under-the-sea water world and use my knowledge about different sea creatures • Use vision to create a 3D picture • Use my knowledge about jelly fish and create a hanging jelly fish • Create an under-the-sea mobile
<p>PSHE</p>	
<p>Emotions- How do I feel ?</p> <ul style="list-style-type: none"> • This unit creates opportunities for children to explore their feelings and to develop the language required to express them in a safe environment. 	<p>Emotions- How do I feel ?</p> <ul style="list-style-type: none"> • Linking music to emotions • Studying facial expressions • Identifying when someone is happy or sad and being able to say why



<ul style="list-style-type: none"> • The learning activities will assist children in beginning to understand their emotions, how they express them, and how to communicate them. • Through gradual regulation of these emotions, children will develop greater social competence leading to long-term emotional health. 	<ul style="list-style-type: none"> • Identifying when someone is feeling angry and being able to say why • Find strategies to cope with them. • Learn techniques to make yourself feel better • Knowing a range of words to describe our emotions • Feeling safe and confident enough to express their emotions • Learn about their own and other's feelings and emotions and how their actions affect others.
<p>Music</p>	
<p>Under the Sea: In this unit, the children will listen and move to different pieces of Classical music which represent the sea. They will also sing a variety of songs which are related to the sea or creatures which live in the ocean. The children will use classroom percussion instruments to accompany the songs that they learn and create a sea soundscape.</p> <ul style="list-style-type: none"> • Develop listening skills. • Listen to a piece of music and describe how it makes them feel. • Move to a piece of music. • Develop awareness of tempo and dynamics. • Explore tuned and un-tuned percussion instruments to accompany a song. • Develop the singing voice. • Create a soundscape/graphic score. 	
<p>Songs from Around the World</p> <p>The students will go on a musical journey around the world looking at different songs from a variety of countries such as China, America, Germany and South Korea. The pupils will work on their singing skills as well as participating in musical games and explorations of different accompaniments using the classroom percussion instruments.</p> <ul style="list-style-type: none"> • Develop listening skills. • Sing together as an ensemble. • Gain awareness and experience of music from other countries. • Make cross curricular links to Geography. 	
<p>PE</p>	
<p>Unit 4: Gymnastics</p> <p>Learning objectives: To remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision. To choose, use and vary simple compositional ideas in the sequences they create and perform. To recognise and describe what your bodies feel like during different types of activity. To lift, move and place equipment safely. To improve their work using information they have gained by watching, listening and investigating. To learn the</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Lesson 1: High to low to high • Lesson 2: Apparatus • Lesson 3: Matching • Lesson 4: Apparatus • Lesson 5: Pathways • Lesson 6: Pathways on apparatus • Lesson 7: Bouncing, jumping, landing • Lesson 8: Assessment



<p>four basic elements, balance, roll, jump and body shape.</p>	
<p>Unit 5: Benchball Learning objectives: Perform catching different objects (beanbags, balls). Demonstrate catching a ball sent by a partner. Demonstrate catching a ball standing on a bench, showing correct technique and balance. Learn and develop the chest pass Select and apply the chest pass in static activities and competitive games. Develop passing and catching skills in a game situation. Develop passing and moving into space. Develop passing and catching skills. Develop pass and move. Start to think about strategy and how to apply this in a game situation.</p>	<p>Activities:</p> <ul style="list-style-type: none">• Lesson 1: Ball familiarisation• Lesson 2: Passing and catching• Lesson 3: Chest pass and 3 v 1• Lesson 4: Pass and move (into a space)• Lesson 5: Possession games• Lesson 6: 4 v 4 (small court with bench)• Lesson 7: Mini-games• Lesson 8: Assessment
<p>Unit 6: Indoor Athletics In this unit pupils will experience simple modified running, jumping and throwing activities. Pupils will accurately replicate running challenges and competitions that require speed and stamina. In all athletic based activities, pupils will engage in performing skills and measuring outcome as a marker of performance. Pupils will develop the ability follow rules safely and handle equipment correctly.</p>	<p>Activities</p> <ul style="list-style-type: none">• Lesson 1: Running for speed• Lesson 2: Running over obstacles• Lesson 3: Running for distance• Lesson 4: Throwing (distance)• Lesson 5: Throwing (accuracy)• Lesson 6: Jump for distance• Lesson 7: Jump for height• Lesson 8: Assessment
<p>Swimming The children continue to have a weekly swimming lesson in ability groups. The children will continue to focus on water confidence, bubble breath on their front, FUNdamental skills of basic body position on their front and back developing a basic arm and leg action depending on their ability. The more able students will work on Breaststroke and basic Butterfly skills. Water skills / play will also be included in the lessons depending on their group. Towards Chinese New Year the first swim carnival takes place and students will practice their skills for this event early in the term.</p>	<p>Aquatic Skills covered include:</p> <ul style="list-style-type: none">• Water confidence and travel through the water.• Continued fundamental stroke development on Front and Back.• More able students further develop Freestyle, Backstroke and Breaststroke leg and arm actions.• More able students introduce to Butterfly body action and leg kick.• Water skills including jumping, fundamental sculling and introduction to diving.



	<ul style="list-style-type: none">• Continue to discuss and review pool rules and water safety• Swim skills for Swimming Carnival.•
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