



## YEAR TWO SPRING TERM CURRICULUM 2020-21

### As Speakers and Listeners:

- listen and respond appropriately to adults and peers
- ask relevant questions to extend understanding, knowledge and vocabulary
- adopt a range of drama conventions such as 'freeze frame', 'step inside', 'role on wall' to explore settings, and develop an understanding of characters and the development of vocabulary
- discuss writing forms of diary, letter, instruction and information and explore language features and organisational structures

### As Readers:

- read accurately by blending sounds in words, read common exception words, read aloud books at a suitable level
- explore themes in the key texts 'The Bog Baby' and 'Grandad's Island'
- discuss understanding of books at a higher level than they can read independently
- participate in 'book talk', discussing how and why writers make choices and how links can be made between books
- read information texts about rainforest animals found in the story book 'Grandad's Island'
- read information text 'How to Grow Plants' to support Science work
- proof reading, dictionary skills and using thesaurus
- read a formal letter and sets of instructions to

### As Writers:

- sit correctly at a table, holding a pencil comfortably and correctly
- form lower case letters of the correct size relative to one another
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- begin to use horizontal joins such as irl
- segment spoken words into phonemes and represent these by graphemes (phase 5), spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words
- to write a finding narrative and a set of instructions using 'The Bog Baby' text as stimulus
- write a set of instructions 'how to build a habitat for a X creature' inspired by 'The Bog Baby' story book
- explore the structure and language features of instruction writing
- write a set of instructions using present tense of how to build a habitat for a Bog Baby and an imaginary creature
- to write a return narrative and an information text using 'Grandad's Island' a stimulus
- explore non-chronological report structure and language features
- write a non-chronological report about a rainforest animal inspired by the story 'Grandad's Island'
- write sentences that make sense using Year One punctuation (capital letters, full stops, question marks, exclamation marks and leaving spaces between words)
- correct choice and consistent use of past and present tense throughout writing
- use apostrophes to mark where letters are missing in spelling, and for possession when a word is not a plural
- use commas to separate items in a list

### As Mathematicians:

#### **Multiplication and Division**

- count in twos, fives and tens from 0, forwards and backwards
- learn 2, 5 and 10 times table
- recognise, make, add equal groups (sharing and grouping)
- multiply using the x symbol and making multiplication sentence from pictures
- doubling and halving
- divide by 2, 5, 10
- recognise odd and even numbers

#### **Statistics**

- make tally charts
- draw and interpret pictograms (1-1; 2; 5; 10)
- draw and interpret block diagrams

#### **Shapes**

- Recognise 2D and 3D shapes
- Count sides, vertices on 2D and 3D shapes
- Draw 2D shapes and lines of symmetry
- Sort and make patterns with 2D and 3D shapes
- Count faces; edges and vertices on 3D shapes

<p>accompany 'The Bog Baby' story book</p> <ul style="list-style-type: none"> <li>continue to develop reading for pleasure through regular whole class reads and individual reading time</li> <li>through shared reading continue to develop prediction and inference skills, e.g. Read up to page 5 of Grandad's Island and ask questions: How do these pages connect to the clue we had before? Is this what you were expecting?</li> <li>Examine the sentences found in the texts 'Grandad's Island' and 'The Bog Baby' and ask questions that will elicit responses about the effect it has on the reader</li> </ul>	<ul style="list-style-type: none"> <li>use expanded noun phrases for description and specification</li> <li>know how the grammatical patterns in a sentence indicates its function as a statement, question, command and exclamation</li> <li>use co-ordination and some subordination to join clauses</li> <li>formation of adjectives using suffixes e.g. -ful, -less</li> <li>use the suffix -ly to turn adjectives into adverbs</li> <li>taught the spelling rule for -er -est and have an opportunity to explore how they cannot add them to adjectives e.g. fun can't become funner or funnest.</li> <li>Taught that -er compares two things whereas -est compares one thing to many others.</li> <li>adding endings -ing, -ed, -er, -est to words ending 'e' with a consonant before it and also to words of one syllable ending in a single consonant after a single vowel</li> <li>adding suffixes -ful, -less, -ly</li> <li>Distinguish between homophones and near homophones, such as quiet and quite</li> <li>strategies for learning spelling: mnemonics</li> <li>adding -es to nouns and verbs ending in 'y'</li> <li>spelling strategies for words ending 'tion'</li> </ul>	
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<p><u>As Scientists:</u> <b><u>Working Scientifically</u></b></p> <ul style="list-style-type: none"> <li>Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them. Investigate how the level of water in a glass jar affects the sound made when tapped with a pencil and how the volume of water affects the pitch.</li> <li>Follow a set of instructions to perform a range of simple tests, making simple predictions for what might happen and suggesting ways to answer their questions. 1) Investigate sense of hearing by predicting and exploring whether bigger ears can hear quieter sounds. 2) Investigate how sounds can</li> </ul>	<p><u>As Computing Scientists:</u> <b><u>Computer Science</u></b></p> <ul style="list-style-type: none"> <li>Understand the terminology associated with searching</li> <li>Recognise common uses of information technology beyond school</li> <li>Use logical reasoning to predict the behaviour of simple programs.</li> </ul> <p><b><u>Information technology</u></b></p> <ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul> <p><b><u>Digital Literacy</u></b></p>	<p><u>As Historians:</u></p>	<p><u>As Geographers:</u> <b><u>Geographical Skills and Fieldwork</u></b></p> <ul style="list-style-type: none"> <li>Use an aerial perspective to recognise landmarks and basic human features; devise a simple map; and use and construct basic symbols in a key. Draw or read a range of simple maps that use symbols and a key. After exploring beating a drum stick on various places of the school grounds children sketch a</li> </ul>	<p><u>As Musicians:</u></p> <ul style="list-style-type: none"> <li>Play tuned and untuned instruments musically. Clap, tap and move to the pulse of fast and slow music.</li> <li>Play a range of rhythms and pulses and identify the differences between them through clapping and tapping.</li> <li>Experiment with, create select and combine sounds using the unrelated dimensions of music. Create a kitchen beat band exploring sounds by tapping and beating like a</li> </ul>
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<p>be heard at a distance and which objects can be heard over the shortest and longest distances and why this might be.</p> <ul style="list-style-type: none"> <li>Gather and record data to help in answering questions. Use a chart to gather and record simple data with some accuracy. Plot a range of different sounds (indoors and outdoors) indicating the location and source of each sound.</li> <li>Identify and classify a range of garden herbs based on their features and explain reasoning, e.g. scent, strong smelling, aromatic, peppery or spicy.</li> <li>Use their observations and ideas to suggest answers to questions. Matching five senses to body parts. Imagine what it would be like to lose a sense, e.g. wear a blindfold and taste cereal; wear ear defenders and follow instruction; block nose and eat an apple. Learn about Helen Keller and relate to their investigations.</li> </ul> <p><b><u>Living Things and Their habitats</u></b></p> <ul style="list-style-type: none"> <li>Identify and classify a range of cacti (Fairy castle; Old Man; Prickly Pear; Golden Barrel; Dragon Fruit; Saguaro; California Barrel; Strawberry and Hedgehog cacti) and group them according to their features, e.g. desert or forest cacti.</li> </ul> <p><b><u>Plants</u></b></p> <ul style="list-style-type: none"> <li>Observe and describe how seeds and bulbs grow into mature plants. Plant sweet peas and sunflowers and observe overtime as they grow into mature plants/flowers.</li> <li>Identify and classify the different parts of plants (flower head; petal; root; shoot; stem; bulb; bud; leaf). Compare and group plants (lavender; sunflower; pepper; poppy).</li> <li>Use observations and ideas to suggest answers to questions. Use simple scientific language to predict and explain how a plant can transport coloured</li> </ul>	<ul style="list-style-type: none"> <li>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> <li>Create a leaflet to help someone search for information on the Internet</li> </ul> <p><b>Key Apps</b> Purple mash 2Questioning Effective Searching</p>		<p>simple map of their route showing where they found a good place to make a sound.</p> <p>Take a community walk around local area identify where particular plants and flowers are growing. Use a symbols and key on a simple map.</p> <p><b><u>Place Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the physical geography of plants and flowers that grown in our locality to that of the Brazilian Rainforest.</li> </ul>	<p>professional drummer.</p> <ul style="list-style-type: none"> <li>Create, select and combine layers of sound and vocalisation with awareness of the effect by playing various kitchen utensils at the same time.</li> <li>Experiment with, create, select and combine sounds using the unrelated dimensions of music by listening to the different sounds that can be created by slapping knees, cheeks, thighs, torso, upper arms, buttocks, clapping, tapping and stomping feet. Recreate body drumming sequence from 'Stomp Live' or 'BBC Ten Pieces'.</li> <li>Compare the volume and pitch of sounds made by glass bottle instruments (water xylophone).</li> <li>Experiment with, create, select and combine sounds using the unrelated dimensions of music. Explore unusual and differently pitched voice sounds such as yodelling, humming, chanting. Listen to jazz, acapella, opera, Inuit throat singers, yodellers perform and their voices in amazing ways. Compare vocalisations with awareness of effect.</li> </ul>
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<p>water from the vase to its flower head and turn white roses and white carnations into rainbow flowers.</p> <p><b><u>Animals including humans</u></b></p> <ul style="list-style-type: none"> <li>• Notice that animals, including humans, have offspring which grow into adults</li> <li>• Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</li> <li>• </li> </ul> <p><b><u>Use of Everyday Materials</u></b></p> <ul style="list-style-type: none"> <li>• Identify and compare the suitability of glass jars and bottles to make a musical instrument and how the size and shape affects the sound made.</li> <li>• identify and discuss the uses of different everyday materials (glass jars or bottles)</li> </ul>				<ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing simple songs and rhymes with a sense of melody and shape. Sing in two or four part rounds to Frere Jacques. Recognise the importance of 1,2,3,4 count in music.</li> <li>• Listen with concentration and understanding to a range of high-quality live recorded music (fast, slow, loud, quiet). Excerpts from Gustav Holst's The Planets, 'Mars' and 'Venus'; 'Ambient Soundtrack Harry Potter'; and 'The Chain' by Fleetwood Mac. Respond with movement, words to explain how it makes children feel.</li> </ul>
<p><b><u>Key Vocabulary:</u></b> Sense of hearing; listen; investigate; predict; pinna (outer ear); ear canal; volume; distance; non-standard/standard units of measurement; sources; common plant names (daffodil, bluebell); common harmful plant names (e.g. nettle); flowers; findings; table; seeds; bulb; germinate; compost; nutrients; sunlight; watering; soil; warmth; sweet pea (Lathyrus); Sunflower (Helianthus); senses; garden herbs; sense of smell; scent; aromatic; peppery; spicy; deaf; blind; loss of taste; flower head; plant; identify; classify; petal; bud; leaf; bulb; root; stem; transport; stalk; predict; Cacti: Fairy castle; Old Man; Prickly Pear; Golden Barrel; Dragon Fruit; Saguaro; California Barrell; Strawberry and Hedgehog ;</p>	<p><b><u>Key Vocabulary:</u></b> Pictogram, question, data, collate, binary tree, avatar, database  Internet, search, search engine</p>	<p><b><u>Key Vocabulary:</u></b></p>	<p><b><u>Key Vocabulary:</u></b> <i>car park, school, bank, woodland, field, path, bench, playground, flower bed, fence, gate</i></p> <p>Simple map; key; route; journey; data and source; table; findings; human and physical features (school, shop, road, carpark, woodland, flowers, plants; field); flora; rainforest; Europe; Non-European; climate; equator; world map; species; foliage; canopy tree; shrubs; under layer; forest floor; ferns; herbs; seedlings;</p>	<p><b><u>Key Vocabulary:</u></b> Beat; Pulse; Rhythm; Percussion; four beats; Contrasting; Fast ; slow; texture; monophonic; polyphonic; homophonic; layers of sounds; high and low pitch; water xylophone; harmonious; discordant; texture; vocal; rhythms; yodel; chant; jazzy scat crooning; Inuit throat singing; opera; acapella; melody; composition; structure; dynamics; expression; two part round; four part round; fast; slow; loud; quiet; tempo; clapping; tapping; stomping; drumming; beat;</p>

<i>Antennae, camouflage, food chain, habitat, honey, identify, life-cycle, micro-habitat, mimicry, pollen, predator</i>				
<p><u>As Artists:</u></p> <ul style="list-style-type: none"> <li>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Make large movement canvas by stomping feet into trays of primary colours and march to music across large paper. Produce secondary colours by blending primary colours on the surface.</li> <li>Use a range of materials creatively to design and make products. Use drawing and painting to develop ideas and imagination. Learn about Georgia O'Keeffe and make links to their own work discussing colours, shapes and patterns. Explore a range of famous flower paintings: Tulip by Judith Leyster; Blue Water Lilies by Claude Monet; Lilacs in a vase by Edmund Manet; Vase with Pink Roses by Vincent Van Gogh; Bullfinch and Weeping Cherry Blossom by Katsushika Hokusai; Roses by Henri Fantin-Latour; Tuft of Cowslips by Albrecht Durer; and Bouquet in a Clay Vase by Jan Brueghel.</li> <li>Use drawing and painting to develop ideas and imagination. Make observational drawings of real flowers and paint with watercolours.</li> <li>Use a range of materials creatively to design and make a rainforest sculpture. Select materials and techniques to recreate giant leaves and flower heads of rainforest plants.</li> </ul>	<p><u>For spiritual and moral development, children will be learning about:</u></p> <p><b>Special Places/Christianity</b></p> <ul style="list-style-type: none"> <li>What makes a place special?</li> <li>How do I feel in my special place?</li> <li>Where is a special place to a Christian on Earth?</li> <li>Why do Christians go to church?</li> <li>What are the symbols we may find in a church?</li> <li>What do these symbols mean?</li> <li>What happened to Jesus when he was a child?</li> <li>Who was John the Baptist?</li> <li>What happens when someone is baptised?</li> <li>What did Jesus do when he grew up?</li> </ul> <p><b>What happened at Easter?</b></p> <ul style="list-style-type: none"> <li>What happened on Easter Sunday?</li> <li>How do we remember special events? Food, activities coming together.</li> <li>What are the Christian symbols for remembering the Easter Story.</li> </ul> <p><b>Holi</b></p> <ul style="list-style-type: none"> <li>What is Holi?</li> </ul>	<p><u>Enhancements, Visits &amp; Key Dates:</u></p> <ul style="list-style-type: none"> <li>Visits to St. Michael's Church</li> <li>Visit around the local area to provide a context for mapping skills</li> <li>Trip to Port Sunlight</li> <li>Trip to Williamson Art Gallery</li> <li>Visit from a florist</li> <li>Trip to Kensington temple</li> <li>Chinese New Year – 12<sup>th</sup> February</li> <li>Valentine's Day – 14<sup>th</sup> February</li> <li>Shrove Tuesday – 16<sup>th</sup> February</li> <li>World Book Day – 4<sup>th</sup> March</li> <li>Holi – 28<sup>th</sup> March</li> </ul>	<p><u>As Respectful Responsible Citizens:</u></p> <p><u>Dreams and Goals</u></p> <ul style="list-style-type: none"> <li>Choose a realistic goal and think how to achieve it</li> <li>Carry on persevering even when things are difficult</li> <li>Recognise who we work well with and who is more difficult for us to work with</li> <li>Work well in a group</li> <li>Share some ways to work well in a group</li> <li>Know how to share success with other people</li> </ul> <p><u>Healthy Me</u></p> <ul style="list-style-type: none"> <li>Know how to keep our bodies healthy</li> <li>Show or tell people what relaxed means and know some things that help us feel relaxed and know some things that make us feel stressed</li> <li>Sort foods into the correct food groups and know which foods our bodies need every day to keep us healthy</li> <li>Decide which foods to eat to give our bodies energy</li> </ul>	<p><u>As Design Technologists:</u></p> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>Build structures, exploring how they can be made stronger, stiffer and more stable. Make a simple balloon drum.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing). Select appropriate tools for a task and explain their choice. Make a rubber band guitar from recycled packaging and different of different thicknesses.</li> <li>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Make scented playdough using a range of scents (lavender; basil; rose; mint).</li> <li>Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and</li> </ul>

				finishing).
<u>Key Vocabulary:</u> <i>sketch</i> Primary and secondary colours; mixing; blending; pattern; texture; shape; space; form; observational drawing; lens; pastels; sketch; water colours; shapes; patterns; sensory; natural form; materials; techniques; design and make; products; effects; forms; sculptures	<u>Key Vocabulary:</u> Christian, Christianity, worship, church, symbols, Bible, Jesus, baptism, baptised, Easter, betrayal, resurrection		<u>Key Vocabulary:</u> Realistic, proud, success, celebrate, achievement, goal, strengths, persevere, challenge, difficult, easy, learning together, partner, team work, product, dream bird, group, problem-solve,  Healthy choices, lifestyle, motivation, relax, relaxation, tense, calm, unhealthy, healthy, dangerous, medicines, safe, body, balanced diet, portion, proportion, energy, fuel, nutritious,	<u>Key Vocabulary:</u> Structure, stiffer, stronger, stable; kit; tools; sharp metal blades (scissors); hole; stretch; elastic; stick;