



YEAR 2

CURRICULUM LEAFLET

EXPLORE—SPRING 1

GLOBAL GOAL:6



READING

In Read, Write Inc:

- RWI books set to our attainment level to develop our reading fluency. These will be changed on different days so the children will need to bring book bags in every day.
- A weekly free choice book to develop our imagination and pleasure for reading!

If we have finished Phonics, we will be learning about an individual strategy which is taught weekly using the text:

Spider and the Fly by Mary Howitt and Tony DiTerlizzi



WRITING

In Literacy, we will produce writing based on the book **The Minpins** by **Roald Dahl**. Pupils will begin by engaging in the themes of the story by talking about danger and then go on to read and explore the Minpins and create character descriptions, retell key events, report about the Minpins and eventually, writing their own chapter.

Using the text **The Bear and the Piano** by **David Litchfield**, pupils will write letters of advice, short news reports, write in role, create an information poster and their own version narrative about bravery.



MATHS

Time:

- Tell and write the time to five minutes; compare and sequence intervals of time.

Fractions:

- Recognise, find, name and write simple fractions of objects and quantities; recognise equivalences between fractions

Addition and subtraction of 2-digit numbers (regrouping and adjusting):

- Solve problems involving numbers, quantities and measures; estimate and check calculations.

RE/ PSHE

RE: What is a ceremony and how do they make people feel important?

We will be learning about the importance of ceremonies in different cultures.

PSHE: Safety and the Changing Body

- ✓ Discussing the concept of privacy.
- ✓ Exploring ways to stay safe online.
- ✓ Learning how to behave safely near the road and when crossing the road.
- ✓ Exploring what people can do to feel better when they are ill.
- ✓ Learning how to be safe around medicines.

PE

Our First Kicks sports coaches will be teaching PE every Monday. The children will be developing their invasion games skills. We will also practice Ball Skills every Friday. Please ensure children wear their PE kits on that day.



COMPUTING/ MUSIC

Computing: Algorithms and debugging

- Develop confidence with the keyboard and the basics of touch typing.
- Use logical thinking to explore software, predicting, testing and explaining what it does.
- Develop word processing skills, including altering text, copying and pasting and using keyboard shortcuts.

Music: I Wanna Play in a Band

- Listen and clap back, then listen and clap your own answer (rhythms of words).
- Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with F moving to G.
- Take it in turns to improvise using F or F and G.

ART/ DT

Art : Sculpture & 3D- Clay houses

During this unit, pupils will

- Develop their understanding of sculpture to construct and model simple forms.
- Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.

DT: Structures: Baby Bear's chair

Using the tale of Goldilocks and the Three Bears as inspiration, children help poor Baby Bear by making him a brand new chair. When designing the chair, they consider his needs and what he likes and explore ways of building it so that it is a strong and stable structure and doesn't break again!





YEAR 2

GEOGRAPHY

SPRING 1

SEAS AND OCEANS

PRIOR KNOWLEDGE

Previously in Reception:

- **Understanding the World:** At Sea

Previously in Year 1:

- **Geography:** Weather Patterns— Seasonal vs Daily Weather. Inland vs Coastal Weather. Forecasts. World Weather. Equatorial Regions. Polar Regions
- **Geography:** Arctic Adventures— Exploring the Arctic Circle. The Arctic Climate. Physical Features.

NEW KNOWLEDGE

During this unit, I will learn about:

- Identifying Oceans and Continents
- Human and Physical Features
- British Seas
- We Are Explorers
- Comparing British and World Beaches
- Using a Compass



KEY IDEAS AND VOCABULARY

Children will find out about different human and physical features of our seas and coasts. They will also learn about jobs and resources that are linked to the sea.

Continent



A collection of countries on a large piece of land e.g. Africa (pictured left). There are 7 continents in the world.

Sea



Where land and ocean meet.

Ocean



A huge body of salt water. There are 5 oceans in the world.

Coasts



The area where land meets the ocean.

Beach



A narrow, gently sloping strip of land that lies along the edge of an ocean, lake, or river.

Rock pool



A pool of water among rocks, typically along a shoreline.

FUTURE KNOWLEDGE

Later in Year 3:

- **Geography:** Water, Weather and Climate—Where Earth's water is found. What the water cycle is.

Later in Year 4:

- **Geography:** Rivers —How do rivers shape the land?

Later in Year 5:

- **Geography:** Biomes—Ocean currents affect the distribution of biomes.

Later in Year 6:

- **Geography:** Local Fieldwork— What do geographers do with their data?

GEOGRAPHICAL SKILLS AND FIELDWORK

During this unit:

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
- I can talk about geographical similarities and differences through studying different oceans.





YEAR 2

SCIENCE

SPRING 1

PHYSICS: LIGHT

PRIOR KNOWLEDGE

NEW KNOWLEDGE

KEY IDEAS AND VOCABULARY

Previously in Reception:

- **Understanding the World:** Light and Shadows

Previously in Year 1:

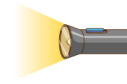
- **Science: Sound**— How do we hear?

During this unit, I will learn about:

- What is light?
- How can we see objects?
- What is the difference between night and day?
- Which materials are reflective?
- How are shadows formed?
- How can you change the size of a shadow?

We need light to be able to see things. Light travels in a straight line. When light hits an object, it is reflected (bounces off). If the reflected light hits our eyes, we can see the object.

Light source



Something that makes light, e.g. the sun, a fire or a torch.

Light



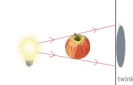
A type of energy that travels in waves from a light source.

Dark



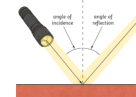
The absence of light.

Shadow



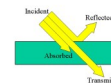
Formed when an object blocks a source of light.

Reflection



When light bounces off an object.

Absorb



When something (e.g. light) is taken in.

FUTURE KNOWLEDGE

SCIENTIFIC ENQUIRY

Later in Year 2:

- **Science: Space**— *To know what stars are*

Later in Year 3:

- **Science: Sound**—*Explain how animals use echolocation*
- **Science: Plants**—*Explore the requirements of plants for life and growth*

Later in Year 4:

- **Science: Light**
- **Science: Space**—*What are solar and lunar eclipses?*

Later in Year 5:

- **Science: Electrical circuits** - *What are circuit diagrams?*

Later in Year 6:

- **Science: Energy** - *What is energy transformation?*

During this unit, I will:

Research

- Ask questions and find the answer to what is light?

Identifying and Classifying:

- Group things together by their features light source or not light source

Comparative or Fair Testing:

- Collect my results and write them down in form of diagram to help me answer questions.
- Test if objects are reflective and record finding in table