



## YEAR 2

### CURRICULUM LEAFLET

#### EXPLORE—SPRING 2

#### GLOBAL GOAL:6



## READING

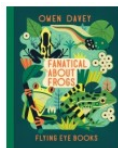
### In Read, Write Inc:



- 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:

**Fanatical about Frogs**  
by Owen Davey



## WRITING

Using *Tadpole's Promise* by Jeanne Willis and Tony Ross, children will work towards planning and writing their own version of the narrative using characters of their choice. Using information from the text children also create an explanation text in leaflet form to outline the stages in the lifecycle of a frog.

Using *If All the World Were by Joseph Coelho*, children begin by responding to, 'What is...?' questions, in the form of statements to create a kaleidoscope of memories. Children will then go onto write a nonnarrative poem with a focus on drawing upon the author's language.



## MATHS

### Review Prior Learning:

- To know the value of different denominations of coins and notes
- To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations.
- Recognise common 2D and 3D shapes

### New Learning:

- Money
- Face, shapes and patterns – lines and turns

## RE/ PSHE

### RE:

We will be exploring the question:

**'Why do Christians celebrate Jesus' resurrection at Easter?'**

### PSHE: Citizenship

- Recognise that different rules apply in different situations.
- Explain what makes a good school environment.
- Recognise that everyone in school has a responsibility to maintain the school environment.
- Identify some jobs that people do to keep the local area pleasant.

## PE

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



## COMPUTING/ MUSIC

### Computing: Programming: ScratchJr

- Explore a new application independently.
- Explain what the blocks on ScratchJr do and use them for a purpose.
- Recognise a loop in coding and why it is useful.
- Use a code to create an animation of an animal moving.
- Use code to follow and create an algorithm.
- Program code to run 'on tap'.
- Explain the role of the blocks in a program they have created.

### Music: Zoo Time

- Listen and clap back, then listen and clap your own answer (rhythms of words).

## ART/ DT

### Art : Craft & Design: Map it Out

During this unit, pupils will investigate the way maps can be real or imaginary; comparing features of maps as artworks; creating children's own maps in a chosen style and medium. They will also begin to develop their map drawings into simple print designs, making and using printing tiles and exploring how to display the finished artwork.

### DT: Textiles: Pouches

Having looked at ways to join fabric in Year 1, children are given their first opportunity to sew in this topic. By making their own template, children can ensure that their pieces of fabric will be exactly the right size. With their fabric cut out, pupils use a simple running stitch to join two pieces together before decorating the front of it, according to their designs.



YEAR 2

GEOGRAPHY

SPRING 2

LET'S EXPLORE LONDON

### PRIOR KNOWLEDGE

**Previously in Nursery:**

- **Understanding the World:** London and Transport

**Previously in Reception:**

- **Understanding the World:** Exploring London and the Royal Family

**Previously in Year 1:**

- **Geography:** Who Lives Here?
- **History:** Famous Queens

### NEW KNOWLEDGE

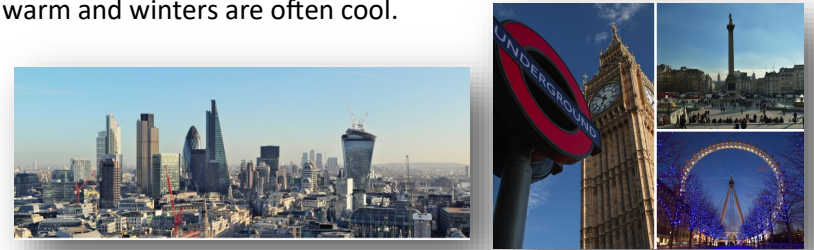
**During this unit, I will learn about:**

- What is London?
- Who created London?
- What historic events almost destroyed the city of London?
- What type of transport is in London?
- What could I see if I visited London?
- How do you say thank you?



### KEY IDEAS AND VOCABULARY

London is the capital city of the UK. It is the largest city in England. It has a population of about nine million people. London is found in the Northern Hemisphere. London has a temperate climate. This means that temperatures vary all year round but are generally not extremely hot or extremely cold. Weather is seasonal and summers are often warm and winters are often cool.



### FUTURE KNOWLEDGE

**Later in Year 2:**

- **History:** The Great Fire of London

**Later in Year 3:**

- **Geography:** Villages and Mountains

**Later in Year 4:**

- **History:** Roman Britain
- **Geography:** Migration
- **Geography:** Rivers

**Later in Year 5:**

- **History:** Industrial Revolution
- **History:** Medieval Monarchs

**Later in Year 5:**

- **History:** Twentieth Century Conflict
- **Geography:** Population
- **Geography:** Local Fieldwork— What do geographers do with their data?

### GEOGRAPHICAL SKILLS AND FIELDWORK

**During this unit:**

**Locational knowledge**

- name, locate and identify characteristics of capital cities of the United Kingdom and its surrounding seas

**Human and physical geography**

- use basic geographical vocabulary to refer to: - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

**Geographical skills and fieldwork**

- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features
- use simple fieldwork and observational skills to study the geography of key human and physical features around London, including The Underground.

**Capital city**



A town or city where the government sits.

**Landmark**



A feature of a landscape or place that is easily recognised. It could be something made by people (a human feature) or something that occurred naturally (a physical feature).  
Big Ben is a landmark in London.

**Population**



How many people live in one particular place. This could be the population of a city, a town, a country or the whole world.

**Transport**



Take or carry (people or goods) from one place to another by means of a vehicle, aircraft, or ship.



YEAR 2

SCIENCE

SPRING 2

PHYSICS: SPACE

### PRIOR KNOWLEDGE

#### Previously in Reception:

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

#### Previously in Year 1:

- **Science: Sound**— How do we hear?

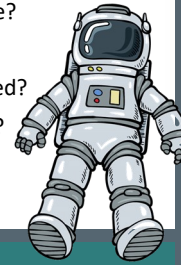
#### Previously in Year 2:

- **Science: Light** — What are sources of light?

### NEW KNOWLEDGE

#### During this unit, I will learn about:

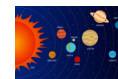
- What is space?
- What are the planets in our solar system?
- How does the Earth orbit and rotate?
- What are constellations?
- When and how was space discovered?
- What kind of scientists study space?



### KEY IDEAS AND VOCABULARY



#### Solar System



The group of objects that orbit the sun.

#### Orbit



Goes around a planet or star.

#### Planets



A large object that orbits a star.

#### Sun



A huge star that Earth and the other planets in our solar system orbit around.

#### Satellite



A machine put into orbit around the Earth used for science or communications.

#### NASA



North America Space Agency

#### Astronaut



A person who travels to space!

### FUTURE KNOWLEDGE

#### Later in Year 3:

- **Science: Forces**—The Gravitational Force (also called Weight) pulls everything downwards towards the earth.

#### Later in Year 4:

- **Science: Light**—Explain what light and dark are

- **Science: Space:**

- ⇒ What are solar and lunar eclipses?
- ⇒ What is the solar system?
- ⇒ What do the planets in the solar system differ?
- ⇒ What are stars and star constellations?
- ⇒ What is the universe and what is it made from?
- ⇒ What do astronomers do?

### SCIENTIFIC ENQUIRY

#### During this unit, I will:

##### Research

- Ask you questions and understand that they can be answered in different ways – What is space?

##### Identifying and Classifying:

- Group objects that can be found in space

##### Comparative or Fair Testing:

- Complete the investigation about how the earth orbits and rotates

