



## YEAR 2

### CURRICULUM LEAFLET

#### EXPLORE—SPRING 1

## Let's Go on a Safari



## 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:

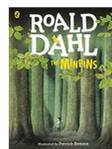
**Spider and the Fly by Mary Howitt and Tony DiTerlizzi**



## 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 (for their own monsters and The Minpins themselves), retellings of key events, reports about The Minpins and eventually writing a new chapter.

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



## MATHS

**Review Prior Learning:**

- Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts.
- Recognising odd and even numbers.
- To tell the time to the hour and half past the hour and to recognise days of the week, weeks, months and years.
- To recognise, find and name a half of an object, shape or quantity

**New Learning:**

- Addition and Subtraction of 2- digit numbers
- Time
- Fractions

## RE/ PSHE

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

We will be exploring the question 'What is a ceremony and how do they make people feel important?'

**PSHE: Health and Wellbeing**

We will be learning about dental hygiene and keeping clean.



## PE/ SPANISH

**Physical Education:**

Teachers:

**Indoors: Yoga**

First Kicks:

**Outdoors: Invasion**



**Spanish: All about me**

In Year 2 we will be looking at... Songs, games, storytelling and role play. Spanish phonics. Topic related vocabulary. 'Querido Zoo' story – Dear Zoo Description of animals I'm hungry/thirsty Foods x 5



## COMPUTING/ MUSIC

**Computing: Programming—ScratchJr**

Pupils will explore what 'blocks' do, using the app 'ScratchJr,' by carrying out an informative cycle of predict > test > review, programme a familiar story and an animation of an animal, make their own musical instrument by creating buttons and recording sounds and follow an algorithm to record a joke.

**Music: Where the Wild Things are 1**

Year 2 will create performance of this book to perform to parents and carers.



## ART/ DT

**Art : Human Form**

During this unit, pupils will explore how bodies and faces are portrayed in art: looking at the work of a number of artists, using their bodies to form shapes, creating collages, drawing portraits and creating a peg figure

**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

LET'S GO ON A SAFARI!

### PRIOR KNOWLEDGE

#### Previously in Year 1:

- **Geography: Who Lives Here?** *To learn about the Kenyan Maasai people. Learn about what life is like in a Maasai village. Identify which continent Kenya is in. Explain that the Maasai people live traditional lives. Explain that animals are extremely important to the Maasai.*

### FUTURE KNOWLEDGE

#### Later in Year 2:

- **Geography: Seas and Coasts**—*To locate and identify oceans and continents*

#### Later in Year 5:

- **History: Benin Kingdom**—*How did the Benin Kingdom begin?*
- **Geography: Slums (Europe)** - *Why life can be difficult in Rocinha, Kibera and Dharavi*
- **Geography: Biomes**—*What is the savanna? What the savanna is like. Where the savanna is found. What plants and animals live in the savanna.*

### KEY VOCABULARY

<b>endangered</b>	A species of animal or plant that is at risk of becoming extinct (no longer existing).
<b>game reserve</b>	A protected area of land where humans are allowed to live and carry out some different activities.
<b>habitat</b>	The natural home of a plant or animal.
<b>migration</b>	When animals move from one area to another, often to find food, water or shelter.
<b>national park</b>	A protected area of land where only tourism and research is allowed. No humans live there.
<b>rural</b>	Areas away from towns or cities, also known as the countryside.
<b>savannah</b>	Tropical grasslands with shrubs and trees but not much rainfall.
<b>tourists</b>	People who travel for fun.

### NEW GEOGRAPHY KNOWLEDGE

#### This half term, we will be learning about:

- To locate Africa on a world map and identify the country of Kenya.
- To explore the climate and weather of Kenya.
- To explore the animals of Kenya.
- To be able to use compass points to navigate around a map.
- To explore the landscapes of Kenya.
- To find out about the people and culture of Kenya.
- To identify similarities and differences between Kenya and the UK.

### KENYA FACTS

- Located in east Africa.
- Population of around 44 million.
- The capital city is Nairobi.
- Mombasa, situated on the coast, is one of Kenya's largest cities.
- The Tana river is the longest river in Kenya.
- Mount Kenya is the highest mountain (5200m).
- Kenya's coastline is on the Indian Ocean.
- Swahili and English are the official languages.








# YEAR 2

# SCIENCE

# SPRING 1

# HABITATS

## PRIOR KNOWLEDGE

### Previously in Year 1:

**Living Thing – Animal Kingdom:** I know the names of a variety of common animals. I can ask and answer questions about the environment around me.

## FUTURE KNOWLEDGE

### Later in Year 2:

- Geography: Seas and Coasts

### Later in Year 3:

- Biology: Plants
- Biology: Ecosystems
- Geography: Villages, Towns and Cities
- Geography: Mountains, Volcanoes and Earthquakes

### Later in Year 4:

- Biology: Adaptations
- Geography: Rivers

### Later in Year 5:

- Biology: Humans and Animals Over Time
- Geography: Biomes
- Geography: Energy and Sustainability

### Later in Year 6:

- Chemistry: Sustainability
- Geography: Local Fieldwork
- Geography: Population

## NEW SCIENCE KNOWLEDGE

### Key Vocabulary

<b>life processes</b>	These are the things that all <b>living</b> things do. They move, breathe, sense, grow, make babies, get rid of waste and get their energy from food.
<b>living</b>	Things that are <b>living</b> have all the <b>life processes</b> .
<b>dead</b>	Things that are <b>dead</b> were once <b>living</b> . They did have all the <b>life processes</b> but don't now.
<b>never living</b>	Things made out of metal, plastic or rock were <b>never living</b> . They never had the <b>life processes</b> .
<b>food chain</b>	A <b>food chain</b> shows how each animal gets its food. <b>Food chains</b> are one of the ways that <b>living</b> things <b>depend</b> on each other to stay alive.
<b>habitat</b>	A <b>habitat</b> is the natural place something lives. A <b>habitat</b> provides <b>living</b> things with everything they need to <b>survive</b> such as food, shelter and water.
<b>microhabitat</b>	A <b>microhabitat</b> is a very small <b>habitat</b> in places like under a rock, under leaves or on a branch. Minibeasts live in <b>microhabitats</b> . The <b>microhabitats</b> have everything they need to <b>survive</b> .

## NEW SCIENCE KNOWLEDGE

- What are the characteristics of living things?
- What is a habitat?
- What is a microhabitat?
- What lives in a desert habitat?
- What lives in a rainforest habitat?
- Can a city be a habitat?

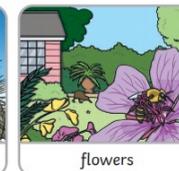
## NEW SCIENCE SKILLS

- To explore the differences between things that are living, dead, and things that have never been alive.
- To identify the features of a microhabitat.

Examples of **microhabitats**:



short grass



flowers



inside rotting wood