



YEAR TWO SPRING TERM CURRICULUM 2019-20

As Speakers and Listeners:

- use spoken language to develop understanding by imagining and exploring ideas
- articulate and justify answers, arguments and opinions about environmental matters
- participate in discussions, presentations, performances, role play and debates

As Readers:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read further common exception words and words of two or more syllables
- explore the key texts 'Grandad's Island' and 'The Lonely Beast' as vehicles for learning about key features of a return narrative/circular story
- retrieve information from engaging non-fiction texts about our environment
- engage with poetry and fiction books about our environment and how we can help to protect it
- enjoy World Book Day by responding to a wordless picture book Flotsam, using pictures to develop inference skills
- show understanding of higher level texts by drawing on own experiences, vocabulary and information provided by the teacher
- use prediction skills before reading and at pivotal points in key read aloud texts
- read non-fiction texts about Liverpool and The Beatles

As Writers:

- practise sentences orally before writing them down in a simple, well-punctuated narrative
- re-read their writing and check for errors in spelling, grammar and punctuation
- use sentences with different forms (statement, command, question, exclamation)
- spell common exception words, words with contracted form, words with suffixes and common homophones
- write simple narratives based on those they have read (a return narrative)
- write a simple set of instructions
- write a letter which asks others to support environmental change
- write a clearly organised non chronological report
- write about a real event (Liverpool trip)
- use simple poetry models such as 'Bear Hunt' and 'Hello Ocean' to inspire own senses-based poetry
- write creatively in response to the wordless picture book Flotsam
- write cross curricular texts linked to learning about Liverpool in History
- write to other children in a different country

As Mathematicians:

- recall and use multiplication and division facts for the 2, 5 and 10 times tables and odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts
- show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- ask and answer questions about totalling and comparing categorical data
- identify and describe the properties of 2-D shapes,
- identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. Identify 2-D shapes on the surface of 3-D shape
- compare and sort common 2-D and 3-D shapes and everyday objects.
- recognise, find, name and write fractions of a length, shape, set of objects or quantity

<p>As Scientists:</p> <ul style="list-style-type: none"> *explore and compare the differences between things that are living, dead, and things that have never been alive. *explore living things and habitats *identify and name a variety of plants and animals in their habitats, including micro-habitats *describe simple food chains and name different food sources *notice that animals and humans have offspring which grow into adults *find out about and describe the basic needs of animals, including humans, for survival 	<p>As Computing Scientists:</p> <ul style="list-style-type: none"> *consider their own online safety as part of learning about Safer Internet Day *use Book Creator app to support storytelling in English *experiment with PicCollage to create information texts about Ocean animals *use green screen technology to present information about the world's oceans and plastic pollution *use Shadow Puppet edu app to edit images and text *use coding blocks to create underwater habitats on Scratch Junior *explore online simulations of ocean habitats by engaging with 'build a habitat' and BBC Science simulation 	<p>As Historians:</p> <ul style="list-style-type: none"> *identify similarities and differences between ways of life in different periods by exploring music through the decades 1950s-present day *consider the influence Liverpool bands and singers had on the world, especially in the decade 1960s (The Beatles, Cilla Black, Gerry Marsden...) *learn about the continued national and global significance of The Beatles and their influence on music *learn about the life of John Lennon *understand some of the ways we find out about music in the past by exploring different historical sources at the Liverpool Life Museum 	<p>As Geographers:</p> <ul style="list-style-type: none"> *revisit prior learning about the continent of Antarctica and name/locate oceans and continents of the world on world maps, atlases and globes *understand geographical similarities and differences through studying the human and physical geography of Wirral in contrast to a small area of a non-European country (each Y2 class study a country in a different continent) *use geographical vocabulary accurately to describe key human and physical features of their own area and those of the country studied 	<p>As Musicians:</p> <ul style="list-style-type: none"> *able to use their voices expressively and creatively by singing songs and speaking chants and rhymes *able to listen with concentration and understanding to a range of high-quality live and recorded music *play tuned and untuned instruments musically *able to experiment with, create, select and combine sounds using the inter-related dimensions of music. *respond to and reproduce through singing and instrumental work, the music of Liverpool through the decades with a particular focus on The Beatles in the 1960s
<p>Key Vocabulary:</p> <p>living, dead, never been alive, suitable, basic needs, food, food chain, predator, prey, names of habitats and micro-habitats</p>	<p>Key Vocabulary:</p> <p>digital literacy, modelling, simulation, code, coding blocks, program, import, edit, green screen, voice-over, multimedia</p>	<p>Key Vocabulary:</p> <p>decade, timeline, The Beatles, John Lennon, Paul McCartney, Ringo Starr, George Harrison, The Cavern Club, museum, artefacts, sources</p>	<p>Key Vocabulary:</p> <p>Antarctica, Europe, North America, South America, Oceania, Africa, Australia, Pacific, Indian, Southern, Arctic, Atlantic</p>	<p>Key Vocabulary:</p> <p>pitch, pulse, rhythm, dynamics, tempo, timbre, texture, structure, intro, verse, outro, chorus improvise, compose, decades, The Beatles, swing, jazz, blues, rock n roll, motown, rock, pop</p>
<p>As Artists:</p> <ul style="list-style-type: none"> *work collaboratively to create a large scale piece of artwork linked to learning about significant historical individuals in Wirral *able to explore shape and form. * confidently construct with and join recycled materials, man-made and natural materials to create a 3D piece of art *able to critically evaluate their own and others' work. 	<p>For spiritual and moral development, children will be learning about:</p> <ul style="list-style-type: none"> *Special places - What makes a place special? How do I feel in my special place? Why do Christians go to church? What are the symbols we find? What do they mean? What do we learn from visiting church? *Christianity -What happened to Jesus when he was a child? Who was John the Baptist? What happens when someone is baptised? What did Jesus do when he grew up? Easter focus 	<p>Enhancements, Visits & Key Dates:</p> <ul style="list-style-type: none"> *Ferry to Liverpool to visit Mathew Street, Cavern Club, Liverpool Life Museum *Visit to B&M Recycling Plant *Hi Impact visits – 16th January *Number Dress Up Day - 7th February *Safer Internet Day – 11th February *Dance Specialist sessions 	<p>As Respectful Responsible Citizens:</p> <ul style="list-style-type: none"> * being unique *celebrate strengths from previous years and set simple, challenging goals *discussions about how Internet is integral part of life *online relationships – sharing information/ pictures online (School Twitter) *changes – moving home / losing pets *learn about the impact of plastic pollution in the world's oceans *consider the changes they can make to improve their world 	<p>As Design Technologists:</p> <ul style="list-style-type: none"> *design a healthy meal from another culture *understand the need for a balanced diet by discussing food groups and why each one is essential *use kitchen utensils to prepare the food carefully, hygienically and safely *use a range of ingredients and know where these come from, including country of origin *evaluate another group's dish against their original design criteria
<p>Key Vocabulary:</p> <p>three dimensional, space, form, frame, solid, recycled, man-made, join, construct, evaluate</p>	<p>Key Vocabulary:</p> <p>Christian, symbol, John the Baptist, baptism, christening, white garment, cross, baptismal font, scripture, godparents, Lent, Easter</p>	<ul style="list-style-type: none"> *World Book Day – 5th March *Brain Awareness Week - 9th March *Holi – 9th & 10th March 	<p>Key Vocabulary:</p> <p>Equality, diversity, unique, respect, determination, excellence, courage, relationship. friendship, pollution, recycling</p>	<p>Key Vocabulary:</p> <p>culture, food hygiene, food safety, food sampling, origin, utensils, balanced diet, carbohydrates, protein, fats, vegetables, fruit, vitamins, minerals</p>