




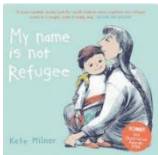












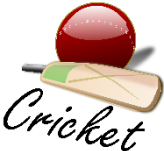






# Year Two Spring Term Curriculum

	Spring 1	Spring 2
<b>English: Reading</b> 	 <p>The Dragonsitter by Josh Lacey, Real Dragons! by Jennifer Szymanski</p> <ul style="list-style-type: none"> <li>• Make inferences on the basis of what is being said and done</li> <li>• Introduce non-fiction books that are structured in different ways.</li> </ul>	 <p>Owen and the Soldier by Lisa Thompson The Steadfast Tin Soldier</p> <ul style="list-style-type: none"> <li>• Make inferences on the basis of what is being said and done</li> <li>• Introduce non-fiction books that are structured in different ways.</li> </ul>
<b>English: Writing</b> 	 <p>Dragon Machine by Helen Ward</p> <ul style="list-style-type: none"> <li>• Write sentences with different forms: statement, question, exclamation, command</li> <li>• Use subordination (apply because, introduce when)</li> <li>• Use present and past tenses correctly and consistently (some progressive)</li> <li>• Read aloud with intonation</li> <li>• Use punctuation correctly - exclamation marks, question marks</li> </ul>	 <p>My Name is not Refugee by Kate Milner</p> <ul style="list-style-type: none"> <li>• Use the progressive form of verbs in the present and past tense</li> <li>• Use subordination (apply because, when; introduce (so) that)</li> <li>• Use present and past tenses correctly and consistently</li> <li>• Use punctuation correctly – apostrophes for the possessive (singular)</li> <li>• Include detail and description to inform the reader</li> <li>• Write in 1st person</li> <li>• Use consistent past tense</li> <li>• Order events with adverbs of time</li> <li>• Include personal comments and own viewpoint</li> <li>• Set the scene with a clear opening and establish the context</li> <li>• Finish with a closing statement with personal comment or summary e.g. What an amazing day we all had!</li> </ul>
<b>Maths</b> 	<b>Money</b> <ul style="list-style-type: none"> <li>• Recognise and use symbols for pounds (£) and pence (p)</li> <li>• Combine amounts to make a particular value</li> <li>• Find different combinations of coins that equal the same amounts of money</li> </ul>	<b>Length and Height (2weeks)</b> <ul style="list-style-type: none"> <li>• Compare lengths and heights Measure length (cm)</li> <li>• Measure length (m)</li> <li>• Compare lengths</li> <li>• Order lengths</li> <li>• Four operations with lengths</li> </ul>

	<ul style="list-style-type: none"> <li>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> </ul> <p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables.</li> <li>Recognising odd and even numbers</li> <li>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> <li>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs</li> </ul>	<p><b>Mass, Capacity and Temperature (3weeks)</b></p> <ul style="list-style-type: none"> <li>Introduce weight and mass</li> <li>Measure mass</li> <li>Compare mass</li> <li>Measure mass in grams</li> <li>Measure mass in kilograms</li> <li>Introduce capacity and volume</li> <li>Measure capacity</li> <li>Compare volume</li> </ul>
Science	<p><b>Uses of Materials</b></p>  <ul style="list-style-type: none"> <li>How can we sort materials according to their properties?</li> <li>Why do we make things out of certain materials?</li> <li>Which material is the most absorbent for a spillage?</li> <li>How can we change the shape of something?</li> <li>Can we change the shape of all materials?</li> <li>Which material is the stretchiest?</li> <li>Which material is best?</li> </ul>	
<p><b>Computing</b></p> 	<p><b>Programming A – Robot Algorithms</b></p> <ul style="list-style-type: none"> <li>Can I describe a series of instructions as a sequence?</li> <li>Can I explain what happens when we change the order of instructions?</li> <li>Can I use logical reasoning to predict the outcome of a program?</li> <li>Can I explain that programming projects can have a code and artwork?</li> <li>Can I design an algorithm?</li> <li>Can I create and debug a program I have written?</li> </ul>	<p><b>Data and Information – Pictograms</b></p> <ul style="list-style-type: none"> <li>Can I recognise that we can count and compare objects using a tally chart?</li> <li>Can I recognise that objects can be represented as pictures?</li> <li>Can I create a pictogram?</li> <li>Can I select objects by attributes and make comparisons?</li> <li>Can I recognise that people can be described by attributes?</li> <li>Can I explain that we can present information by using a computer?</li> </ul>
<p><b>History</b></p> 		<p><b>How have holidays changed overtime?</b></p>

		 <ul style="list-style-type: none"> <li>• Where did Grandma go on holiday as a child?</li> <li>• What can a photograph tell us about seaside holidays in the past?</li> <li>• What can souvenirs tell us about seaside holidays in the recent past?</li> <li>• What can stories tell us about seaside holidays in the recent past?</li> <li>• Were all holidays the same when our grandparents were children?</li> <li>• What was it like on a 1950s seaside holiday?</li> </ul>
<b>Geography</b> 	<b>Where in the world does our food come from?</b>  <ul style="list-style-type: none"> <li>• What can we buy on the high street?</li> <li>• How does our food get to us?</li> <li>• What plants does Mrs Macdonald grow on her farm?</li> <li>• What animals might Mrs Macdonald rear on her farm?</li> <li>• Can we create a Great British Picnic?</li> <li>• Can we create a Great British food map?</li> </ul>	
<b>Art</b>	<b>Can I print famous places?</b>  <ul style="list-style-type: none"> <li>• What is printing? What ways can we print in art?</li> <li>• What is an incised print?</li> <li>• Can I draw a variety of famous landmarks? (line drawings)</li> <li>• Can I represent a famous landmark by printing?</li> <li>• How can I embellish my prints even more?</li> <li>• Can I evaluate my printing?</li> </ul>	
<b>DT</b>		<b>Can I design, make and evaluate a wheeled vehicle for a younger to play with?</b>

		 <ul style="list-style-type: none"> <li>• (IEAs) Can I explore and evaluate a range of wheeled products?</li> <li>• (FTs) Can I use construction kits with wheels and axles, to make a product that moves?</li> <li>• (FTs) Can I explore how wheels and axles may be assembled as either fixed axles or free axles?</li> <li>• Using simple success criteria, can I design my vehicle?</li> <li>• Can I make my vehicle?</li> <li>• Can I evaluate my vehicle?</li> </ul>
<p><b>Music</b></p> 	<p><b>Which instruments are played in Rock music and when did this kind of music become popular?</b></p> <ul style="list-style-type: none"> <li>• How will you move to the pulse of the music?</li> <li>• Which instruments/voices you can hear?</li> <li>• How many different styles can you sing? Which style is your favourite and why?</li> <li>• Can you compose a simple melody using a simple rhythm pattern and two notes?</li> <li>• What does the musical word <b>pitch</b> mean?</li> <li>• How do you feel about your performance?</li> </ul>	<p><b>What are the main features of Reggae music?</b></p> <ul style="list-style-type: none"> <li>• How will you move to the pulse of the music?</li> <li>• Which instruments/voices you can hear?</li> <li>• How many different ways can you copy back a rhythm pattern?</li> <li>• Can you compose a simple melody using a simple rhythm pattern and two notes?</li> <li>• What does the musical word <b>pitch</b> mean?</li> <li>• How do you feel about your performance?</li> </ul>
<p><b>PE</b></p> 	<p><b>Hit, Catch, Run</b></p>  <ul style="list-style-type: none"> <li>• Can I hit a ball and score points by running to cones?</li> <li>• Can I defend a target by kicking?</li> <li>• Can I bowl underarm with control?</li> <li>• Can I hit a ball with different bats and techniques?</li> <li>• Can I throw accurately to a base?</li> <li>• Can I hit a ball into a space away from fielders?</li> </ul> <p><b>Penguin Dance (Mrs Tucker)</b></p> <ul style="list-style-type: none"> <li>• Can I use penguin images to inspire our dance?</li> <li>• Can I show feelings of abandonment through dance?</li> </ul>	<p><b>Send and Return – Unit 1</b></p>  <ul style="list-style-type: none"> <li>• Can I stay on my toes to move the ball quickly?</li> <li>• Can I identify which hand is dominant in a game?</li> <li>• What are the basic rules of serving to a partner?</li> <li>• Can I develop agility and use it in a game?</li> <li>• Can I use the correct grip to it a self-fed ball?</li> <li>• Can I use the ready position in a rally?</li> </ul> <p><b>Attack, Defend, Shoot (Mrs Tucker)</b></p> <ul style="list-style-type: none"> <li>• Can I kick the ball over long and short distances?</li> <li>• Can I stop the ball with control using the foot?</li> </ul>

	<ul style="list-style-type: none"> <li>• Can I create movements that show friendship between two characters?</li> <li>• Can I create a solo dance with changes in speed and direction?</li> <li>• Can I match movements to music?</li> <li>• Can I choose a formation for our dance and explain our choice?</li> </ul>	<ul style="list-style-type: none"> <li>• Can I work as a team to keep the ball?</li> <li>• Can I bounce the ball with my partner?</li> <li>• Can I bounce the ball while we are moving?</li> <li>• Can I pass the ball forward in a game?</li> </ul>
<b>RE</b>	<p><b>Why is the bible a special book for Christians?</b></p>  <ul style="list-style-type: none"> <li>• What makes a book "Special"?</li> <li>• Why do Christians try to live their lives according to teachings in the Bible?</li> <li>• What sort of books are in the Bible?</li> <li>• What words of wisdom are there in the Bible?</li> <li>• What did the story of David and Goliath teach a Christian?</li> <li>• How does the story of the stilling of the storm help Christians?</li> <li>• What prayers are there in the Bible?</li> </ul>	<p><b>Who was Jesus and why is he important to Christians today?</b></p>  <ul style="list-style-type: none"> <li>• Who were the disciples?</li> <li>• What happened at the feeding of the 5000?</li> <li>• Why do Christians believe that Jesus was a healer?</li> <li>• Why is Jesus' death important for Christians?</li> <li>• What is the resurrection?</li> <li>• Why do Christians follow Jesus?</li> </ul>
<p><b>Me and My World</b> (RSE and PSHE)</p> 	<p><b>Citizenship</b></p> <ul style="list-style-type: none"> <li>• Why are rules different in different places?</li> <li>• How can we improve our school environment?</li> <li>• What can we do to keep our local area a good place to live?</li> <li>• Who works in our local community?</li> <li>• What do people do for our local community?</li> <li>• How does our school council work?</li> <li>• What is my opinion on how to make school better?</li> </ul>	<p><b>Economic Wellbeing</b></p> <ul style="list-style-type: none"> <li>• What are the best ways to earn money?</li> <li>• How are needs and wants different?</li> <li>• How can we save for something we really want?</li> <li>• What do we know about banks and building societies?</li> <li>• How do people earn money from jobs?</li> </ul>