

Year 2 Curriculum HT2



PSHE
Celebrating Differences

E-safety
Rules to keep safe online


Commando Joe
Mission focus:
Resilience, positivity, teamwork

Personal Development
Wider Curriculum Clubs Available
Sports club, archery, music, yoga, games club, Commando Joe, dodgeball, cookery, Clay Creators, WFA.

Key Days
6/11- Individual photos
17/11-Yr2 Parent lunch
08/12-Christmas Jumper day
18/12- KS1 Christmas performance
21/12- KS1 Panto


No Outsiders
The First Sledge
Understand how we share the world

English
Inspirational Text



Genres:
Narrative
Recount
Letter

Non-chronological report
Instructions
Class Story



The poem Year 2 are studying and learning to recite this half term is
'How Doth The Little Crocodile' by Lewis Carroll

Maths
Week 1-3
Add and subtract two two digit numbers. Add three one-digit numbers.
Using concrete objects and pictorial representations including those involving numbers, quantities and measure.
Applying their increasing knowledge of mental and written methods.

Week 3-5
Recognise and use symbols for pounds and pence; combine amounts to make a particular value.
Find different combinations of coins that equal the same amount of money.
Solve simple problems in a practical context involving addition and subtraction of money in the same unit, including giving change.
recognise and know the value of different denominations of coins and notes.

Week 5-7
Solve one-step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication, division and equals signs.
Solve problems involving multiplication and division using materials, arrays, repeated addition, mental methods and multiplication and division facts including problems in context.
Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables including recognising odd and even numbers.

Mental Maths

MA4r Counting On, MS5r Counting Back, MS6r Counting On

$70 + 7 = 85$ $86 - 12 = 74$ $61 - 58 = 3$

Year 2 will be completing the first of their Money Sense lessons where they will be looking at how to keep track of money.

MoneySense

Science
Week 1-3

The Year 2 science topic this half term is 'Animals Including Humans'. Children will learn that they need to eat the right amount of different types of food, exercise and have good hygiene to keep their body healthy.


RRSA articles:
42, 34 and 27



Geography

Year 2 will be completing a study of London. The children will be using maps and compass directions to locate physical and human features of London. They will be investigating the Geographical differences between London and Formby.

RRSA articles:
13, 31, 42



Computing

Year 2 will be learning about digital photography and creating media. They will explore lighting and editing an image.

Art

Year 2 will be exploring landscapes and using their knowledge of the London landmarks to create layered artwork.



Music

Year 2 will be creating music with their voices. They will be singing and exploring range. They will be listening to different kinds of music.



PE

The children will be taught gymnastics by the Sport coaches and invasion games by the Sport coaches or the class teacher.



Phonics

The children will revisit the suffixes. They will revisit these one at a time and will use them within their spellings.
-y, -ed, -ing, -ment, -less, -ly
Also revising common homophones there/their/they're here/hear

Why do Christians believe God gave Jesus to the world?

RE





What we already know

How to log on to the computer.

Information technology is a computer or something that works with a computer.

IT devices help you to do a job.

IT is part of daily life and it can be found all around us.

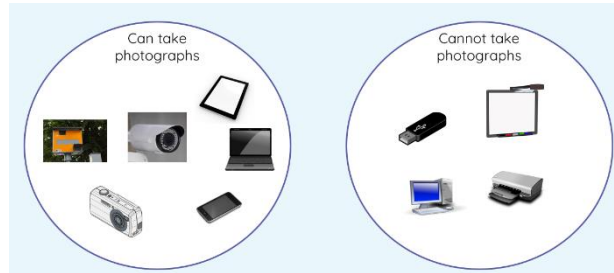
IT is used in shops for example on barcodes or at the supermarket till.

There are benefits of using IT for example: it saves humans time and it is easier to keep records.

There are important e-safety rules which benefit everyone.

You must ask for someone's permission before taking a photograph.

How do you take a good photograph?



1. Hold the device firmly with both hands.
2. Point the camera lens at the subject.
3. Look into the viewing window or screen.
4. Move the device until you see everything clearly.
5. Press the capture button.

E safety

Effective strategies for staying healthy online include: setting a time limit, taking a short break, doing something else or stopping using technology.

Holding a device to take a picture

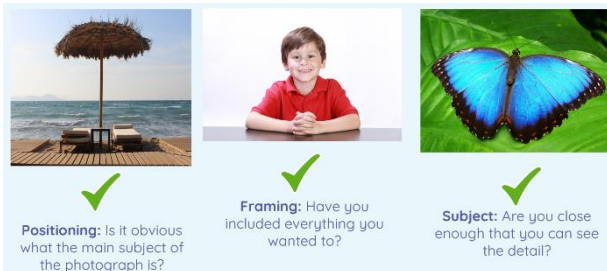
You can hold a camera two ways, upright or sideways.



Landscape and portrait

Landscape format is when the image captured is wider than it is tall.

Taking a good photograph:



E safety

Sometimes rules can change and adapt depending on a situation.

Lighting

It is important to have good lighting when taking a photograph.

You can add lighting by:

Add more daylight

Take the photo where there is more sunlight.



Use the camera flash

Select the built-in flash tool or use on an external flash to add light.



Use another light source

Provide extra light by shining artificial light on the object.



You need to ensure that your photograph has a clear image.

E safety

People may look and act differently online and offline.

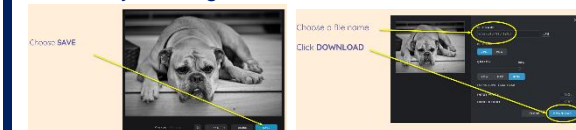
Editing an image

To open an image click on 'open' and find an image you have saved from a file.

To add an effect to an image, click on 'effects'. Select the effect type you would like.

Then select the effect you want adding to your image. You can combine more than one effect to create a new image.

To save you image:



E safety

Content on the internet may belong to other people.

Knowledge Jigsaw

Year 2 Science HT2



What we already know

To survive, animals (including humans) need **water, food, shelter, warmth and oxygen.**

Offspring must receive the **basic needs** of an animal to grow into an adult.

Classifying is when you sort items into groups based on similarities and differences.

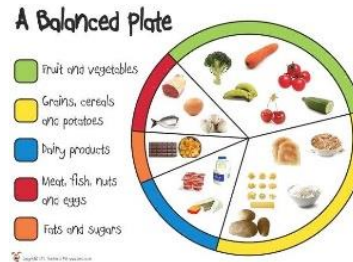
Know that animals can be grouped based on their diet.

A Balanced Diet

To grow into a healthy adult we must eat the right types of **food.**

You can classify different foods as fruit, vegetable, carbohydrate, dairy, protein or fat.

A healthy diet includes the right balance of **fruit and vegetables, carbohydrates, dairy, proteins and fats.**



A Balanced Plate

Classifying is when you sort items into groups based on similarities and differences.

You can classify different foods as fruit, vegetable, carbohydrate, dairy, protein or fat.

An apple- fruit.

A carrot- vegetables

Pasta- carbohydrate

Cheese- dairy

Fish-protein

Chocolate- fats.

A healthy diet includes a balance of all the food groups.

If you only eat sugary foods your teeth would fall out and you would become over weight.

If you only eat fruit and vegetables your bones won't be strong, you won't get protein or healthy fats.

Be active

To grow into a healthy adult we must do regular **exercise.**

Children should be active for 60 minutes every day.

Exercise is when you increase your heart rate, which pumps blood around our bodies keeping our organs healthy.

Observing over time is when you watch or measure something over a period of time to see how it changes.

Collecting data

We use stopwatches to measure time.

A second is a measure of time.

There are 60 seconds in a minute and 60 minutes in an hour.

When we exercise, our heart rate increases, we breathe deeply and our faces go red.



Keeping ourselves clean

Pattern seeking is when you carry out simple tests or observe closely to look for patterns in results.

To stop illness and infections, we need to maintain good **hygiene** and keep ourselves clean.

Bad bacteria spreads through poor hygiene and contact.

If you do not wash your hands, you will spread germs to others

Bad bacteria make us poorly, but good bacteria keeps our immune systems healthy.



Knowledge Jigsaw

Year 2 Geography HT2



What we already know

We go to Ashdene Primary School.

We live in Wilmslow.

Wilmslow is in Cheshire.

We go to school in Wilmslow.

We live in England.

We know the countries in the UK- England, Scotland, Wales and Northern Ireland.

We know the capital cities- London, Edinburgh, Cardiff and Belfast.

I know what a map, globe and atlas are.

I can explain what a human and physical feature is.

Locational Knowledge - The continents

The world is split into seven continents:

- Africa
- North America
- South America
- Europe
- Asia
- Australasia
- Antarctica



The world's five oceans are:

- Pacific Ocean
- Atlantic Ocean
- Arctic Ocean
- Indian Ocean
- Southern Ocean



Locational Knowledge – The Points of a compass

Ashdene is in Wilmslow, which is in the county Cheshire, which is in the country England, which is in the continent of Europe.

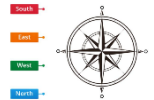
London is the capital city of England.

A county is an area of land in a country made of cities, towns and villages.

The four compass directions are:

North, East, South and West

You can use a compass to describe direction.



Place Knowledge – Human and physical features

A physical feature is something that is created naturally.



A human feature is something that is man-made.



An aerial photograph is a picture taken from above.



Geographical Skills and Fieldwork

Human features of London are:

- Buckingham Palace
- Big Ben
- Houses of Parliament
- London Eye

Physical features of London are:

- River Thames
- Regent's Park
- Hyde Park



The four compass directions are:

- North**
- East**
- South**
- West**

Geographical Skills and Fieldwork

Wilmslow and Formby are smaller than London.

Formby and Wilmslow have more green space than London.

You can identify human and physical features of a place on an aerial photograph.

A map can show us the amount of green space a place has.

The amount of roads on a map show busier areas like towns and cities.



Knowledge Jigsaw

Year 2 PSHE HT2

What we already know

- Identify similarities between the people in my class.
- Identify differences between people in my class.
- Bullying is the harming of another person.
- Understand how it might feel to be bullied.
- Identify some people I can talk to if I feel unhappy or like I am being bullied.
- Identify ways to make new friends.
- Understand the way I am different from my friends.
- Differences make individuals unique and special.

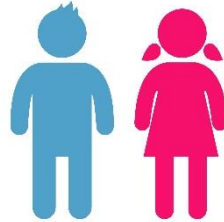


Boys and Girls

An assumption means to think something automatically just because they are a boy/girl. Sometimes these can be right but sometimes they are not.

Sometimes people make assumptions about boys and girls and this is called a stereotype.

Identify the similarities and differences between boys and girls in their behaviour and feelings.



Why does bullying happen?

Behaviour is bullying if:

- It doesn't just happen once: it goes on over time and happens again and again
- It is deliberate: hurting someone on purpose, not accidentally
- It is unfair: the person doing the bullying is stronger and more powerful

Bullying is sometimes about differences. Sometimes people get bullied because they are different to the bully.

Bullying isn't fair or kind and if it happens, children need to tell an adult they trust.

Standing up for myself and others

Feeling lonely means to feel sad because you feel you have no friends or company.

A feeling of belonging is when a person feels they are welcome or are a part of something or a group.

Understand how to stand up for myself and others.

Recognise what is right and wrong and know how to look after myself.



Gender diversity

Diversity is the difference between people.

Recognise it is OK to be different from other people and to be friends with them.

A kind community is accepting of all sorts of different people, and that we can all work together to help everyone feel they belong.

We shouldn't judge people if they are different.

Celebrating difference and still being friends

Differences make us special and unique and these bring different qualities to friendships.

We don't have to be the same or enjoy the same things to be friends.

Recognise ways in which I am different to my friends.





What is drawing?

Drawing is making marks on a surface.

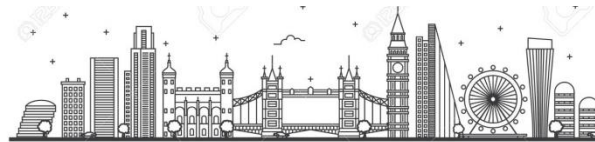
Drawing can have many purposes:

- To record what you see
- To express emotions or ideas
- To communicate.

London Landmarks

These buildings are key London landmarks: Big Ben, London Eye, Tower Bridge, Buckingham Palace, Houses of Parliament, The Shard, The Gherkin, and Westminster Abbey.

There are old and new buildings in London. The London skyline has evolved over time.



To create a silhouette of the London skyline you need to draw the outline of different buildings.

Maps

Maps have inspired some artists when creating their artwork.

You can look at maps of London to identify key features e.g. the Thames runs through it, London has grown bigger over time.

The London Underground is an underground metro system. There is a map that shows all the different stops in the city.



Artists

Alicia Merrett produced artwork that was inspired by maps.

Alicia Merrett is inspired by abstract shapes found in aerial maps and uses bold colours.

Ruth Allen produced artwork inspired by buildings.

Ruth Allen is inspired by buildings in London and draws them using continuous line.



Drawing

You can select abstract shapes from a London map and add keys colours (shades of blue and red) to create a London skyline.

You can use continuous lines to produce a drawing of a London landmark.



Mixed-Media

Mixed-media is when more than one type of material is used to create a piece of artwork.

Different materials can be combined to create a mixed-media outcome:

Background – map of London with felt tip added, to selected shapes, to create a skyline.

Middle-ground - tissue paper collage to create the Thames.

Foreground - line drawing of a London landmark.





Design brief

To design, make and evaluate a traditional British flapjack for children to enjoy at a tea party.

What I already know

As part of a healthy diet, our bodies need different types of food.

When preparing, cooking and eating food, my hands must be clean, my sleeves must be rolled up and my hair must be tied back.

When cooking and baking, separate ingredients are combined to make the final product.

Key vocabulary, tools and equipment

dairy	Products that contain or are made from milk
stir	To rotate in a circular motion – this is normally done with a spoon.
knead	To mix and stretch out a dough with the hands.
rest	To allow something time to relax Food sometimes needs to rest to cool and dough needs to rest to rise.
serve	To give something or present it because it is ready.
pastry brush	This is used to brush egg or milk onto something before it is baked. This gives the scones a golden colour.
oats	Cereal grain

Design

To be healthy, we need to have a varied diet.



The basic ingredients needed to make flapjack are: porridge oats, butter, light brown sugar and golden syrup.

Butter, milk and cream are all dairy products that can come from cows.

Flour, sugar and oats are harvested from crops – they are grown.

Jams can be bought or made in different flavours, or with combined different ingredients (clotted cream) to change the taste and texture in the eater's mouth.

Fruit and/or chocolate chips can be added to a flapjack mixture to change its taste. When thinking about adding extra ingredients to flapjacks, it's important to think about who will be eating them – which flavours would they like?

Make

When cooking/baking good hygiene rules must be followed to keep us healthy and safe: hair tied back, hands washed and dried and clean work surfaces.

Dough can be baked in an oven. Ovens are very hot and change the 'state' of the dough from a liquid-like consistency to a solid.

Ingredients must be measured out accurately when following a recipe.

Ingredients can be combined through mixing. This can be done using clean hands, a wooden spoon or a powered mixer.

Evaluate

Some food products are bought ready made from shops – others can be made (baked, cooked) at home using additional ingredients.

After making and tasting food we have made, it is important to discuss what we liked and what we didn't like. We should share what we found easy, enjoyable, challenging and messy.

When I share my opinions about the product and the process of making it, I am evaluating. These discussions will help me to think about what changes I would make if I were to make the product again.



Our Discovery Question

Why do Christians believe God gave Jesus to the world?

Knowledge

Christians believe that God sent Jesus to save the world and they look forward to Christmas as the time of his birth.

The period in which Christians prepare for and look forward to Christmas is called Advent.

Advent calendars, candles and wreaths are some ways that Christians may countdown to Christmas.

Christians believe that Jesus is God in human form so He has God's love and power.

Christians believe that Jesus came to save the world by teaching everybody to be kind to each other and love one another and the earth and in this way the world would become a better place.

Personal Reflection

I can express my views on the questions: Does the world need saving? Do people need saving?

I can reflect on how I can help the people around me and world.

I can discuss how Christians feel about Jesus being sent to save the world.

Knowledge Jigsaw

Year 2 PE HT2 (Gymnastics)



What we already know

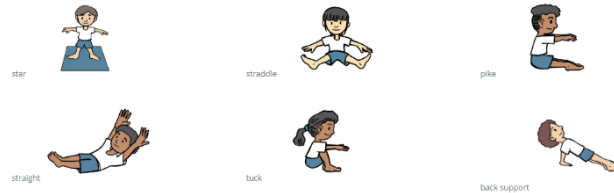
Balances need holding for 5 seconds and you should squeeze your muscles so they feel hard.

When landing, you need to bend your knees and keep looking ahead.

It is important to keep a shape throughout a roll and to transition from one movement to the next.

Children can go from one shape to another smoothly and safely. E.g. back support to tuck.

Children show strong clear shapes with good posture and extension. Squeezing their muscles to help with balance and control.



Children to link shapes and balances.

Body tension and muscle strength is important.

Children to work with a partner to feel their muscles and tension.



In a sequence you can change levels and travel on different body parts.

Children know how to travel, along, around, over, under, through different pieces of apparatus.

A strong core and muscle tension is important to hold a balance.

It's important to think about how to safely hold a balance on apparatus.



Children can incorporate different jumps such as straight and star jumps into sequences.

It is important to bend knees when jumping and landing.

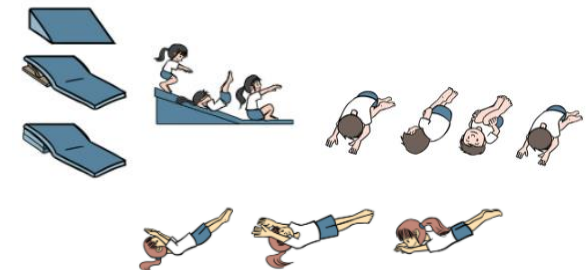
Keep head and chest up.



It is important to keep a shape throughout a roll and to transition from one movement to the next.

There needs to be a start and finish position for every roll as this will enable you to move smoothly.

Children will complete rolls such as a barrel, straight and forward roll.



Knowledge Jigsaw

Year 2 PE HT2 (Invasion Games)



What we already know

When rolling the ball, bend down low and step forwards when you roll the ball. Point your hand towards your target.

When wanting to stop a ball, keep your eyes on the ball, move your feet to the ball and use wide fingers to grip the ball.

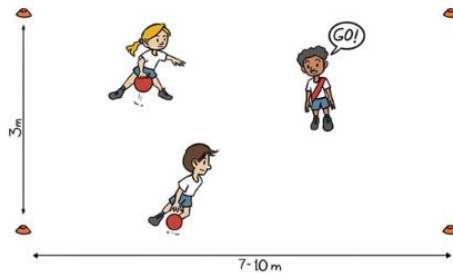
When throwing a ball at a target, keep your eyes on your target, let go with your fingertips pointing towards your target.

When wanting to catch the ball you need to look at the ball as it is coming towards you, put your arms out and try to bring it in towards your body with your hands.

When dribbling the ball with your feet, it is important to keep the ball close to your feet and to use soft, small touches with your feet.

To maintain control of the ball, a player needs to keep the ball close to their body, keep their head up to see the defender/target area and they need to move away from defenders into space.

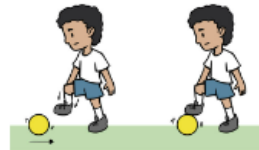
Players can use different parts of their foot if needed.



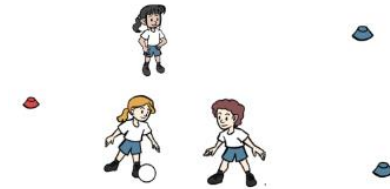
To keep the ball under control you need to keep the ball close to your feet with soft touches and push the ball slightly ahead of you when dribbling at speed. To stop the ball you place one foot on top

Use soft touches to keep the ball close, look up.

Congratulate opponents after the game



For a successful pass when passing the ball you need to look where your team mate is before sending the ball, you need to pass away from the defender so they cannot gain possession and you need to use the inside of your foot.



Use a range of passes to get the ball to their partner such.

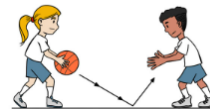
Chest pass

Step forward with one foot as you throw the ball. Throw from chest height and point your hands at your partner after you release the ball. You catch the ball using wide fingers.



Bounce pass

Push the ball to the floor, just over halfway towards your partner. Point your hands in the direction of your throw. The ball should only bounce once. Catch the ball with two hands.

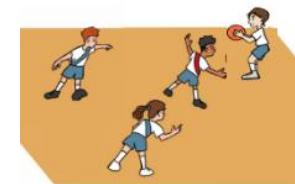


When you want the ball you need to call your team mate's name when they are free and look out for defenders before moving into a space.

Different passes can be used to get the ball to a partner to avoid a defender. These include a bounce pass and a chest pass.

When passing, hands hold the ball in a 'W' position. Look where my partner is, check they are looking/expecting the ball and pass.

When receiving, shout my partner's name, have hands ready, look at the ball.



Knowledge Jigsaw

Year 2 Music HT2

What we already know

Recognise and understand dynamic and tempo changes in music

Perform in time to a beat exploring the timbre of different percussion instruments to suit the style/mood.

Use voices expressively when performing songs, rhymes and chants.

Respond to music using movement.

Symbols can be used in a graphic score to represent different sounds.

Read and understand quaver and crotchet rhythms including crotchet rests.

Copy melodic and rhythmic phrases using body percussion and voices.

Performing, Composing and Listening

Use instruments to show the pulse and rhythm of *Winnie the Witch*. Perform the piece as a whole class with each group performing their verse.

Understand and show the contour of the melody in *Winnie the Witch*. Compose a verse for the song in groups. Identify and discuss sounds the witch makes and her actions.

Use instruments to suggest Halloween sounds.



Performing, Composing and Listening

Sing and whisper the sound words in *Don't Change Horses* and perform on an instrument at the appropriate time in the song.

Rehearse Christmas songs.

Explore and distinguish between the timbre (type of sound) of the tambourine, triangle and two-tone woodblock.

Perform the song slapping knees and clapping hands in a repeated pattern. Understand the historic meaning and tradition behind celebrating Christmas.



Performing, Composing and Listening

Learn the Carribbean folk song *Tinga Layo!* Perform on sustained and unsustained instruments in the song.

Distinguish between the timbre of instruments.

Discuss the style, instrumentation, and lyrics of a folk song from a different culture, time and place.



Performing, Composing and Listening

Perform Christmas songs with confidence and expression. Mime different rhythms identified in musical extracts.

Discuss the tempo, mood, instrumentation, and style of three contrasting pieces of music.

Use actions to show which instrument is playing.



Performing, Composing and Listening

Identify and perform the pitch changes of phrases on chime bars.

Sing *Mary had a Baby* and further develop understanding of rhythm through performing different rhythms within the song.

Explore the question and answer structure of the song. Use sol-fah hand signs to further develop understanding of pitch.

