

# Year 2 Curriculum HT5



**PSHE**  
Keeping Safe

**E-safety**  
Keeping Our Information Safe

**Commando Joe**  
Resilience  
Empathy  
Self-Awareness  
Communication  
Teamwork


**Personal Development**  
**Wider Curriculum Clubs Available**  
Sports club, Football, Music, Archery, Cookery, Computing, Art, Dodgeball and Yoga

**Key Days**  
Music Performance - 25/4,  
Quarry Bank Mill - 29/4  
SATS Week - WB 20/5  
Class photographs- 20/5  
Summer Disco - 23/5

**No Outsiders**  
The Great Big Book of Families'  
To understand what diversity is.

## English

### Inspirational Text



Ordering stories  
Ensure narratives have a clear structure with beginning, middle and end.  
Understanding that writing comes in different forms  
Identify, discuss and understand the differences between fiction and non-fiction writing, always referring to the audience and the purpose of the writing.

### Poetry

Who Has Seen the Wind?  
Christina Rossetti

## Maths

Time:

- Compare and sequence intervals of time.
- Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.
- Know the number of minutes in an hour and the number of hours in a day.

Weight, Volume and Temperature:

- Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- compare and order lengths, mass, volume/capacity and record the results using >, < and =

Money Enterprise:

- Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- find different combinations of coins that equal the same amounts of money.
- Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.

### Mental Maths

<p>MA2: Round &amp; Adjust</p> $45 + 19 = 64$ $45 + 20 - 1$ $65 - 1 = 64$	<p>MA2: Round &amp; Adjust</p> $84 - 29 = 55$ $84 - 30 + 1$ $54 + 1 = 55$
---	---

## History

Year 2 will be learning about the history of their locality; Quarry Bank Mill. They will investigate and analyse life in the mill, why Samuel Gregg built the mill in Styal and compare conditions of the mill to other Manchester Mills of that time.

## Music

The children will be reciting, performing and following the rhythm to various pieces of music, including 'Everybody Wants to be a Cat'.



## Computing

The children will be creating their own pieces of music using 'Chrome Music Lab'.

## Phonics

- Adverbs
- Short vowel sounds
- Revisiting learning from HT1-4.
- SATS style SPAG and spelling questions.


## Art

The children will be using different materials and media to recreate pictures of Styal Mill.



## PE

PE DAYS TUESDAY AND WEDNESDAY  
Sending and Receiving - skills and games.  
PE Coaches - net and wall games.



## Science

Animals and their habitats. Year 2 will be learning all about how different animals adapt to their habitats, from deserts to the Arctic. They will be learning about what minibeasts needs to survive and food chains.

## RE

How special is the relationship Jews have with God?



# Knowledge Jigsaw

## Year 2 History HT5

### What we already know

Evidence shows how things were and used to be.

The past has already happened.

Change is when things are different and is caused by someone, a need or community.

Lowry was an artist that painted the Industrial Revolution in Manchester. He painted the workers and the factories

Quarry Bank Mill is in Styal. It was built in 1784. The mill was built to spin cotton. Samuel Greg built the mill.

He built it in Styal because it had:

- A Power source (the River Bollin)
- Materials to work with (cotton from Liverpool)
- Transport to get the goods here (canal boat on the River Bollin)
- The rent was cheap

He built the mill for the following reasons:

- Demand for clothes from a growing population provided a great business opportunity.
- People spinning in their homes were not able to provide enough yarn for the weavers and so new machines were invented to produce more.
- These machines required large buildings to house them and a workforce in one place

**The mill was built in Styal because it had a water source, was cheap to rent, was a good place to send and receive materials.**

**The mill was built because there was a demand for clothes because there were more people so more needed to be produced in a faster time.**



Working in the mill-

- Had to have a long working day (but already did)
- Day was regulated by factory clock
- Work was very dangerous
- People were no longer able to determine their own day

Fire—cotton was very flammable and oil soaked floors

There were lots of windows to get lots of light for the workers so they could work for longer and not use candles or lamps.

Belts driving the machines - could pull out hair or limbs. Machines close together – danger of clothes getting caught. The shuttle - has metal tips and shoots backwards and forwards very quickly.

**Working in the mill was noisy and dangerous because of the machines.**



Children's jobs were:  
Scavenging (cleaning)  
Carrying the can  
Doffing bobbins  
Piercing

Children were given jobs because they were small and could get under the machines.

**Children were given different jobs at the mill because they were small and could get under machines. It was very dangerous and lots of children were injured.**



Samuel Greg gave his workers-

Housing  
A shop  
A school

Two chapels  
A medical society (which helped with cost of treatments if you got ill)  
A village club

Quarry Bank Mill was a better place to work and live compared to Manchester factories.

There were fewer people in each building. Each house at Styal had its own privy. (Toilet) Each house had an allotment, Rent was cheaper in Styal.

**Quarry Bank mill was a better place to work because Samuel Greg provided his workers with their own houses, a shop, church, school, medical society and village club**



Living conditions in Manchester were not good.

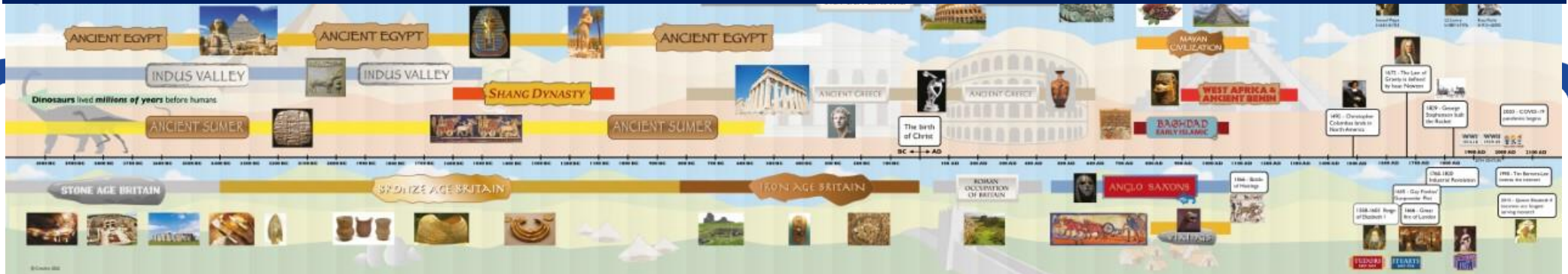
Houses were close together.

The streets were dirty.

People got sick.

They worked for little money.

**The factories in Manchester and the conditions were not good compared to Quarry Bank Mill.**



Our Discovery Question:

**How special is the relationship Jews have with God?**

Knowledge

Jews believe that there is one God who created the world with whom every Jew can have a personal and individual relationship.

Jewish history begins with an agreement between God and Abraham.

God promised to look after Abraham and all his descendants if they followed the path of God. Abraham is considered the founder of Judaism.

Jews believe God has always kept his promise to look after Jewish people

Moses was given the Ten Commandments and God asked the Jewish people to live by these in their promise to him. The Jewish prayer shawl has ten knots as a reminder of the Ten Commandments.

A mezuzah is a scroll, with the Shema written on it, which is placed in a box that is attached to the doorpost of a Jewish home. The Shema is the Jewish declaration of faith in one God and his rules.

Personal reflection

I can express my feelings about the importance of following rules, keeping promises and how it feels when these are broken.

I can explore the importance of stories in the Torah to Jewish people and what that means to me.

I can reflect on how people show the important people in their lives how they are special to them.

# Knowledge Jigsaw

## Year 2 Computing HT5



### What we already know

Internet explorer is used to search the world wide web.

**Rhythm** is a pattern of long and short sounds.

#### To log in on the computer:

First you need to turn the computer on.

Then enter your username.

Then enter your password.

Then press enter.

There is a cursor on the computer screen that you can move using the mouse/tracking pad.

To move the cursor you drag your finger across the tracking pad or you can move the mouse on the table.

To click on an object/place using the cursor, left click on your mouse or tracking pad.

When you click on the drawing on Chrome Music Lab you can make sounds with drawings.

Drawing lines at the top of the page make a higher pitched sound.

Drawing lines at the bottom of the page makes a lower pitched sound.

You can draw shapes to make sounds.

You can change the type of instrument making the sound by pressing on the two colour button.



To listen to the piece of music press the play button.



#### Online Safety - Online relationships

Online safety protects people from online harms when using devices and networks.

You may need to ask somebody before doing something online, this is called permission. If you are unsure whether to give permission, you need to ask a trusted adult.

You can create music using the computer. Chrome Music Lab is a program you can use to create a piece of music.

A musical spectrogram is an electronic visual of the sound.

#### Online Safety - Online relationships

Online safety protects people from online harms when using devices and networks.

It can be ok to communicate online with people you don't know well depending on context.

When you click on the smiley face in Chrome Music Lab it opens the Song Maker.

To add a note, click on the blank rectangle on the grid. Click on it again to remove it.



Click play to listen to the music.



#### Online Safety - Online relationships

Online safety protects people from online harms when using devices and networks.

I have a right to say 'no' when online.

**Pulse** is a steady beat, like a ticking clock or your heartbeat.

**Rhythm** is a pattern of long and short sounds.

A rhythm can be presented as a pattern.

When you click on the Monkey in Chrome Music Lab it shows you rhythm patterns.

#### Online Safety - Online relationships

Online safety protects people from online harms when using devices and networks.

When posting online, you need to think about what you are posting and who may see the information.

To open Chrome Music Lab you need to:

Open internet explorer by double clicking on the icon.



In the search bar type 'Chrome Music Lab'

Click on Chrome Music Lab in the search results.

Click on the instrument icon to change the instrument.



Marimba

Drag the blue circle by 'tempo'

Tempo



120

to change how fast the notes play.

To save your work click on 'save'. You can then copy the link onto a document.



#### Online Safety - Online relationships

Online safety protects people from online harms when using devices and networks.

If something is shared online without your consent, you need to tell a trusted adult, check your privacy setting and speak to childline.

# Knowledge Jigsaw

## Year 2 Science HT5

### What we already know

Identify and name a variety of common animals.

Describe and compare the structure of a variety of common animals.

Identify and describe the basic structure of a variety of common plants

### Living, dead and never lived

Animals and plants are living things.

Dead things are animals and plants that have died. Parts of living things that are no longer attached, such as empty shells or fallen leaves are also dead.

Objects made from rock, metal or plastic have never lived.



Things that are alive move, respire, excrete, reproduce, grow, are sensitive and need nutrition.

You can classify things into those that are living, things that are dead and things that have never lived.

### Habitats

A habitat is somewhere that animals and plants live.

Animals can find food, water and shelter in a habitat.

Plants can grow in a habitat



You can use a magnifying glass to observe closely and look at things that are small.

Research is an investigation or study to find out facts.

### Microhabitats

A microhabitat is a very small habitat where mini beasts live. E.g. under a stone, under fallen leaves.



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

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

Research is an investigation or study to find out facts

### Habitats

**Desert habitats** are dry with very little water. You will find accacia trees, camels, gheckos and scorpions in the desert.

**Ocean habitats** have fish, seaweed (algae), plankton and whales.

**Polar habitats** are cold, windy, snowy/ice with not many plants.

In polar habitats there are polar bears, arctic foxes, snowy owls, lichens, seals and penguins



### Food Chains

Animals and plants depend on each other to survive.

Food chains show where plants and animals get their food from.

All living things have their part to play in food chains. Without them, other plants and animals may not be able to survive.

Sun > grass > rabbit > fox

Sun > leaves > worm > bird

Energy is fuel for living things so they can move, respire, excrete, reproduce, grow, are sensitive and



# Knowledge Jigsaw

## Year 2 PSHE HT5

### What we already know

- I know the members of my family and understand that there are lots of different types of families.
- I can identify what being a good friend means to me.
- I know appropriate ways of physical contact to greet my friends and know which ways I prefer
- I know who can help me in my school community
- I can recognise my qualities as person and a friend



### Families

- Families are diverse. A stereotypical family of mum, dad and children isn't always the case.
- It is perfectly normal to have a family that is different from other people.
- A relationship is **the way in which two or more people or things are connected**
- Cooperate means **work jointly towards the same end**
- It is important to get along with family members by being kind, sharing and cooperating as a unit to establish a happy, safe home

### Keeping safe – exploring physical contact

- Physical contact means the act of touching physically
- **Acceptable means something able to be agreed on; suitable**
- Not Acceptable means not pleasing or welcome
- **Some forms of physical contact are not appropriate**
- **Know it is ok to say you do not like a certain touch and share your own preference**



### Friends and Conflict

- **It is possible for even the closest of friends to fall out sometimes, but we can learn how to fix a broken friendship if both people are willing to try.**
- Negative feelings can be unhelpful in the friendship mending process.
- **Conflict means a serious disagreement or argument.**
- I know strategies to solve and mend friendships.

### Secrets

- **A secret means something not meant to be known or seen by others**
- Sometimes it is good to keep a secret and sometimes it is not good to keep a secret
- A good secret makes you feel happy and are usually good surprises
- **A worry secret makes you worry and feel sad or frightened**
- **Worry secrets are better to be shared by a trusted person who can help and support and reduce negative feelings**

### Trust and Appreciation

- **To trust means to be able to rely on someone that is honest**
- Trust can be damaged by telling lies, talking about somebody behind their back, being unreliable etc.
- To trust someone you think of them as a valuable honest person, who will listen and support you

### Rights of a child





What we already know

We can copy melodic and rhythmic phrases using body percussion, voices and our recorder.

We can perform in time to a beat following notation and reading B, A and G.

We can use our voices expressively when performing songs, rhymes and chants.

We can read and understand quaver and crotchet rhythms, 3/4 and 4/4 time signatures and dynamic markings (p and f).

We can discuss the mood of music and identify musical styles, instrumentation and dynamic and tempo changes.

Performing

Learn the song *I Bought me a Cat* and perform the song with instrumental sounds.

Recognise and classify sounds.

Perform a simple phrase on chime bars.

Recognise doh, mi and soh on a simple staff.



Performing, Composing, Listening and Appraising

Listen to *The Cats' Duet* by Rossini following each voice in the piece with actions

Compose a line score showing the structure and solo/duet texture of the piece.

Perform the jazz song *I Wanna Sing Scat* in two parts.



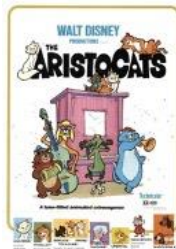
Performing and Composing

Learn the song *Ev'rybody Wants to be a Cat*, performing the song with actions that follow the beat.

Select sounds to illustrate a cat's day.

Create a class composition based on a picture of a cat's day.

Perform the composition with a sense of structure.



Performing, Listening and Appraising

Learn the song *Mango Walk* showing the steady beat.

Explore the speech rhythm of selected words and phrases.

Use percussion instruments to show the beat of the song.



Performing, Composing, Listening and Appraising

Learn *The Soda Pop Waltz* and perform it in several parts.

Explore ways of making sounds with percussion instruments.

Substitute sounds in the song for percussion instruments that match the timbre.

Develop an understanding of call and response structure.

Listen and appraise *The Blue Danube* by Strauss commenting on tempo, instruments, mood and style.





### What we already know

We know that leaves can be different shapes, sizes and colours.  
 We know that 'shape' is a flat area surrounded by an edge or outline.  
 We know how to record their different shapes and sizes using techniques such as wax rubbings and printing with ink and rollers.  
 We know that leaves have inspired artists such as Henri Rousseau and photographers such as Karl Blossfeldt.  
 We know that 'blending' is the technique used to smoothly merge one colour into another.  
 We know how to blend with oil pastels to create new tones.  
 We know that yellow and red blend to make orange.  
 We know that yellow and blue blend to make green.

### Styal Quarry Bank Mill

<https://www.bbc.co.uk/teach/class-clips-video/history-ks1-ks2-explain-this-industrialisation/zmmx6v4>

Know that Styal Quarry Bank Mill is one of the earliest landmarks of the Industrial Revolution, built in 1784.  
 Know that it was a weaving and cotton spinning mill.  
 Know that it was built on the banks of the River Bollin because the river provided a source of power.  
 Know that the mill was driven by a huge water wheel.  
 Know that the mill's machinery contained wheels and cogs.



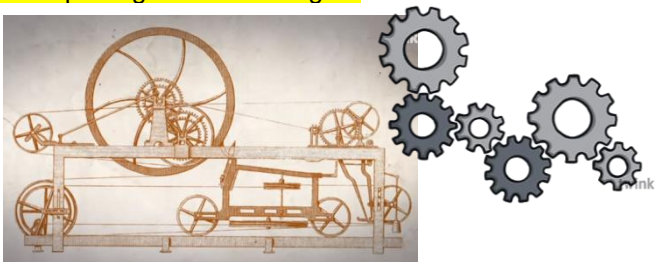
### Artist

Know that from a young age, the British textile artist, Michael Brennand-Wood, was inspired to create and weave by his grandfather, an engineer, and his grandmother, a weaver at a local mill.  
 Know that Brennand-Wood explores shape, colour and texture in his artwork.



### Shape and Composition

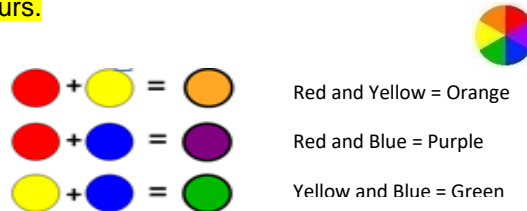
Know that wheels are circles and can be different sizes.  
 Know that wheels can rotate clockwise and counter-clockwise.  
 Know that cogs are the teeth on the edge of a wheel.  
 Explore how circular shapes can suggest movement.  
 Know that 'composition' is the way a piece of art has been put together or arranged.



### Colour Theory

Primary Colours	Secondary Colours
Red	Orange
Yellow	Purple
Blue	Green

Know that primary colours cannot be made.  
 Know that primary colours are mixed to create secondary colours.



### Weaving

Know that weaving is a textile craft.  
 Know that many materials can be used to weave with e.g. yarn, paper, fabric, pipe cleaners, string, sticks, etc.  
 Know that the loom is the equipment used in weaving.  
 Know that weaving can be done by hand or by machine.





# Knowledge Jigsaw HT5

## PE Sending and Receiving



### What we already know

It is important that both the thrower and the receiver are ready.

Watch the ball and get your body behind it by moving your feet as it comes towards you.

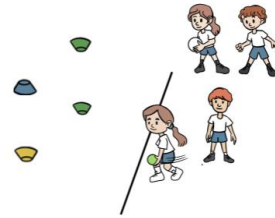
In games you can choose on how you will send a ball. Think about speed, weight and power. Always ensure the receiver is ready.

Rolling can be used to get the ball to a target accurately.

When rolling, the ball doesn't bounce, it moves along the ground smoothly.

Bend down low, opposite foot to the arm you release with steps forward.

Let go of the ball when your hand is pointing at the target.

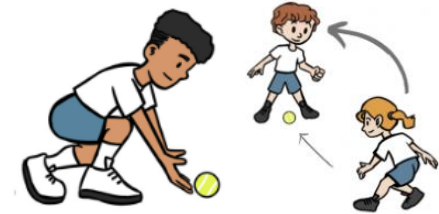


When a ball is rolled towards you, it is important to track it with your eyes so that you are able to stop it.

**Track:** To track is when a player moves their body to get in line with a ball that is coming towards them.

Make eye contact before sending the ball.

Watch the ball and get your body behind it by moving your feet as it comes towards you.



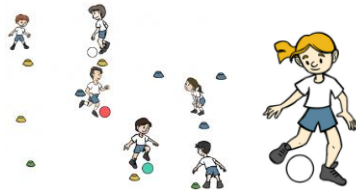
When kicking, you need to look where the target is.

Place your foot behind the ball to cushion it.

Use the inside of your foot to pass the ball.

Like rolling the ball, it is important to track the ball as it is moving towards you so you can stop it.

Stop the ball first by cushioning it with the inside of your foot.



When catching, you need to be ready and expect the ball. When throwing, you need to make sure your partner is ready.

Finish with your hand where you want the ball to go.

- Move your feet to the ball.
- Use two hands and wide fingers to catch the ball.
- Watch the ball as it comes towards you.

Catching is an important part of many sports such as netball, rounders, cricket, etc. The size of the ball being caught can also vary so we need to develop catching skills for various ball sizes.



When sending and receiving a ball with a racket it is important to be aware of those around you.

Make sure you have a firm grip of the racket and keep the face facing where they want the ball to go.

Move from the ready position to track the ball. Point your hand in the direction you want the ball to go in.

Games such as tennis, badminton and squash require rackets. Aim is more important than power.

