

# Year 2 Curriculum HT6



## E-safety

Some people online may not be who they say they are.

## Commando Joe

It is better to work together than alone.  
Resilience, teamwork, self awareness and communication

## Personal Development

### Wider Curriculum Clubs Available

Sports club, Football, Music, Judo, Cookery, Computing, Art, Dodgeball and Yoga

### Key Dates

Transition Day 17th July  
Last Day 19th July

## PSHE

### Changing me

## English

### Inspirational Text



We will be using our inspiration text "Jack and the Baked Beanstalk" to help us to write in various genres:

- Narrative
- Recount
- Letter
- Instructions
- Explanations

We will be focusing on:

- Extending sentences using subordination (using when, if, that, or because) and co-ordination (using or, and, or but).
- Noun phrases
- Commas in a list
- Use different sentence types across genres

## Poetry

The children will be revising the poems they have learnt throughout the year.

## Maths

Problem solving and efficient methods  
Use place value and number facts to solve problems.

Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.

Using concrete objects and pictorial representations, including those involving numbers, quantities and measures.

Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts including problems in contexts.

Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot

## Mental Maths

M18: Multiplication tables  
45 + 19 = 64  
56 + 13 = 69  
44 + 20 = 64

M19: Multiplication tables  
84 - 29 = 55  
45 - 11 = 34

M26: Number Facts 5 - 20 + 11  
61 - 41 = 20  
41 + 20 = 61

## Geography/DT

The children will be learning all about the Amazon Rainforest, from locating it in relation to the Equator to comparing it's physical and human features to Macclesfield Forest.

In DT the children will be felting.  
To design, make and evaluate a rainforest inspired scene for a decorative piece.

## Music

The children will be taught music by Miss Marsden our specialist music teacher.



## Phonics

Short and long vowels  
Split digraph (spelling focus) a-e, o-e, i-e  
Split digraph (spelling focus) o-e, u-e  
Er, est superlatives  
Revision of root word changing/not changing  
Er, est endings  
Double consonant  
Common exception word revision

## Art

The children will be taught art by Mrs Cahill our specialist art teacher.



## Computing

The children will be creating and working with pictograms using the j2data program.

## PE

Athletics (running) with sports coaches.  
Throwing and jumping with class teachers.



## Science

Children will be learning about the life cycle of plants and they need to grow.

## RE

How important is it to Christians that Jesus came back to life after his crucifixion?



# Knowledge Jigsaw

## Year 2 Geography HT6

### What we already know

A beach is a strip of land that lies along an ocean or a lake.

Beaches are on the coasts.

Coasts are a part of land that meets the sea.

Sea is salt water that covers most of the earth's surface.

A physical feature is something that is created naturally.

A human feature is something that is man-made.



Where are we?

The Equator is an imaginary circle around Earth. It divides Earth into two equal parts.

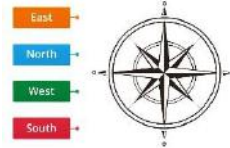
The four compass directions are:

North

South

East

West



### Human and Physical Features

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

A physical feature is something that is created naturally. A human feature is something that is man-made.

The physical and human features of a forest are: soil, hills, valley, vegetation, river, path and bridges



### The Amazon Rainforest

A map shows us land and sea.  
A map can help us find countries and cities.

The Amazon Rainforest is in South America.

A rainforest is a dense forest in a tropical area with heavy rainfall.

The Amazon Rainforest is the biggest rainforest in the world.



### The Amazon Rainforest

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

The Amazon Rainforest has hills, vegetation and rivers flowing through it.

The weather in the Amazon Rainforest stays the same all year round. There are no seasons.

The Amazon rainforest is home to 2500 different trees and is home to over half of the world's species of animals.

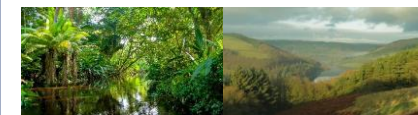


### Macclesfield Forest and The Amazon Rainforest

Macclesfield forest and the Amazon Rainforest are in different continents.

The Amazon rainforest is a lot warmer than Macclesfield Forest.

The Amazon Rainforest is home to more species of animals and trees than Macclesfield forest.



## Knowledge Jigsaw

### Year 2 Science HT6

#### What we already know

The main parts of a plant are:

**Flowers** – look pretty and come in different colours. They help attract animals and insects that help the plant to make seeds for new plants.

**Stem** – helps support the plant and keeps it upright. Water and food are taken up from the roots and transported through the stem.

**Leaves** – they absorb sunlight which is used to make food for the plant.

**Roots** – anchor the plants in the ground. Without roots a plant would fall over. Roots also take water and nutrients from the soil.

People grow plants in their garden. They may grow flowering plants which are beautiful to look at or grow beans/seeds for food.

Plants change as they grow.

#### Growth from seeds to mature plants

Every seed has the beginnings of a new plant inside it, along with a store of food to help it grow.

When the conditions are right, the seed soaks up water and swells, and the new plant bursts out of its shell. This is called germination.

**Germination** – if the conditions are right, a seed begins to grow. It puts out roots and shoots to turn into a young plant.

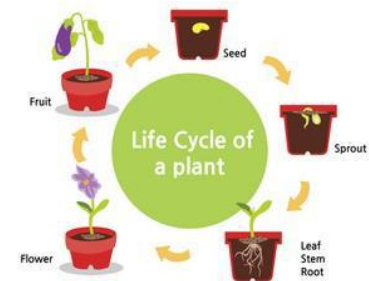
**Growth** – the young plant produces leaves in order to get energy from the sun.

**Flowering** – the plant creates flowers to help it reproduce. The flower needs pollen from another flower to do this.



#### The life cycle of a plant

Like all living things, plants have a life cycle. They live, reproduce and then die.



#### What plants need to grow

**Water** – they get water from the soil through their roots. They also catch water on their leaves.



**Nutrients** – Plants take nutrients from the soil.

**Sunlight** – plants do not eat food, instead they use sunlight to make their own food. If plants get too little light, they will be weak.

**Temperature** – plants need the right temperature to grow properly. If it is too hot they may burn/wilt. If it is too cold they may freeze and die.

**Space** – plants need room for their roots and stem to grow. Without space, they may not grow large enough.

#### Scientific Enquiry

Research is an investigation or study to find out facts in order to reach a conclusion.

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

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

#### Scientific Enquiry

We can measure temperature using a thermometer.

To take the temperature using a thermometer, you need to hold the top and place the opposite end where you want to measure. You need to read the scale to see what the temperature is.

Centimetres and millimetres are units of measure we use for length.

# Knowledge Jigsaw

## Year 2 Computing HT6

### What we already know

Objects can be grouped with other items that are similar. Grouping objects can help you organise counting.

A **property** is used to describe an object. When grouping objects, they must all share a common property.

Comparing is when you look at what is similar and what is different.

You can compare objects or groups of objects.

### 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 add pictures to your pictogram you click the + button.  
To delete them you press the – button.

Computers help us to make a pictogram because they lay out the data so it is evenly spaced, and easy to read and understand.

Making a pictogram by hand can take a lot of time and can be messy.

Computers make it easy for us to enter the data. With the click of a button, we can add another coloured circle to the pictogram.

You can use tally marks to help with counting. Each group of 5 looks like a gate.



Tally marks can be recorded in a tally chart to show how many objects there are in each group.

### Online Safety - Online relationships

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

Make sure you ask for permission before posting something about others online and ensure others ask you for permission.

An attribute is a way to describe objects e.g. colour. We can group objects by different attributes.

You can compare objects that are grouped by different attributes by using the language more than/ less than/ most/ least.

J2Data has templates you can choose from to set up your pictogram. Select blank and add your own labels if the templates don't match what you want.

To change the names of the labels, you put your cursor on the word 'label' and left click. Then write your new label.

To change the pictures on your pictogram, click on the categories on the left hand side to view the menu.

Then choose the category you want by left clicking on it. Drag the picture you want into the box below the + and – signs.

A pictogram is a chart that uses pictures to display data. We can make them using pens and paper, or we can use a computer.

You can use J2data to make a pictogram on the computer. The symbols under the + and – show the type of data being collected.



### Online Safety - Online relationships

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

Sometimes things online are designed online to encourage us to click 'yes' or 'accept'. I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.

You can use computers to present data in different ways e.g. pictogram, block diagram.

To make a block diagram on J2data, select 'chart'.

To add the labels for the graph, double click on 'item' and type your label, then double click on 'number' and write your label.

Click the boxes under the labels to add information. This will automatically produce a block diagram.

# Knowledge Jigsaw

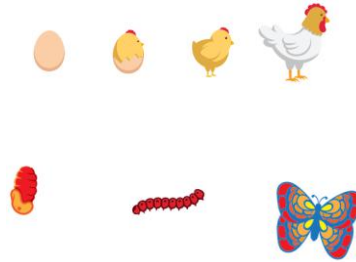
## Year 2 PSHE HT6

### What we already know

- A life cycle means growing from birth to adulthood and every living thing has a life cycle.
- We are changing all the time. We go through body changes and changes to our personality.
- We have private parts and that is one way boys and girls look different to each other.
- Boys have a penis and testicles and girls have a vagina.
- As we physically grow, we learn to do more things.

### Life cycles in nature

- Things happen and change around us that we are not able to control.
- Things around us change and this is OK.



### Growing from young to old

- Change is a natural process as we get older and we have no control over it.
- We all become old and grow from a baby, to toddler, to child, to teenager, to adult and finally an old person.



### The changing me

- For humans, growing up takes longer than many living things.
- Growing up isn't just getting bigger but also learning and being able to do more.
- Growing up means you have the ability to do lots of different things, have more freedom, more independence, more responsibilities and more knowledge.



### Boys' and girls' bodies

- Most boys are born with male parts and most girls with female parts.
- The vulva is the outside parts of a female's privates and the vagina is one of the inside parts.
- Both boys and girls have an anus and this is where the body gets rid of waste (poo).
- Some clothes are used to keep private parts private.
- Private body parts are one way of differentiating boys from girls.

### Assertiveness

- There are different types of touch.
- Some might feel nice like a hug or cuddle but some aren't nice like a push or a pinch.

### Rights of a child



# Knowledge Jigsaw

## Year 2 Music HT6

### What we already know

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

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.

We can perform songs from different styles and cultures with expression.

### Performing, Listening and Appraising

Listen to *Tahiti Trot (Tea for Two)* by Dimitri Shostakovich and follow the changing timbre and character of the music.

Discuss the structure, style and instrumentation of the music.

Learn and perform the song *Tea for Two*.



### Performing and Composing, Listening and Appraising

Learn the song *The Super Supper March* and perform it with expression.

Show the steady beat with percussion instruments.

Explore and draw the rhythms of the words from the song.



### Performing and Composing, Listening and Appraising

Compose simple melodic and rhythmic patterns using voice, body percussion and instruments.

Use sounds to illustrate a street market.

Decide on the sequence of sounds and use invented symbols to represent them.

Perform sounds to illustrate a story in pictures.



### Performing and Composing, Listening and Appraising

Learn the song *The Rain Song* and identify percussion instruments played in the recording.

Sing and accompany the song with percussion instruments.

Develop an understanding of timbre in music.



### Performing and Composing, Listening and Appraising

Compose a short piece of music describing a storm using instruments and voices.

Develop a sense of dynamics, tempo and texture.

Listen and appraise *Sunday Morning* from Benjamin Britten's *Four Sea Interludes* commenting on mood, tempo, style and instrumentation.





**What we already know**

We know that the primary colours, yellow, red and blue, cannot be made.  
 We know that primary colours are mixed to create secondary colours; yellow and red make orange, red and blue make purple and yellow and blue make green.  
 We know that weaving is a textile craft.  
 We know that many materials can be used to weave with e.g. yarn, paper, fabric, pipe cleaners, string, etc.  
 We know that the loom is the equipment used in weaving.  
 We know that weaving can be done by hand or by machine.  
 We know that 'composition' is the way a piece of art has been put together or arranged.

**Animals in the Rainforest**

<https://www.youtube.com/watch?v=RpdDFj57hgw>

To know that the rainforest is home to many animals.  
 To know that the warm, moist environment is also an ideal habitat for reptiles and amphibians.  
 To know that many rainforest animals have developed camouflage to protect themselves from predators.



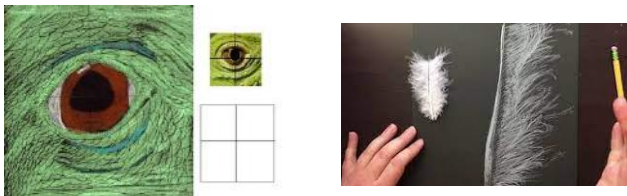
**Artists**

To learn that artists across time and place have been inspired by animals and have tried to capture their likeness.



**Drawing**

To know how to use the 'Grid Method' to draw an image accurately.  
 To know that 'observational drawing' is when you draw something that is in front of you as true to life as possible.  
 Rather than drawing from imagination, or from memory, you draw what you see.



**Texture**

To know that 'texture' is how something feels when it is touched.  
 To be able to identify different textures to be found on the surfaces of animals e.g. scales, fur, feathers, spines, etc.  
 To know how to recreate texture, e.g. the scales of a reptile, using appropriate materials and techniques.



**Pottery**

To know that pottery is the art of making objects from clay.  
 To know that clay is a natural material made up of tiny particles of rock.  
 To know that clay holds its shape and can be pinched, rolled, coiled, cut, or built up in layers to form shapes of all kinds.





Our Discovery Question:

**Does joining the Khalsa make a person a better Sikh?**

Knowledge

When baptised in the Amrit ceremony, a Sikh becomes a 'Khalsa' Sikh.

This shows commitment and can help Sikhs keep their promises to God because the promises were made in front of the Guru Granth Sahib.

The Guru Granth Sahib is the Sikh holy book and is treated as the last living Guru (teacher). It is full of wisdom and teachings for Sikhs.

'Khalsa' Sikhs promise to always be kind to everyone, treat everyone equally, tell the truth, stand up and speak out for vulnerable people, care and respect everyone and help people, care for animals and conserve the world.

Khalsa Sikhs wear the 5 Ks as a physical reminder of the promises they have made. The 5K's are: Kesh (uncut hair), Kanga (wooden comb), Kara (steel bangle), Kachera (cotton underwear) and Kirpin (curved dagger).

Personal Reflection

I can reflect on what it means to belong to different groups and the responsibilities that this can bring.

I can explore how I show commitment.

I can discuss the responsibilities that come with being a Khalsa Sikh and how I would feel with these responsibilities.



## Knowledge Jigsaw

### Year 2 PE HT6 Athletics



#### What we already know

When running, look up swing arms to maintain momentum.

A jump involves jumping off on two feet and landing on two feet

Leaping involves jumping from one foot to the other (like skipping).

Hopping involves jumping and landing on the same foot.

*Accuracy as well as distance is important when throwing an object*

Sprinting is an important part of athletics and it is more than just running from one place to another.

Balance when running by alternating arms and legs.

- Run on the balls of your feet.
- Take big strides when running fast.

Bigger strides. Elbows are bent and arms move from pocket to mouth. High knee lift. Body upright. Run on the balls of your feet.

Keep looking straight ahead

Sprinting can be used in athletics as part of an individual event or as a team/relay event.

When we jump for distance, we use many parts of our bodies such as our arms, legs and core.

It is important to maintain our balance when we land so not to fall backwards.

When jumping, bend your knees to help push off.

- Look forward at takeoff and landing.
- Soft bent knees on landing.
- Swing your arms up at takeoff.

When jumping for height, it is important to bend your knees, spring up and to drive your arms upwards.

To jump for height.

Drive your arms upwards to help you jump higher.

- Jump from a balanced starting position.
- Look forward at takeoff and landing.
- Use different techniques to tackle different obstacles.

A push throw is when you push through the object you are throwing and an overarm throw is a pull throw. These are techniques that can be used when throwing for distance.

Place your opposite leg to throwing arm forward.

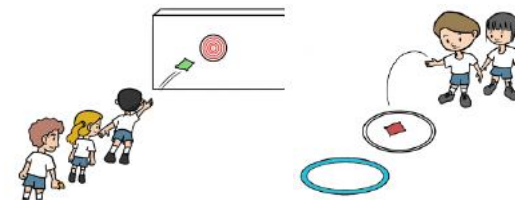
- Stand sideways on to the direction of the throw.
- Throw from a balanced starting position.



Using the correct throwing position, allows a competitor to throw an object further.

*When throwing for accuracy.*

- Keep your eyes looking at your target.
- Point your hand at your target after you throw.
- Throw from a balanced starting position.





**Design brief**

To **design**, **make** and **evaluate** a **felted pin cushion** for a **year 2 child** to **use when sewing**.

**What I already know**

Design means to draw and talk about my ideas. It is my planning time.

To evaluate means to talk about what was easy, challenging, and enjoyable. It can also mean considering what I would change things if I did it again.

When working with materials, you must be very careful of sharp scissors and

You must always tie back hair when preparing meals.

**Key vocabulary, tools and equipment**

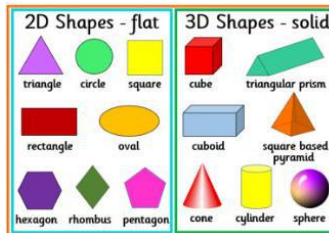
design brief (noun)	What you are going to make, who it is for and why they need it.
felt (noun) To felt (verb)	A soft type of material that is easy to use when sewing. 
felting (noun)	A textiles crafting technique that can be used to make 2D and 3D pieces.
felting needle (noun)	
fabric scissors (adjective)	Special sharp scissors which are used to cut fabric.

**Design**

Inspiration for designs is drawn from the world around us, discussions with friends, books, the media and the work of artists (Henri Rousseau).



A 3D (three-dimensional) shape is made when two pieces of 2D (two-dimensional) material are joined together.



**Make**

Felting requires felting needle being used to stab and agitate wool fibers so they join/bond together.



Felting needles are sharp and should be used cautiously, following the teacher's instructions.



Fabric scissors are used to cut materials such as cotton and felt. They must not be used to cut anything else as the blades could be damaged. To keep people safe, you must use the safety catch and the blade cover after use.



**Evaluate**

Consider what you enjoyed about making the piece and what you found challenging.

Ask classmates for their opinions about your piece.

- Do they like the colours?
- Do they like the shapes?

Think about what else you could do with a 2D finished piece if you were to felt again.

Could the piece be kept in a frame or added to a greeting card?

