CURRICULUM SUMMARY

To love, serve and learn as Jesus shows us

Term:

Spring 2

Year Group:

2

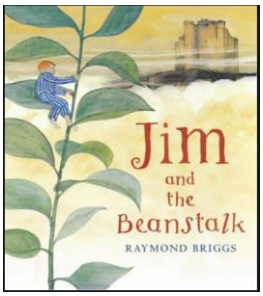
Class Teacher:

Miss Fovargue

Year Group: 2 **Term: Spring 2**

Subject: English

Jim and the Beanstalk



Publisher: Puffin

Author: Raymond Briggs

Final writing Outcome:	Write a conclusion to the story
Incidental pieces of writing:	• Narrative sequence • Informal letter • Narrative retelling

Success Criteria	
Continuous skills	
Vocabulary, grammar and punctuation	• I can form **nouns** using **suffixes** such as *–ness*, *–er* and by compounding [for example, *whiteboard*, *superman*] • I can use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences** • I can write sentences with different forms: statement, question, exclamation, command • I can write expanded noun phrases to describe and specify [for example, the blue butterfly • I can use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
Composition	• I can write poetry • I can read aloud what I have written with appropriate intonation to make the meaning clear. • I can proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly • I can make simple additions, revisions and corrections to my own writing by evaluating my writing with the teacher and other pupils
Transcription (Spelling)	• I am learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. • I can spell common exception words
Handwriting and presentation	• I can form lower-case letters of the correct size relative to one another • I can use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • I can use spacing between words that reflects the size of the letters

Focus Skills

Write simple sentences which include nouns and adjectives.

- Join some simple clauses with 'and'.
- Write sentences of different forms; statements and questions
- Punctuate these correctly with capital letters, full stops and question marks
- Use subordination (using when, if, that, or because)
- Use co-ordination (using or, and, or but)
- Learn word classes; noun, adjective, conjunction and verb
- Learn to use expanded noun phrases to describe and specify

Cross-curricular links

Science – Plants
Art & Design –Observation drawing (plants and flowers) Georgia O'Keefe
Design & Technology – Jungle Mechanisms
Geography – Comparing a rainforest to the UK, maps and compass skills.

Year Group: 2 **Term: Spring**

Subject: Mathematics

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<u>Multiplication and Division</u> Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. 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 contexts. Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.		<u>Statistics</u> 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.		<u>Geometry- properties of shape</u> Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. 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 shapes, [for example, a circle on a cylinder and a triangle on a pyramid.] Compare and sort common 2-D and 3-D shapes and everyday objects.			<u>Number – fractions</u> Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity. Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.			<u>Measurement: length and height</u> Choose and use appropriate standard units to estimate and measure <u>length/height in any direction (m/cm);</u> mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, <u>using rulers</u>, scales, thermometers and measuring vessels <u>Compare and order lengths</u>, mass, volume/capacity and <u>record the results using >, < and =</u>	Consolidation

Year Group: 2 **Term: Spring 2**

Subject: Geography

In this unit, we will be developing key map skills through a range of engaging geographical skill-based activities. We will explore a range of maps at a local, national and global level, developing their understanding of how to navigate around an atlas to find key countries, continents, oceans and seas along with devising their own maps and routes. We will learn how to 'view from above' looking at aerial photographs to spot human and physical features, understand simple map symbols, compass directions and develop key geographical vocabulary

The Big Question…

Where would you prefer to live, Warrington, Formby or Daintree Rainforest?

Learning Outcomes

- Can I explain what a sketch map is and draw one?
- Can I know what a compass is and plan a simple route?
- Can I understand and use a map and map symbols?
- Can I locate the seven continents and five oceans using an atlas?
- Can I use my observation skills to describe an aerial photograph?
- Can I know the difference between seas and oceans?

Geography Skills:	Learning skills:	Core Vocabulary:
• Name and locate the world's seven continents and five oceans • Learn about the human and physical geography of a small area in (several) non-European countries • Read images, maps, atlases and globes • Ask and answer questions • Use basic geographical vocabulary.	• Know and understand their locality and a series of locations and places outside of Europe • Describe the physical and human geography of a distant place • Use geographical vocabulary: e.g. near, far, long way away • Be supported in a role-play that summarises this understanding	Sketch map, key, compass rose, map symbols, Compass, direction, route, local area, near/far, distance, time, transport, atlas, index, page numbers, contents, key, human, physical, continent, country, capital city, cartographer, ocean, aerial view, bird's eye view, ground level view, above, perspective, plan, key, labels, title, colour code, satellite, human, physical, senses.

English links:	Maths links:
Writing at length on the different landscapes and people studied. The Great Kapok Tree and Looking Down (class texts)	Considering difference in hours and days to travel to places. Comparing and sorting.

Other curriculum links:

Science: Plants around the world	Art / DT: Georgia O'Keefe drawings of plants and flowers found around the world. Music: Native musicians and music from around the world	PSHE: Recycling and Pollution

Year Group: 2 **Term: Spring 2**

Subject: Science

In this topic we will look at many types of plants, grow our own and learn about the needs of many plants and bulbs. We will also observe how they grow.

Learning Outcomes

- Can I look closely at plants and record what I see?
- Can I plant seeds and bulbs and suggest how to care for them?
- Can I explain the life cycle of plants?
- Can I use my observations to explain what plants need?
- Can I describe what plants need to grow and stay healthy?
- Can I observe and describe the growth of different plants?

Working scientifically:	Learning skills:	Core Vocabulary:
Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. Performing simple tests. Identifying and classifying. Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions.	Naming plant parts. Functions of plant parts. Naming different plants, e.g. vegetables, flowers. Growing from seed. Conditions for growth. Planning when is best to grow vegetables. Container gardening. Planting to attract insects. Planting for the five senses. Keeping garden pests away. Planting for a special event, e.g. a picnic or a garden show etc. Recycling in the garden.	Annual, compost, flower, fruit, germinate, germination, fruit, health, healthy, leaf, plant, root, seed, seedling, soil, stem, vegetable, properties, materials, bulb, leaves

English links:	Maths links:
Learn plant names. Compose instructions for growing plants – orally and then write sentences. Use non-fiction books to find information on plants and gardening. Favourite words, e.g. flowers such as geraniums, chocolate cosmos. Change nursery rhymes, e.g. make them about their own garden – Mary Mary Quite Contrary. Ask and find the answers to their own questions about gardening. Consider the opinions of others – e.g. best way to get rid of snails and slugs. Write poems about flowers.	Choose and use appropriate standard units to estimate and measure height of plants. Compare plant heights. Create block graphs to show plant growth. Use graphs to compare data and answer questions. Look at patterns in plants. Classify plants and seeds. Handle money and give change when selling plants.

Other curriculum links:

Grow plants for a healthy diet. Know where plants come from. Cook garden produce. Think about making salads visually appealing. Design, make and test a cloche. Design, make and test bird scarers.

Look at paintings of flowers from different artists, e.g. Japanese, van Gogh's flowers, Georgia O'Keeffe, Monet. Consider similarities and differences. Create clay flowers. Flower collages using different materials for texture and colour. Using plants to dye cloth, e.g. onions, beetroot, carrots.