

CURRICULUM SUMMARY



Term:
Spring 1

Year Group:
2

Class Teacher:
Miss Fovargue

To love, serve and learn as Jesus shows us



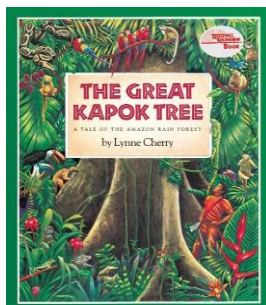
Year Group: 2

Term: Spring

Subject: English



The Great Kapok Tree



Publisher: Harcourt

Author: Lynne Cherry

<u>Final writing Outcome:</u>	Persuasive Letter
<u>Incidental pieces of writing:</u>	<ul style="list-style-type: none"> • Rainforest animal's fact files using Non Chronological layout. • Information leaflet about the rainforest layout. • Speech bubble from their animal's reason for saving the tree. • Write a letter to the man in the book to persuade him not to cut down the tree. • Report writing from the scene of the rainforest.

<u>Success Criteria</u>	
<u>Continuous skills</u>	
<u>Vocabulary, grammar and punctuation</u>	<ul style="list-style-type: none"> • I can form nouns using suffixes such as <i>-ness</i>, <i>-er</i> and by compounding [for example, <i>whiteboard</i>, <i>superman</i>] • 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 <i>when</i>, <i>if</i>, <i>that</i>, or <i>because</i>) and co-ordination (using <i>or</i>, <i>and</i>, or <i>but</i>)
<u>Composition</u>	<ul style="list-style-type: none"> • 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
<u>Transcription (Spelling)</u>	<ul style="list-style-type: none"> • 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
<u>Handwriting and presentation</u>	<ul style="list-style-type: none"> • 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 – Living things and their habitats
Art & Design – Observation drawing (plants and flowers) Georgia O'Keefe
Design & Technology – Jungle Mechanisms
Geography – Comparing a rainforest to the UK



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
<p><u>Multiplication and Division</u></p> <p>Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.</p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs.</p> <p>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.</p> <p>Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</p>	<p><u>Statistics</u></p> <p>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</p> <p>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</p> <p>Ask and answer questions about totalling and comparing categorical data.</p>	<p><u>Geometry- properties of shape</u></p> <p>Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.</p> <p>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.</p> <p>Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.]</p> <p>Compare and sort common 2-D and 3-D shapes and everyday objects.</p>	<p><u>Number – fractions</u></p> <p>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.</p> <p>Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.</p>	<p><u>Measurement:</u></p> <p><u>length and height</u></p> <p>Choose and use appropriate standard units to estimate and measure <u>length/height in any direction (m/cm)</u>; mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, <u>using rulers</u>, scales, thermometers and measuring vessels</p> <p><u>Compare and order lengths, mass, volume/capacity and record the results using >, < and =</u></p>	Consolidation						



Year Group: 2

Term: Spring 1



Subject: Geography

In this unit, we will be learning to name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas, to name & locate the world's seven continents & five oceans.

We will also be learning about the human and physical geography of a small area in several non-European countries, looking at maps and using atlases and globes.

The Big Question...

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

Learning Outcomes

- Can I know which country of the UK I live in and describe the main characteristics of my home area?
- Can I explain what a beach is and where my nearest coastline is?
- Can I understand what living in a rainforest is like and compare it with our own lives?
- Can I understand how and why different buildings are built to suit different places?
- Can I understand what a city is and locate world cities on a map?
- Can I explain the reasons for going on a journey?

Geography Skills:

- 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.

Learning skills:

- 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

Core Vocabulary:

Compass points, continent, Europe, Africa, Antarctica, Asia, Oceania, North America and South America, country, seaside, desert, remote, Northern and Southern Hemispheres, passport, physical features, human features, near, far, Ocean, atlas, globe, map

English links:

Writing at length on the different landscapes and people studied.
The Great Kapok Tree (class text)

Maths links:

Considering difference in hours and days to travel to places.

Other curriculum links:

Science:
Living things and their habitats around the world links

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

Computing:
Looking at holiday websites and maps.



Year Group: 2

Term: Spring 1



Subject: Science

In this unit we will be learning about living things and their habitats

<u>Learning Outcomes</u>		
<ul style="list-style-type: none"> • Can I identify that most living things live in habitats and micro-habitats to which they are suited? • Can I describe how different habitats provide for the basic needs of different kinds of animals and plants? • Can I identify the features of most living or dead things? • Can I explore and compare the differences between things that are living dead or that have never been alive? • Can I describe how animals obtain their food from plants and other animals and describe a simple food chain? • Can I identify and name different sources of food? 		
<u>Working scientifically:</u>	<u>Learning skills:</u>	<u>Core Vocabulary:</u>
Learn how to use a microscope and hand lens. Observe and record. Close-up observations of ourselves. Materials, e.g. fabrics, metals, paper, wood. Food. Bath time, e.g. sponges, soap. Wood. Wool. Invertebrates. Plants. Comparing biggest with smallest, e.g. elephant with miniature horse. Smallest animals. Make a miniature garden. Comparing materials, e.g. rocks, fabric, plastics. Water borne insects.	To observe closely. To identify and classify. To use observations and ideas to suggest answers to questions. To gather and record data to help in answering questions.	crystals / eyepiece / hand lens / lens / magnifying glass / microscope / microscopic / miniature / naked eye / observe / fibres / small / smaller / air / alive / babies / breathe / compare / dead / grow / living / move / never / reproduce / sort / toilet / habitat / insect / bird / animal / plant / shelter / predator / prey / reproduce / eat / food / food chain / grass / hazel / hedgehog / mouse / nuts / plants / producers
<u>English links:</u>		<u>Maths links:</u>
Learn and use comparative language. Learn and use descriptive language. Discuss and clarify the meanings of words. Discuss favourite words and phrases to describe observations. Write narratives about personal experiences of using hand lenses and microscopes. Writing down ideas and/or key words, including new vocabulary, to describe and explain observations.		How can we measure really tiny objects? Using cm and mm. Using ml. Using seconds. Symmetry in objects
<u>Other curriculum links:</u>		
Geography: Biggest and smallest country. Biggest and smallest island. Biggest animals – where do they live: land, water or air? Smallest and biggest birds - which country do they live in? How are they similar and different?	Computing: Using a digital microscope. Taking digital microscope photographs, storing in personal file. Annotating photographs. Using Easi-Speak™ mikes and Talk Cards, Talk Tins	PSHE: Caring for all living things no matter how small. Small actions – that can affect how people feel, make them happy or sad.