

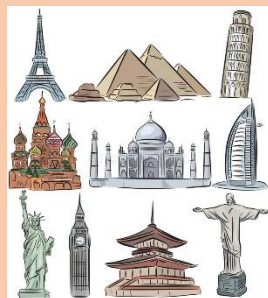


## Year Two

### Curriculum Information for Parents

### Spring 2023

## Wonders of the World



In Spring Term, pupils in Year Two will learn more about the continents and oceans, through exploring modern wonders of the world. They will also research the Great Fire of London and its significance.

### Phonics and Spelling

#### Knowledge and Key Skills:

- I can spell words with alternative spellings, including a few common homophones.
- I can use my knowledge of alternative phonemes to narrow down possibilities for accurate spelling.

### Writing

#### Knowledge and Key Skills:

- I can write narratives about personal experiences and those of others, both real and fictional.
- I can write for different purposes, including real events.
- I can use expanded noun phrases.
- I use capital letters for names of people, places, days of the week and the personal pronoun 'I'.
- I use question marks and exclamation marks correctly.
- I can use commas to separate items in a list.

### Science

#### Knowledge and Key Skills:

- I can use my observations and ideas to suggest answers to questions.
- I can gather and record data to answer questions.
- I can observe and describe how seeds and bulbs grow into mature plants.
- I can find out and describe what is required for a seed or bulb to germinate.
- I can find out and describe what plants need in order to grow and stay healthy: water, light and a suitable temperature.
- I can identify that most living things live in habitats to which they are suited.
- I can describe how different habitats provide the basic needs of different kinds of animals and plants.
- I can describe how animals/plants in the same habitat depend on the other.
- I can identify and name a variety of plants and animals in their habitat.
- I can describe how animals obtain their food from plants and other animals, using a simple food chain.
- I can identify and name different sources of food.
- I can describe the process of growth and reproduction of animals: for example, the lifecycles of caterpillars, chicks, frogs.
- I can compare animals in familiar habitats and less familiar habitats.
- I can describe conditions in different habitats and find out how the conditions affect the number and types of plants and animals that live there.
- I can observe how living things depend on each other.

#### Activity Ideas:

- Order the stages in a plant's life cycle.
- Care for the plants and vegetables in our allotment area ready for harvest.
- Create a habitat for minibeasts in our school grounds.

### Reading

#### Knowledge and Key Skills:

##### Word Reading

- I can read words with common suffixes.
- I can read further common exception words.
- I read most words quickly and accurately when I have read them before without sounding out and blending.
- I can read most suitable books accurately, showing fluency and confidence.

##### Comprehension

- I use prior knowledge, including context and vocabulary, to understand texts.
- I can talk about my favourite words and phrases in stories and poems.
- I can make predictions based on what I have read.

### Mathematics

#### Knowledge and Key Skills:

##### Number

- I can recall and use multiplication and division facts for the 2, 5 and 10x tables, including recognising odd and even numbers.
- I can calculate mathematical statements for multiplication and division within multiplication tables and write using multiplication, division and equals signs.
- I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication / division facts.
- I can show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.
- I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.

##### Fractions

- I recognise, find, name and write fractions  $1/3$ ,  $1/4$ ,  $2/4$  and  $3/4$  of a length, shape, set of objects or quantity.
- I can write simple fractions and I recognise the equivalence of  $2/4$  and  $1/2$ .

##### Properties of Shape

- I can compare and sort common 2D shapes and everyday objects.
- I can compare and sort common 3D shapes and everyday objects.
- I can identify and describe the properties of 2D shapes, including the number of sides and line of symmetry in a vertical line.
- I can identify and describe the properties of 3D shapes.
- I can identify 2D shapes on the surface of 3D shapes.

##### Statistics

- I can interpret and construct simple pictograms.
- I can interpret and construct tally charts.
- I can interpret and construct block diagrams.
- I can interpret and construct simple tables.
- I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.
- I can ask and answer questions about totalling and comparing categorical data.

## Design and Technology

### **Knowledge and Key Skills:**

- I can design purposeful, functional, appealing products for myself and other based on design criteria.

### **Activity Ideas:**

- Design, make and evaluate a monster that moves using a linking mechanism.
- Use the tale of Goldilocks and the Three Bears as inspiration to make baby bear a brand new, strong and stable chair, with consideration of his needs and likes.

## Geography

### **Knowledge and Key Skills:**

- I can name the world oceans and locate them on a map.
- I can describe the key physical features of a place from a picture using words like beach, cliff, coast, ocean and mountain.
- I can describe the key human features of a place from a picture using words like factory, office, port, harbour and city.
- I can explain how an area has been spoilt or improved and give my reasons.
- I can use maps to identify the capital cities of England, Wales, Scotland and Ireland.
- I can use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.

### **Activity Ideas:**

- Learn more about the seven continents through exploration of the modern wonders of the world.
- Research the five oceans of the world and carry out an investigation about the Great Barrier Reef.

## Computing

### **Knowledge and Key Skills:**

- I use technology respectfully.
- I know where to go for help if I am concerned.
- I know how technology is used in school and outside of school.

### **Activity Ideas:**

- Celebrate 'Safer Internet Day' by learning how to use the internet safely and responsibly.
- Use subscription software to research the Great Barrier Reef.

## Religious Education

### **Knowledge and Key Skills:**

- I can show some awareness to the similar aspects of Christianity and Buddhism are the same e.g. stories, ways of worship.
- I can reflect on my own beliefs, values and feelings in relation to what I have learnt about Christianity, Buddhism and Islam.

### **Activity Ideas:**

- Discuss ways in which we belong to a group or school.

## Personal Development

### **'E' is for Enthusiastic**

Exploring difference: our likes and interests.

Celebrating difference: our achievements.

### **'E' is for Empathetic**

Recognising and responding to the feelings of others.

Helping others less fortunate

### **'A' is for Attitudes**

Attitudes to learning and friendships.

Exploring feelings and dealing with emotions.

### **'A' is for Aspirations**

Going for goals

The rights of every child.

## Art and Design

### **Knowledge and Key Skills:**

- I can choose and use three different grades of pencil when drawing.
- I can use charcoal, pencil and pastel to create art.
- I can use a viewfinder to focus on a specific part of an artefact before drawing it.
- I can make a clay pot.
- I can join two clay finger pots together.

### **Activity Ideas:**

- Create a piece of art using clay, inspired by the terecotta army.

## History

### **Knowledge and Key Skills:**

- I can give examples of things that were different when my grandparents were children.
- I can find out things about the past by talking to an older person.
- I can answer questions using books and the internet.
- I can research the life of a famous person from the past using different sources of evidence.
- I can research events nationally and globally which took place beyond living memory.
- I can plot the significant events in a person's life in chronological order.

### **Activity Ideas:**

- Research the Great Fire of London and sequence its events in chronological order.
- Compare life today with life in 17<sup>th</sup> Century Britain.
- Investigate the diary of Samuel Pepys and its importance.

## Music

### **Knowledge and Key Skills:**

- I can sing and follow a melody.
- I can play simple rhythmic patterns on an instrument.
- I can create music in response to different starting points.
- I can improve my own work.

### **Activity Ideas:**

- Listen, appraise and respond to the song 'a man fell in the well'.
- Create a piece of music inspired by songs we have listened to.

## Physical Education

### **Knowledge and Key Skills:**

- I can explore and develop my use of upper body strength, taking weight on flat hands and feet.
- I can perform the caterpillar walk.
- I can perform the bunny hop.
- I can perform the bunny hop along a bench.
- I can explore shape in the air when jumping and landing with control e.g. tuck shape.
- I can demonstrate control of straight, star and tucked shapes.
- I can perform straight, star and tucked shapes from a bench, keeping my body upright, a strong core, tension and extension in my limbs.
- I can perform the rock and roll.
- I can perform the tipper truck.

### **Activity Ideas:**

- Engage in multi-skills coaching sessions.
- Work in pairs to create our own gymnastics sequence.
- Take part in a local 'Invasion Games' sports festival.