

The Whartons Primary - Year 2 Curriculum Plan 2020/2021

Term 1.1 (Sep/Oct) 7 wks	Term 1.2 (Nov/Dec) 7 wks	Term 2.1 (Jan/Feb) 6 wks	Term 2.2 (Mar/Apr) 6 wks	Term 3.1 (May/Jun) 6 wks	Term 3.2 (Jun/Jul) 7 wks
<p>English Resources/ texts used/ video clips etc Who is Antony Browne? Antony Browne - My Mum, My Dad Commotion in the Ocean Dougal the Deep Sea Diver Writing genres covered</p> <ul style="list-style-type: none"> • Character description • Setting description • Story writing • Diary entry • Poetry <p>Reading objective Recognising simple recurring literary language in stories and poetry Discussing the sequence of events in books and how items of information are related Recognising simple recurring literary language in stories and poetry Grammar Objectives covered New learning Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Correct choice and consistent use of present tense and past tense throughout writing.</p> <p>Expanded noun phrases for description and specification.</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting].</p>	<p>English Resources/ texts used/ video clips etc The Lighthouse Keepers Lunch Seaside Holidays of the past - Non Chronolgical reports (Victorian times) Writing genres covered</p> <ul style="list-style-type: none"> • Diary entry • Letters • Story writing • Instruction writing • Non chronological reports <p>Reading objective Being introduced to non-fiction books that are structured in different ways Recognising simple recurring literary language in stories and poetry Grammar Objectives covered Continuous Objectives - Capital letters and full stops. Correct tenses. progressive form of verbs Subordination New learning Expanded noun phrases for description and specification.</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</p> <p>Subordination (using when, if, that, because) and co-ordination (using or, and, but). Expanded noun phrases for description and specification.</p>	<p>English Resources/ texts used/ video clips etc Grace Darling Mary Seacole Where the wild things are Writing genres covered</p> <ul style="list-style-type: none"> • Drama • Character description • Setting description • Non chronological reports <p>Reading objective Being introduced to non-fiction books that are structured in different ways Recognising simple recurring literary language in stories and poetry Grammar Objectives covered Continuous Objectives - Capital letters and full stops. Correct tenses. progressive form of verbs Subordination Question, exclamation or command New learning Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman]. Formation of adjectives using suffixes such as -ful, -less.</p> <p>Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs.</p> <p>Commas to separate items in a list.</p>	<p>English Resources/ texts used/ video clips etc Antony Browne - Stories by the same author Willy the Wimp The Tunnel Instructional writing Writing genres covered</p> <ul style="list-style-type: none"> • Character description • Setting description • Story writing <p>Reading objective Discussing the sequence of events in books and how items of information are Related Recognising simple recurring literary language in stories and poetry Grammar Objectives covered Continuous Objectives - Capital letters and full stops. Correct tenses. progressive form of verbs Subordination Question, exclamation or command Commas in a list Suffixes -er, -est in adjectives and the use of -ly Formation of adjectives using suffixes such as -ful, -less New learning Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.</p> <p>Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman].</p>	<p>English Resources/ texts used/ video clips etc Desert Animals Looking at features of non-chronological report Writing genres covered</p> <ul style="list-style-type: none"> • Non-Chronological • report about • adaptation <p>Reading objective Being introduced to non-fiction books that are structured in different ways</p> <p>Grammar Objectives covered Continuous Objectives - Capital letters and full stops. Correct tenses. progressive form of verbs Subordination Question, exclamation or command Commas in a list Apostrophes</p> <p>Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman]. Formation of adjectives using suffixes such as -ful, -less.</p> <p>Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs.</p>	<p>English Resources/ texts used/ video clips etc Little Red Riding Hood In to the Forrest - Anthony Browne Poetry Writing genres covered</p> <ul style="list-style-type: none"> • Character description • Setting description • Story writing • Play scripts • Drama • Poetry <p>Reading objective To becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Grammar Objectives covered</p> <p>All objectives should have been covered so this term is spent consolidating.</p>

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Mathematics Number: place value <ul style="list-style-type: none"> Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward Recognise the place value of each digit in a two-digit number Identify, represent and estimate numbers using different representations, including the number line Compare and order numbers from 0 up to 100; use <, > and = signs Read and write numbers to at least 100 in numerals and in words Use place value and number facts to solve problems Number: addition and subtraction <ul style="list-style-type: none"> Solve problems with addition and subtraction Add and subtract numbers using concrete objects, pictorial representations, and mentally. Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 	Mathematics Number: addition and subtraction. <ul style="list-style-type: none"> Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. Measurement: Money <ul style="list-style-type: none"> 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 Number: Multiplication and Division. <ul style="list-style-type: none"> Recall and use multiplication and division facts for the 2, 5 and 10 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 Show that multiplication of two numbers can be done in any order and division of one number by another cannot 	Mathematics Number: Multiplication and Division. <ul style="list-style-type: none"> Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. Statistics <ul style="list-style-type: none"> 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. Geometry: Properties of shape <ul style="list-style-type: none"> 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. 	Mathematics Geometry: Properties of shape. Number: Fractions <ul style="list-style-type: none"> Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$ 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 $\frac{1}{2}$ Measurement: length and height <ul style="list-style-type: none"> Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); 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 = 	Mathematics Position and direction <ul style="list-style-type: none"> Order and arrange combinations of mathematical objects in patterns and sequences Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise). Problem solving and efficient methods. Measurement: Time <ul style="list-style-type: none"> 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. 	Mathematics <ul style="list-style-type: none"> Measurement: Mass, Capacity and temperature Investigations.

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<p><u>History</u></p> <p>Seaside Holidays in the Past Aspects of change in local and national life.</p> <ul style="list-style-type: none"> What were seaside holidays like in the past? <p><u>Objectives/ skills</u></p> <ul style="list-style-type: none"> Know where people and events fit within a chronological framework Identify similarities and differences between ways of life in different periods KEY CONCEPT - change and development - Learn about changes within living memory Ask and answer historically valid questions Understand historical concepts such as continuity and change, similarity and difference Understand some of the ways in which we find out about the past Identify different ways in which the past is represented Use a wide range of everyday historical terms Use sources to show they know and understand the past Suggest reasons why changes took place. 		<p><u>History</u></p> <p>Grace Darling Significant historical events beyond living memory</p> <ul style="list-style-type: none"> Who was Grace Darling and why do we remember her? <p><u>Objectives/ skills</u></p> <ul style="list-style-type: none"> Know where people and events fit within a chronological framework Develop awareness of the past, using common words and phrases relating to the passing of time. Understand some of the ways in which we find out about the past and identify different ways in which it is represented KEY CONCEPT - significance and interpretation Ask and answer questions Choose and use parts of stories and other sources to show that they know and understand key features of events. Use a wide vocabulary of everyday historical terms 		<p><u>History</u></p> <p>Great Fire of London Significant historical events beyond living memory</p> <ul style="list-style-type: none"> What caused the Great Fire of London and how did they stop it from happening again? <p><u>Objectives/ skills</u></p> <ul style="list-style-type: none"> Know where events they study fit within a chronological framework Develop an awareness of the past, using common words and phrases relating to the passing of time - sequence independently on an annotated timeline Choose and use parts of stories and other sources to show that they know and understand key features of events. KEY CONCEPT - cause and effect Ask and answer historically valid questions Use a wide vocabulary of everyday historical terms Understand some of the ways in which we find out about the past Identify different ways in which it is represented 	
<p><u>Geography</u></p> <p>Cross curricular unit (3 lessons) - Features of the Seaside today. (Links for a comparison with History - Seaside holidays in the past.)</p> <p><u>Objectives/ skills</u></p> <p>Place Knowledge: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom concentrating on islands and sea sides</p> <p>Human & Physical Geography: Use basic geographical vocabulary to refer to:-key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather -key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Geographical Skills & Field work: Use world maps, atlases and globes to identify the UK and use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, left and right], to describe the location of features and routes on a map.</p>		<p><u>Geography</u></p> <p>Welcome to our world</p> <ul style="list-style-type: none"> What are the key features of the continents? End Product: 3D map of Leeds and presentation <p><u>Objectives/ skills</u></p> <p>Locational Knowledge: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas and locate the world's seven continents and five oceans.</p> <p>Human & Physical Geography: Use basic geographical vocabulary to refer to:-key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather -key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Geographical Skills & Field work: Use world maps, atlases and globes to identify the UK and use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, left and right], to describe the location of features and routes on a map.</p>		<p><u>Geography</u></p> <p>You're Great Britain!</p> <ul style="list-style-type: none"> What is unique about Leeds and London? End Product: presentation <p><u>Objectives/ skills</u></p> <p>Place Knowledge: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom concentrating on islands and sea sides</p> <p>Human & Physical Geography: Use basic geographical vocabulary to refer to:-key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather -key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Geographical Skills & Field work: Use world maps, atlases and globes to identify the UK and use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, left and right], to describe the location of features and routes on a map.</p>	

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Science All living things and their habitats <ul style="list-style-type: none"> Explore and compare the differences between things that are living, dead, and things that have never been alive Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other Identify and name a variety of plants and animals in their habitats, including microhabitats Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. 		Science Uses of everyday materials <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	Science Animals, including humans <ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	Science Plants <ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 	Science
Art Andy Warhol Icecreams = Printing 1 colour Collage, painting Fashion/architecture, Colour, Line	Art Pointillist fish/ light houses *mini unit Georges Seurat Painting Digital art Colour	Art Clay Wild Things Joakin Ojanen Maurice Sendak- illustrator clay Texture form Line	Art Paper sculpture habitats *mini unit Form space	Art Design a new building London Architecture. collage Line shape Form	Art
Computing Coding: 2Code (5 wks). <ul style="list-style-type: none"> To plan and use algorithms in programs successfully to achieve a result. Online Safety: Writing Templates Displayboards2Respond (2Email) (2 wks). <ul style="list-style-type: none"> To explain what a digital footprint is. 	Computing Spreadsheets: 2Calculate (4 wks). <ul style="list-style-type: none"> To understand what is meant by a database and use a database to answer questions. Questioning 2Question, 2Investigate, 2Calculate (4wks). 2Simple <ul style="list-style-type: none"> Avatar pictures to names using a binary tree. 	Computing Effective Searching: Browser2Quiz Writing Templates (3 wks) <ul style="list-style-type: none"> To identify the basic parts of a web search engine search page. 	Computing Creating Pictures: 2Paint A Picture Writing Templates (5 wks) <ul style="list-style-type: none"> To use the eCollage function in 2Paint a Picture to create surrealist art using drawing and clipart. 	Computing Making Music: 2Sequence (3 wks) <ul style="list-style-type: none"> To create their own tune using the sounds which they have added to the Sounds section. 	Computing Presenting Ideas: 2Connect (Mind Map)2Create a Story (ebook)2QuizWriting Templates (5wk) <ul style="list-style-type: none"> To collect, organise and present data and information in digital content.

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<p>DT Mechanisms – Wheels and Axels. Designing a wheel barrow for Mr Grinling</p> <p>Design</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria 		<p>DT Make and design a pizza for a children's party) (famous cook – Jamie Oliver)</p> <p>Design</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks – cutting, chopping, slicing, kneading. <p>Evaluate</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria 		<p>DT Textiles – templates and joing. Making a souvenir purse from London</p> <p>Design</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria 	
<p>R.E How is life welcomed</p> <ul style="list-style-type: none"> Find out and talk about different ways of welcoming new life; name some artefacts Recognise similarities and differences in welcoming ceremonies for new babies Respond sensitively to the feelings and beliefs of Christians and Muslims Ask and respond to questions about belonging 	<p>R.E How can we make good choices</p> <ul style="list-style-type: none"> Re-tell stories about religious and non-religious rules, suggesting some meanings Find out about and give examples of different religious rules Begin to express ideas about what makes a good rule and why these are important in helping people to live together co-operatively 	<p>R.E</p>	<p>R.E How can we look after the planet</p> <ul style="list-style-type: none"> Ask and respond to questions about the world and creation Re-tell religious and non-religious stories and beliefs about creation and suggest some meanings Begin to express ideas about how to care for the planet 	<p>R.E What did Jesus teach and how did he live</p> <ul style="list-style-type: none"> Retell some of Jesus' parables Express ideas and respond to questions about stories from the life and teachings of Jesus. Express ideas about how beliefs affect how Christians live their lives such as fasting, supporting the homeless and poor, campaigning. Use examples of local or well-known Christians today. Name and retell key events in the final days of Jesus' ministry, including: Palm Sunday; the last supper ; crucifixion the empty tomb. Recall how these are remembered in Holy Week and Easter. 	<p>R.E How and why do people pray</p> <ul style="list-style-type: none"> Find out how Christians and Muslims pray and name some artefacts relating to prayer Recognise similarities and differences between how Christians and Muslims pray Ask questions and respond to questions about prayer Begin to express their own ideas about the meaning of prayer

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<u>PHSE and Mindmate</u> Being Me In My World Hopes and fears for the year, Rights and responsibilities, Rewards and consequences, Safe and fair learning environment, Valuing contributions, Choices, Recognising feelings.	<u>PHSE and Mindmate</u> Celebrating Difference Assumptions and stereotypes about gender, Understanding bullying, Standing up for self and others, Making new friends, Gender diversity, Celebrating difference and remaining friends.	<u>PHSE and Mindmate</u> Dreams and Goals Achieving realistic goals, Perseverance, Learning strengths, Learning with others, Group co-operation, Contributing to and sharing success.	<u>PHSE and Mindmate</u> Healthy Me! Motivation, Healthier choices, Relaxation, Healthy eating and nutrition, Healthier snacks and sharing food.	<u>PHSE and Mindmate</u> Relationships Different types of family, Physical contact boundaries, Friendship and conflict, Secrets, Trust and appreciation, Expressing appreciation for special relationships.	<u>PHSE and Mindmate</u> Changing Me Life cycles in nature, Growing from young to old, Increasing independence, Differences in female and male bodies (correct terminology), Assertiveness, Preparing for transition.
<u>Music</u> OCARINAS - links with notation	<u>Music</u> Christmas Production - singing and performing	<u>Music</u> OCARINAS - links with notation	<u>Music</u> CHARANGA - Hands, Feet, Heart - South African Music	<u>Music</u> CHARANGA - I Wanna Play in a Band. Rock Music	<u>Music</u> CHARANGA - I Reflect, rewind and replay - History of Music.
<u>MFL</u> Learn to say the names of different parts of the body, revise names of colours learnt in Year 1 and use these to describe body parts eg 'I have blue eyes', 'I have brown hair', learn how to say the days of the week, find out how Christmas is celebrated in France, revise words associated with Christmas e.g. Christmas tree, Father Christmas, snowman.		<u>MFL</u> Learn to say the names of different types of food based on the story of 'The Hungry Caterpillar', learn to say 'I'm hungry', 'I'm thirsty' and 'I'm tired', learn to ask for different foods ie 'I would like...' Learn about Easter traditions in France eg the Church bells being the bringers of the Easter Eggs.		<u>MFL</u> Learn the names of common pets and use knowledge of colours names to speak in simple sentences eg 'It is a brown horse', learn the names of family members and the possessive pronoun 'my' - eg ma soeur/mon frère	
<u>P.E.</u> DANCE/ GYM Coordination: Footwork (10) Static Balance: one leg (1) Dynamic Balance to agility: jumping and landing (6) Static balance: seated (2)		<u>P.E.</u> BALL CONTROL Dynamic Balance: on a line (5) Static balance: stance (4) Coordination: Ball skills (9) Counter balance: with partner (7)		<u>P.E.</u> MULTI-SKILLS Coordination: sending and receiving (8) Agility: reaction/response (12) Agility: ball chasing (11) Static balance: floor work (3)	