



## Knypersley First School Year 2 Spring Term Curriculum Plan

Term	Spring 1	Spring 2 and Summer 1
Topic	Wind In The Willows	Africa
Core Text	Wind In The Willows	Tinga Tinga stories and The Just So Stories
Debate	Is it ever okay to lie to a friend?	Should animals be kept in a zoo?
English	<p><b>Narrative</b> Stories by the same author Outcome: Children can write a complete story about a familiar character; write in the third person and past tense; include descriptions of characters and setting and try writing some dialogue</p> <p><b>Non-Fiction</b> Information Texts Outcome: Children can write information texts incorporating labelled pictures and diagrams, charts, lists as appropriate</p> <p><b>Poetry</b> Senses Poems Outcome: Children can use the features to create and perform their own senses poems</p>	<p><b>Narrative</b> Traditional Tales Outcome: Using a familiar setting from a traditional tale, children demonstrate how to structure a new sequence of events and use this as a story plan. Children write own short stories in the style of a traditional tale. Include elements from reading, for example formal story language, typical dialogue. Use past tense consistently and temporal connectives to introduce the different parts of the story.</p> <p><b>Non-Fiction</b> Non-Chronological Reports Outcome: Children write their own non-chronological reports arranged into simple paragraphs. Paragraphs for a non-chronological report on a particular theme need subheadings, key details and information to structure the text.</p> <p><b>Poetry</b> Humorous Poems Outcome: Children hear, read and respond to rhymes and simple patterned stories. They join in with 'performances' of them, with and without music, actions and other enhancements. They use simple pattern structures to write their own humorous poems</p>
English Skills	<p><b>Reading:</b> develop phonics until decoding is secure and reading fluent; read by blending sounds; read words of 2+ syllables containing taught GPC's; read words with common suffixes; read common 'exception' words; read frequently encountered words quickly and accurately; read and reread books at appropriate level; discuss fiction, non-fiction and poetry beyond own reading level; discuss word meanings and favourite words/phrases; check for and correct reading errors; make inferences and predictions; ask and answer questions; discuss books, poems and other texts; explain their understanding of texts.</p> <p><b>Writing:</b> spell by segmenting into phonemes; learn new ways of spelling phonemes and some common homophones; spell common 'exception' words and more contractions; use the singular possessive apostrophe; distinguish between homophones and near-homophones; add suffixes to spell longer words;; write simple dictated sentences; use letters and spaces of appropriate size; start using pre-joining strokes; write in different genres for different purposes; plan ideas for writing; record ideas sentences by sentences; make simple additions and changes after proof-reading; in own writing use sentences with different forms, expanded noun phrases, present and past tense correctly, subordination, co-ordination and some features of written Standard English; learn and apply spelling rules in Appendix 1; learn and use grammar rules in Appendix 2</p> <p><b>Spoken Language:</b> listen and respond appropriately; ask relevant questions; build vocabulary; articulate and justify own ideas; describe, explain and narrate for different purposes; express feelings; participate actively in conversations; speculate, hypothesise and explore ideas; speak clearly and fluently in Standard English; take part in discussions, presentations, performances, role-play, improvisations and debates; keep listeners interested; explore different viewpoints; communicate effectively using appropriate register</p>	
Maths	<p><b>Place Value</b></p> <ul style="list-style-type: none"> <li>• count in steps of 2, 3, and 5 from 0, and in tens from any number, forwards or backwards</li> <li>• recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>• identify, represent and estimate numbers using different representations, including the number line</li> <li>• read and write numbers to at least 100 in numerals and in words</li> <li>• use place value and number facts to solve problems.</li> </ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>• recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>• add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens, 2 two digit numbers, adding three one-digit numbers</li> <li>• show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> </ul>	



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	<p><b>Problem solving</b></p> <ul style="list-style-type: none"> <li>Recognise and explain patterns and relationships</li> <li>Describe and extend number sequences</li> <li>Predict terms in the sequence</li> <li>Investigate a general statement about familiar numbers or shapes by finding examples that satisfy it</li> <li>Find a stated term in the sequence</li> </ul> <p><b>Measure</b></p> <ul style="list-style-type: none"> <li>compare and sequence intervals of time</li> <li>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</li> <li>know the number of minutes in an hour and the number of hours in a day.</li> </ul> <p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> <li>calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs</li> <li>show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> <li>solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</li> <li>Write simple fractions e.g. <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</li> </ul> <p><b>Geometry (Shape)</b></p> <ul style="list-style-type: none"> <li>order and arrange combinations of mathematical objects in patterns</li> <li>use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise), and movement in a straight line.</li> </ul> <p>Know by heart all addition and subtraction facts for all numbers up to and including 10</p> <ul style="list-style-type: none"> <li>Add mentally three or more small numbers less than 20</li> <li>Add several numbers by finding pairs that total 10</li> <li>Recognise that when two numbers are close together, it is easier to find a difference by counting up, not counting back</li> <li>Say or write the subtraction fact corresponding to a given addition fact, and vice versa.</li> </ul>	
Science	<p><u>Sounds.</u> Observe and name a variety of sources of sound, noticing that we hear with our ears Recognise that sounds get fainter as the distance from the sound source increases.</p> <p>Linked with work in music, pupils should explore various ways of making sounds, for example using a range of musical instruments to make louder and softer and higher and lower sounds.</p>	<p><u>Plants.</u> 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. Use the local environment throughout the year to observe how plants grow.</p>
Science Investigation	Travelling sounds	Investigate different conditions for plant growth.
Investigation Skills	Throughout years one and two, children will ask simple questions and recognise that they can be answered in different ways. They will observe closely, use simple equipment, perform simple tests, identify and classify, use their observations and ideas to suggest answers to questions, gather and record data to help in answering questions.	
Computing	<p><b>Learning to be creators:</b></p> <ol style="list-style-type: none"> <li><b>LO-to recognise common uses of information technology beyond school</b></li> <li><b>LO- to create store and retrieve digital content</b></li> </ol> <p>Use Puppet Pals to create their own animation of The Wind In The Willows.</p>	



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	<p><b>Learning to be scientist:</b></p> <ol style="list-style-type: none"> <li><b>LO-to create and debug simple programs</b></li> <li><b>LO- to understand the need for accuracy when giving or following instructions:</b> using Textease Turtle to control it around a map of Africa? (CS)</li> </ol> <p><b>Learning to be e-safe:</b></p> <ol style="list-style-type: none"> <li><b>LO- to understand why passwords are important and the reason for keeping them private:</b> use BBC newsround website to introduce password safety and common sense media. (ES)</li> <li><b>LO-to understand of using technology safely and with respect</b></li> </ol>	
<p style="text-align: center;"><b>History</b></p>	<p>Ask questions such as: What was it like for people? What happened? How long ago? Look at the history of cars, and Toad Hall and extracts from the older versions of Wind in The Willows.</p> <p>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. Use dates where appropriate.</p>	<p><b>Describe significant people from the past.</b> Study of Nelson Mandela. Look at his life and his achievements in relation to South Africa. Examine the legacy of Nelson Mandela</p>
<p style="text-align: center;"><b>Geography</b></p>	<p><b>Use aerial images and plan perspectives to recognise landmarks and basic physical features-</b> Children to discuss physical features of England - children to then look at the <b>key physical features</b> such as beach, coast, forest, hill, mountain, ocean, river etc- Name and locate the main rivers in the United Kingdom.</p>	<p><b>Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied-</b> children to look at maps and look at where Africa is, countries that are in Africa and where it is on the world map. They will also look at where it is</p> <p><b>Devise a simple map-</b> Children to make a simple map to where African animals might live.</p> <p><b>What is it like? What or who will I see in this place? Geographical questions and key human features including city, town, village-</b> Children to become more intuitive about a different country, trying to gain as much information as they can about the new country.</p>
<p style="text-align: center;"><b>Art and Design</b></p>	<ul style="list-style-type: none"> <li>• Create a natural collage of a river.</li> <li>• Create a class mural on the playground of a river.</li> <li>• Learn about the work of Constable and Monet and watercolours.</li> </ul>	<ul style="list-style-type: none"> <li>• Use repeating or overlapping shapes.</li> <li>• Show pattern and texture by adding dots and lines.</li> <li>• Explore different methods and materials as ideas develop.</li> <li>• Use a range of digital tools to create different textures, lines, colours and shapes.</li> <li>• Create a natural collage in an African style. To respond to ideas and starting points. To explore different methods and materials as ideas develop.</li> <li>• Sort and arrange materials and to mix materials to create texture.</li> <li>• Study the work of Edward Saidi Tinga tinga.</li> <li>• Mimic the print from African animals/scenes.</li> </ul>
<p style="text-align: center;"><b>Design and Technology</b></p>	<ul style="list-style-type: none"> <li>• Design and construct a moving car.</li> <li>• Design and construct a boat.</li> </ul>	<ul style="list-style-type: none"> <li>• Make African food. To cut, peel or grate ingredients safely and hygienically. To assemble or cook ingredients.</li> <li>• Design and make an African village. To design a village using knowledge of Africa. To refine the design whilst making a village. To measure materials to the nearest centimetre and to cut and join materials using a range of techniques. To cut materials safely using tools provided.</li> <li>• Make a moving animal puppet with levers.</li> </ul>
<p style="text-align: center;"><b>PE</b></p>	<p><b>DANCE:</b> make links to Africa and the way wild animals move around, develop how they can travel .Use video clips to show how animals move to support how they can demonstrate their mood/feeling. Also make link to traditional African dances, Watch videos for ideas and to look at the rhythmic nature.</p>	



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	<ul style="list-style-type: none"> <li>- Copy and remember moves and positions.</li> <li>- Move with careful control and coordination.</li> <li>- Link two or more actions to perform a sequence.      Choose movements to communicate a mood, feeling or idea</li> </ul>	
	<b>Swimming termly:</b> swim unaided up to 25 metres and use one basic stroke	
<b>Music</b>	<p><b>To perform</b> Make and control long and short sounds using voice and instruments. Take part in singing accurately following the melody.</p> <p><b>To compose</b> Create a sequence of long and short sounds. Clap rhythms. Listen and describe sounds and use instruments to create a river music track.</p>	<p><b>To describe music</b> Recognise changes in timbre and dynamics. Identify the beat of a tune. Chn will listen to a selection of African music, they will discuss the pieces and identify the beat, pitch, timbre and dynamics. Chn will learn a selection of call and response songs, they will control their voices to create the sounds. Chn will go on to compose their own call and responses and they will compose music to represent the African animals. Chn will learn songs for the Daffodil Service.</p>
<b>RE</b>	<p><b>Worship and ceremonies</b> Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies</p>	<p><b>Belonging to a group</b> Identify the importance for some people of belonging to a religion and recognise differences this makes to their lives</p>
<b>PHSRE</b>	<ul style="list-style-type: none"> <li>• Through role-play of situations and daily events we will recognise that we share a responsibility for keeping ourselves and others safe, when to say yes, no. I'll ask and I'll tell.</li> <li>• We will learn about change and loss the associated feelings (including moving house, losing toys, pets and friends).</li> <li>• Throughout our learning we will promote listening to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</li> </ul>	<ul style="list-style-type: none"> <li>• When researching African animals we will learn that living things have needs and that we have responsibilities to meet them</li> <li>• what improves and harms their local, natural and built environments and about some of the ways people look after them.</li> <li>• Through our Africa topic we will identify how some diseases are spread and can be controlled and the responsibilities we have for our own health and that of others.</li> <li>• We will learn about Fair Trade farming.</li> </ul>
<b>Special Visits/Visitors</b>	<ul style="list-style-type: none"> <li>• Visit to Knowsley Safari Park.</li> <li>• Visit to Stoke Synagogue.</li> <li>• Visit to a river- Congleton park.</li> <li>• African Drumming – Parental Engagement</li> <li>• Forest School</li> </ul>	