



Year 2 Curriculum HT3

PSHE
Dreams and Goals


E-safety
Rules to keep safe online

Commando Joe
Mission focus:
Excellence,
self-awareness,
communication

Personal Development
Wider Curriculum Clubs Available
Sports club, archery, music, yoga, games club, Cando Jo, dodgeball, cookery, Clay Creators, WFA.

Key Days
Residential Meeting
Thursday 9th February
4pm

No Outsiders
The Odd Egg
Understand what makes someone feel proud

English
Inspirational Text

Genres:
Narrative
Recount
Letter
Non-chronological report
Instructions
Class Story

The poem Year 2 are studying and learning to recite this half term is
'How Doth The Little Crocodile' by Lewis Carroll

Maths
Week 1-2
Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in context.
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 and division symbols.
Week 3-4
Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature; 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 =
Using concrete objects and pictorial representations including those involving numbers, quantities and measures
Week 4-5
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 totaling and comparing categorical data.
Week 5-7
Compare and sort common 2-D and 3-D shapes, including the number of sides and line symmetry in a vertical line.
Order and arrange combinations of mathematical objects in patterns and sequences.
Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.

Mental Maths
Year 2 will be practicing their 2, 5 and 10 times tables.

Science

The Year 2 science topic this half term is Materials. Children will investigate the properties of different materials, focusing on the strength and if a material is waterproof. This will help us with our STEM project.

RRSA articles:
42, 34 and 27


History

RRSA articles:
30, 2, 31, 14
Year 2 will be completing a short study of Guy Fawkes and Bonfire night. The children will explore the events leading up to the gunpowder plot, why Guy Fawkes wanted to blow up the Houses of Parliament and what happened after the plot was discovered. The children will explore why the plot was an important historical event and how/why it is still celebrated today.

Computing
Year 2 will be learning to code using Beebots. They will create simple instructions for their beebot to follow. This will link to their STEM project when they create their own boat...

STEM
To design, make and evaluate a treasure chest for pirates to store treasure in, keeping it dry.
To design, make and evaluate a pirate ship for pirates to use to hold a treasure chest in water for three minutes.

Music
Year 2 will be learning to play recorders and following simple pieces of music. They will be learning about tempo and listening to different kinds of music.


PE
The children will be taught gymnastics by the class teachers and invasion games by the Sport coaches or the class teacher.


Phonics
The children will revisit the suffixes. They will revisit these one at a time and will use them within their spellings. -y, -ed, -ing, -ment, -less, -ly, -ness, -est and plurals.
They will also be introduced to the contractions - don't, can't and didn't.

Are Rosh Hashanah and Yom Kippur important to Jewish children?
RE



Knowledge Jigsaw

Year 2 Computing HT3



What we already know

We know how to use Scratch Jr on iPads. We know how to open the app, looking for the icon.

To move the cat you need to choose a programming block, drag it into the programming area and then tap on it.

An **algorithm** is a set of precise instructions showing what you want your program to do.

When **designing** a program you need to consider what the appropriate background and sprite would be. You also need to consider the starting position of the sprites

A Bee bot is a robot.

Robots have a computer inside. Robots do what we want because they follow instructions. They do not make any choices themselves.

Words for instruction:

- Forwards
- Backwards
- Turn
- Right
- Left

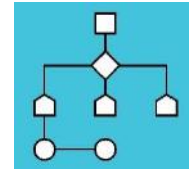


E-safety

Information can stay online and could be copied. The internet is nearly 30 years old. Information shared online can remain there for a long time.

An **algorithm** is a set of precise instructions showing what you want your program to do.

The order of an algorithm is important.



E-safety

Anyone's online information could be seen by others. Being careful about what you share online can help keep your information private.

As well as instructions, computer programs contain artwork.

You can direct a robot around a mat by inputting an algorithm.

When entering a route you need to decide on a start square and an end square.



E-safety

Sometimes mistakes are made and people share information that they shouldn't share. If someone has made a mistake, or if we make a mistake, we can ask a trusted adult to help us fix it. A trusted adult can be a stranger e.g. the police or Childline.

Remember to clear any programs on the robot before you start to enter a new program. To do this press X.

Sometimes, there can be a problem in a program.

Something in it is not quite right. It did not do what we wanted.

This happens all the time in computer programming, and those problems need fixing.

Fixing a program is called **debugging**.

E-safety

Bullying is repeated negative or unwanted behaviour that is intentional to upset or harm others. Bullying can cause different emotions e.g. anger, sadness, scared etc.

A **bug** is a mistake in a program which means it does not do what you expect it to.

Bugs are found in most programs and are a normal part of programming — fixing them makes programs better!



E-safety

If someone bullies you, it is not your fault, you are not to blame.



What we already know

Children know, name and recognise materials made from; wood, plastic, glass and metal.
Children can explain what these everyday materials are used for and give examples.

- Waterproof – something that repels liquid and does not absorb liquid
- Absorbent – something that soaks in a liquid
- Transparent – something that you can see through
- Opaque – something that you cannot see through
- Hard – something that is solid and does not easily break
- Soft – something that can bend and move without breaking
- Shiny – something that reflects light
- Dull – something that does not reflect light

Properties of Materials

Shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

- Squashing:** pushing an object together in your hands
- Bending:** holding both ends of the object and bring it towards yourself
- Twisting:** holding an object and turn the object in opposite directions
- Stretching:** Slowly pulling the object in opposite directions

A pattern seeking enquiry can be carried out to investigate how to change different materials.

Properties of Materials

Properties of everyday materials

- Wood - strong, sturdy, floats, opaque
- Plastic – transparent, common material
- Glass – transparent, strong
- Metal – strong, opaque, will sink
- Brick – heavy, opaque
- Rock – heavy, will sink
- Paper –lightweight, opaque
- Cardboard – lightweight, opaque
- Polystyrene- lightweight, opaque

Classifying is when you sort items into groups based on similarities and differences.

Is it Absorbent?

An absorbent material allows water to enter or pass through it.

- Cotton wool – absorbs water
- Sponge – absorbs water
- Fabric – absorbs water
- Paper – absorbs water Wood – absorbs water
- Plastic – does not absorb water
- Glass – does not absorb water
- Polystyrene – does not absorb water

Pattern seeking is when you carry out simple tests or observe closely to look for patterns in results.

We measure weight in grams.

Is it Waterproof?

A waterproof material is designed to prevent water from entering or passing through.

- Wood – not waterproof
- Plastic –waterproof
- Glass –water proof
- Metal – waterproof Brick –waterproof
- Rock – waterproof
- Paper –not waterproof
- Cardboard – not waterproof
- Polystyrene- waterproof

Charles Macintosh

Charles Macintosh

- Born in 1766 in Scotland
- Got rubber from trees
- He was 20 years old when he started a factory
- His dad was a merchant
- He put two pieces of cloth together and found that water did not sink through
- He made the first waterproof fabric
- He wanted to be a scientist
- He made coats and waterproof clothes.

A suitable material is a material with the appropriate properties for the purpose it is being used for.



Design brief

To design, make and evaluate a treasure chest for pirates to store treasure in, keeping it dry.
 To design, make and evaluate a pirate ship for pirates to use to hold a treasure chest in water for three minutes.

What I already know

The design brief tells me what I need to design, make and evaluate. It also tells me who it is for and why they need or want it.

When evaluating, I know I need to think how I could change my design to make it liked, enjoyed or used by even more 'users'.

Structures must be secure so that they are safe.

An engineer is a person who designs and makes structures. These people also make sure that structures are safe.

Key vocabulary, tools and equipment

Properties	The features of something that makes it unique
Mock-up	A practice attempt – a first try.
Net	In design, a net is used which is an outline.
2D 3D	
Mood-board	A collection of examples to help form a design.
Purpose	The reason for the item you are making.
Waterproof	Does not let water through.
Float	Something that stays above the water.

Design

The brief is a clear focus for a designer.

A mood board is when we gather pictures and ideas, then put them together.

When designing, you must draw, write or discuss how your product will look and how it will work.

Design sketches are labelled with materials, equipment needed and tools required.

Before designing a final product, designers make 'mock-ups' which are used to test how well ideas work.

Designs are changed using what is found out during the evaluation of the mock-up product.

Joining separate 2D parts together can create a 3D structure.

Designers refer back to the brief of a project regularly and can state what they are making. They also know and understand the purpose of the project.

Designers use mood boards during the first stage of the design process. From the pictures and ideas gathered, they can then start to make their first design.

Designers re-design their products based on the results of the mock-up models. They may change one thing about their original design including size, materials and decoration.

Make

Mock-up making is the first part of the make stage. This is when we practice how to make something.

When making, designers are precise using measurements and rulers to be as accurate as possible.

When using tools and equipment, safety precautions must be followed.

The mock-up design stage is important because it allows the maker to practice creating the product. They can then think how easy/challenging a task was and whether the materials are good to work with. Also, this process helps us in managing waste of materials. We do not use the best materials and paints when creating a mock-up.

Products which have been made can be decorated to meet the requirements of the user. Designers always refer back to design briefs when at this stage to ensure that their design meets the purpose.

Evaluate

Evaluating the mock-up which have been made help us in finalising the design of our final product.

When evaluating we consider the success of a product. We then ask what made it successful or not.

At the mock-up stage, designers consider how easy/challenging a task was and whether the materials are good to work with. Also, this process helps us in managing waste of materials. We do not use the best materials and paints when creating a mock-up.

The success of a product can be based on lots of things, and lots of things can cause a product to fail. Designers show resilience and use success and failure to help their future designs.



Our Discovery Question:

Are Rosh Hashanah and Yom Kippur important to Jewish children?

Knowledge

Rosh Hashanah is the Jewish New Year. Jews make plans for things they want to achieve over the next year and ask God to help them.

They spend 10 days thinking about the last year and what they may need to ask God to forgive them for and who they need to forgive.

Challah bread is eaten. It is round to represent the circle of life and cycle of the year.

Pomegranate is eaten. The 613 seeds represent the 613 commandments Jewish people try to live their life by.

Apples dipped in honey are eaten. This represents the sweetness of the new year ahead.

After Rosh Hashanah Jews celebrate Yom Kippur.

It is a time to think about who and what is important. It is a time to say sorry and plan for the year ahead.

White is worn. No food or drink is allowed for 25 hours. Time is spent at the synagogue.

Personal Reflection

I can reflect on how it feels to say sorry and how it feels to be forgiven.

I can express my feeling about what a New Year means to me.

I can discuss how a Jewish person's feelings might change between Rosh Hashanah and Yom Kippur.



What we already know

- Success means something that has gone well
- An achievement is a thing done successfully with effort
- A **challenge** means a target or goal to that can be difficult to reach but with hard work is achievable
- A goal is something a person is ambitious to achieve and will aim for a desired result
- I understand how to work well with a partner
- Obstacles make it more difficult to achieve my goals



Goals to Success

- Realistic means **having or showing a sensible idea of what can be achieved or expected**
- Realistic goals will be different for everyone
- Know what your own realistic and unrealistic goals could be



My Learning Strengths

- A **challenge** means a target or goal to that can be difficult to reach but with hard work is achievable
- Strength means **to be really good at something**
- Persevere is **continuing to try with something even when it becomes difficult**



Learning with Others

- Teamwork means **working well with others**
- Working with others can impact their goals because they will share ideas that others may not have thought about.



A Group Challenge

- Teamwork means **working well with others**
- To problem solve means **to find a solution to a problem**
- To work well with others involves listening to others, taking turns, communicating well and sharing ideas.



Celebrating Our Achievement

- Success means something that has gone well
- Know how to share success with others
- It is important to celebrate yours and others successes



Knowledge Jigsaw

Year 2 Music HT3



What we already know

What we already know:

Identify dynamic and tempo changes in music.

Copy melodic and rhythmic phrases using body percussion, voices and instruments.

Perform in time to a beat.

Respond to music using movement.

Use voices expressively when performing songs, rhymes and chants.

Read and understand quaver and crotchet rhythms, 3/4 and 4/4 time signatures and dynamic markings.

Performing

Learn the parts of the recorder:

- head joint/mouthpiece
- body
- foot joint.



Hold the recorder correctly creating a steady stream of air and "taa" sound.

Copy and perform simple melodic phrases on A and B.

Perform pieces reading crotchets, minims and crotchet rests.

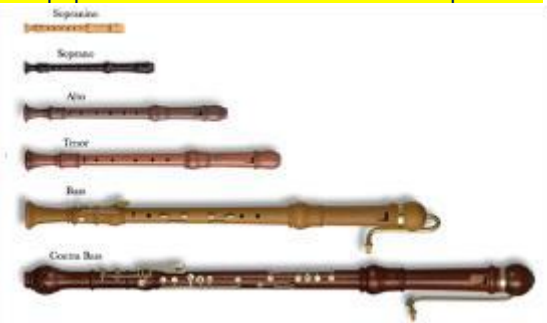
Follow notation understanding 4/4 time signature and dynamic markings.

Listening and Appraising and Musical History

Listen to musical extracts featuring the recorder commenting on:

- style
- mood
- instrumentation
- tempo
- dynamics.

Learn that the recorder dates back to the Middle Ages and was popular in the Renaissance and Baroque eras.



Performing

Perform pieces on A and B reading crotchets, minims and semibreves and understanding note values.

Begin to control the dynamic range of the recorder blowing softly (piano) and harder (forte).



Wet and Windy 6

Sadly Rain

Wind

Rain

Performing, Listening and Appraising

Perform pieces on B, A and G placing fingers on the correct position for each note.



Listen to, identify and perform B, A and G patterns on crotchets and quavers.

Performing and Composing

Compose short phrases using crotchets and quavers on the notes B, A and G. Clap the rhythms then perform them on the recorder.

Perform *Razza Sazza* understanding crotchet, minim and semibreve rests by pausing in the correct places and keeping in time with the music.

Descant Recorder Razza Sazza Sarah Watts

Knowledge Jigsaw

Year 2 History HT3



What we already know

Evidence shows how things were and used to be.

The past has already happened.

Change is when things are different and is caused by someone, a need or community.

Houses used to be built with wood but are now made of bricks.



England in 1605.

England had two main religions- Protestant and Catholic



Protestants believe faith is following God.
Catholics believe doing good deeds is following God.
The Government wanted everyone to be Protestant.
Government- a group of people who are in charge and make laws.
People who were Catholic had to pray in secret.
If people were caught being catholic they would be fined or imprisoned.
King James was king.

The Gunpowder Plot happened before the Great Fire of London.

Guy Fawkes was born in York in 1570.
He was born a Protestant but became a Catholic.
He fought in Spain to help the Catholics.

Guy Fawkes was born in 1570.



Catholics not being allowed to pray made Guy Fawkes angry.
Guy Fawkes put barrels of gunpowder into the cellar.
He was caught.
He was arrested.



Guy Fawkes and a group of his friends were upset that King James was treating the Catholics so badly.
They decided to blow up the Houses of Parliament.
The Houses of Parliament is where the government meet.
They decided to blow up the Houses of Parliament to kill the government and King James so Catholic leaders could replace them.
They hid gun power under the Houses of Parliament.
Gun power- is an explosive.
On the 5th November 1605 Guy Fawkes lit the fuse.
It didn't work and he was caught and arrested.
He was taken to the Tower of London.
Guy Fawkes was killed on the 30th January.



Guy Fawkes and his men felt angry that they couldn't follow their own religion so they tried to blow up the houses of parliament. This was treason and he was arrested and killed.



We celebrate 'Bon Fire Night' every year on the 5th November to remember the failed plot.

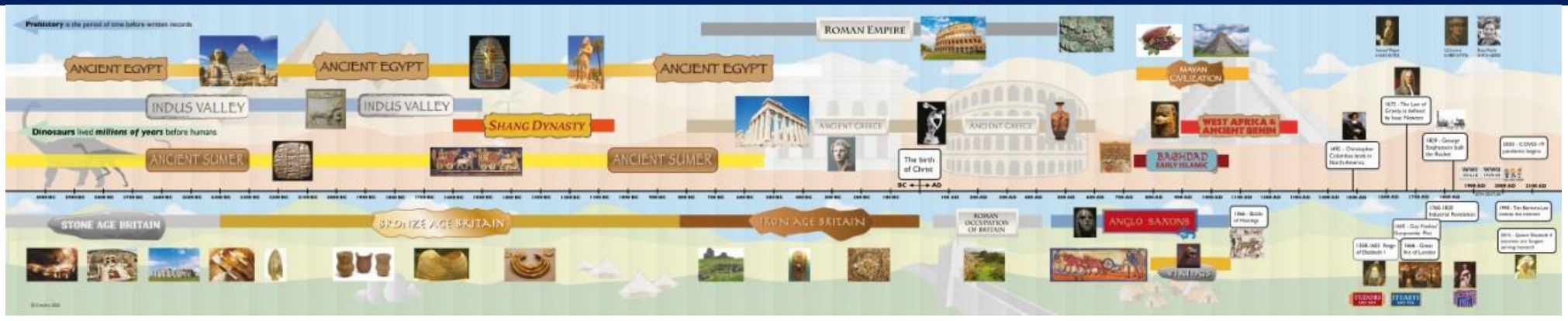


We have fireworks to represent the explosions of the gun powder.

Since the gunpowder plot if a King or Queen enters the Houses of Parliament their guards check for any hidden explosives.

Children would make a bonfire with their family and friends. Fire work displays represent the explosions that would have happened.

Potatoes used to be in the fire to cook them for dinner.



Knowledge Jigsaw

Year 2 PE HT3 (Gymnastics)



What we already know

Squeezing muscles help with balance and control.

Body tension and muscle strength is important.

In a sequence you can change levels and travel on different body parts.

It is important to bend knees when jumping and landing.

It is important to keep a shape throughout a roll and to transition from one movement to the next.

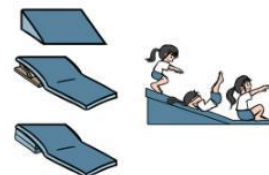
When performing a sequence, you can include rolls, jumps, balancing and travelling movements.

Think about the different rolls, jumps, balances and travelling movements that they have learnt and put some of them into a sequence.



It's important to only have one person on a piece of apparatus.

Wait for my partner to finish before starting on a piece of apparatus.



Change the levels you use within a sequence.

When holding a balance on a piece of apparatus, hold it for 5 seconds. Show strong body tension and interesting shapes in your balances.



Children will link rolls. While doing this, the children will think about keeping a strong shape throughout the roll and they will transition smoothly from one action to the next.

It is possible to travel around apparatus in different ways.

This can be done by travelling along, over, under, through and around the apparatus.

While using different movements, children will focus on maintaining strong shapes.

Knowledge Jigsaw

Year 2 PE HT3 (Invasion Games)



What we already know

Use soft touches to keep the ball close.

To maintain control of the ball, a player needs to keep the ball close to their body, keep their head up to see the defender/target area and they need to move away from defenders into space.

Chest pass and bounce pass.

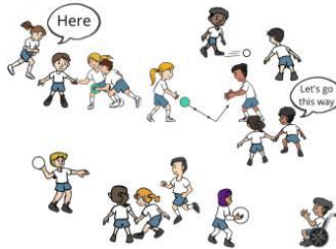
Different passes can be used to get the ball to a partner to avoid a defender. These include a bounce pass and a chest pass.

When receiving, shout your partner's name, have hands ready, look at the ball.

Sometimes the best passing option may be at the side or behind you.

Keep the ball close to your body before passing it to a partner.

Once the ball has been passed, move to a new position.



It is important to keep the ball close to your body when wanting to keep possession.

It is important to look up and around you for team mates, space and defenders.

There are many ways to shoot a ball including kicking the ball with feet (inside, outside or toe), throw with two hands (chest pass or overhead), throw with one hand (overarm or underarm), bounce the ball, roll the ball, jump, push the ball with a hockey stick.



It is important to be ready to intercept (stop the ball).

Always look up and be ready.

Defenders can't push or pull an attacker, they must try to get close enough to intercept/push the ball away. The defender should run as close as they can to the attacker without touching them to put pressure on the attacker so that the attacker loses control of the ball or so the defender can intercept the ball.

It is important to be ready when someone is about to shoot.

Marking means to stay close to an opponent to try and get the ball off them.

To mark well you need to:

- 1) Have quick steps to try to get in front of the attacker.
- 2) Watch the attacker's movement and see if you can guess which cone they are headed towards.
- 3) Stay in front of the attacker and the ball. Stand so that they can see both the ball and the attacker.

