

Year 2 Curriculum HT4



PSHE
Healthy Me

E-safety
Keeping Personal Information Safe.

Commando Joe

Communication, Teamwork, Resilience, Empathy and Self awareness.

Personal Development

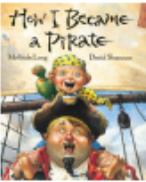
Wider Curriculum Clubs Available
Sports club, Football, Music, Archery, Cookery, Computing, Art, Dodgeball and Yoga

Key Days
Residential- 7th-8th March
Parents evening- 28th and 29th February
Book Fair- 21st March opens

No Outsiders
'What the Jackdaw Saw'
To communicate in different ways

English

Inspirational Text



Narrative
Recount
Letter
Explanations

Class Story

A collection of story books with a pirate theme.

Poetry

This half term, the children will continue to learn 'How Doth The Little Crocodile' by Lewis Carroll and perform it.

Maths

Fractions

- recognise, find and name a half as one of two equal parts of an object, shape or quantity.
- recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
- recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity.
- write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2.

Measures- Time

- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
- 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.

Mental Maths

MA3: Partitioning

$$43 + 21 = 64$$

$$60 + 4 = 64$$

MA3: Partitioning

$$63 - 35 = 28$$

$$63 - 30 - 5 = 28$$

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.



Phonics

This half term, the children will be learning the spellings and meanings of common homophones.

MUSIC

Year 2 will be improving their recorder skills. They will be learning new notes and performing pieces in different time signatures, applying dynamics and expression to their playing.



ART

This half term the children will be creating rainforest artwork using rubbings, blending and printing.



RE

How important is it to Christians that Jesus came back to life after his crucifixion?

Computing

The children will be continuing their programming by creating algorithms using Scratch Jr.

PE

Specialist teachers will be coaching the children in net and ball games and class teachers will be coaching sending and receiving.






What we already know

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

Sometimes, there can be a problem in a program. This happens all the time in computer programming, and those problems need fixing. Fixing a program is called **debugging**.

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!

You should design an algorithm one bit at a time and check it works. When adding the next part you should make sure it starts where you left the robot.

To design a quiz in Scratch Jr you need to decide on:

- Your question
- Background
- Sprite
- Start on block
- Answer

Example codes:



To add more sprites click on the +.

If you are using multiple sprites you need to make sure you are programming the right one.

Online Safety – Managing Online Information

Voice activated search is a technology that allows the user to verbally ask a question on the internet and receive an answer. Examples of voice activated search are Alex, Siri and Google home. Some information online may not be true or real.

To view your Scratch project full screen click the full screen button.



A sequence shows the order in which things happen. Just like activities in the real world, programs run in a sequence. You read programs in ScratchJr from left to right.

This is the sequence of commands. When you run the code, it runs in the order shown.



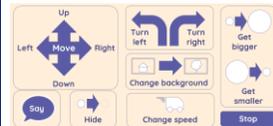
Each sequence of commands needs an event to start them. In Scratch there are different ways to start a sequence of commands.

You can start a program using the green flag block. This must be connected to the rest of the sequence.

Online Safety - Online Bullying

You can seek help online from a trusted adult, helplines or a report button on the app or website. It is important to have a support network so that you have more than one person to seek help from.

These are the actions that a sprite can take in the algorithm.



To save your Scratch Jr project, tap on the yellow corner.



Type in the name for project and then tap on the blue tick.



To check your Scratch Jr project has saved, click on the house to view your projects.

You can start a program using the tap block.



When you have more than one background, you can change between them using the change background block.



Online Safety – Managing Online Information

Keywords are the most important words in a sentence. When searching for information online, it is important to use keywords. A search result is the list of websites that load as a result of your keywords.

Design is a really important step when creating programming projects. This is where you think things through carefully and then follow the design to create your project.

When you have finished your project it is important to evaluate it to ensure the design matches the project and to check for improvements that can be made.

- Does the artwork match?
- Does the code match the design? Does it need debugging?

The green blocks in ScratchJr are **Sound** blocks. You can add a 'pop' sound or use the microphone to record your own sounds.



To record a sound, click to select the green blocks.



The recording block can be added to the program.



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	Glue gun
Mock-up	A practice attempt – a first try.	Sellotape
Net	In design, a net is used which is an outline.	Pencils
2D 3D		
Mood-board	A collection of examples to help form a design.	Rulers
Purpose	The reason for the item you are making.	Scissors
Waterproof	Does not let water through.	Glue
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:

How important is it to Christians that Jesus came back to life after his crucifixion?

Knowledge

Christians believe that Jesus was given to people by God to die, to save them from suffering because they do wrong things sometimes.

Christians believe that Jesus was sent to forgive people for their sins and offer them salvation (life after death).

In the Christian bible there are stories that show that, after Jesus was crucified on the cross, he came back to life. 'The walk to Emmaus' and 'Jesus at the beach barbecue' are two of these stories.

Easter eggs are a symbol of new life and celebrate Jesus' resurrection.

Hot cross buns are eaten at Easter to symbolise the crucifixion of Jesus on Good Friday on the cross.

Personal reflection

I can reflect on the Christian beliefs about what happens after death and reflect upon my own thoughts and beliefs.

I can express my feelings about the Christian beliefs about Jesus' resurrection and how important this is to Christians.

I can discuss the question: Do all Christians believe that Jesus came back to life?



What we already know

- I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy.
- I know how to keep myself clean and healthy, and understand how germs cause disease/illness.
- I know that all household products including medicines can be harmful if not used properly.
- I know how to keep safe when crossing the road.



Being Healthy

- Healthy means keeping the body physically fit, eating a balanced diet and drinking enough water.
- Unhealthy means not keeping the body physically and mentally fit by not eating or exercising correctly or regularly.
- Lifestyle means the way in which a person lives.
- Sometimes some people find it difficult to stay healthy.



Being relaxed

- Part of being healthy is being able to relax and unwind.
- Relaxing allows our minds and bodies to be quiet and calm and means we can rest and recover from things that cause us worry/stress/concern.
- Tense means stretched, tight or rigid.
- Know ways to keep us relaxed.

Medicine safety

- Medicine is a treatment for an illness.
- Children must never take medicine on their own as this could be very dangerous and harm their bodies.
- There are lots of ways we can try to help ourselves feel better without taking medicine, but sometimes medicine can help us get better.



Healthy Eating

- Balanced diet means having varied types of foods.
- A balanced diet contains protein, fish, carbohydrates, dairy and fatty/sugary foods.
- It is the portions of each food group that are so important.
- Nutritious means nourishing food that can be healthy for you.



Happy, Healthy Me!

- When your body is healthy you have lots of energy.
- When your body is feeling unhealthy, you feel tired.
- If we put things into our bodies that we don't need, our bodies don't run very well; we need nutritious foods.
- Sometimes our bodies just need a rest to feel better, other times they might need some 'fixing'.

Rights of a child



Article 13



Article 27



Article 5

Knowledge Jigsaw

Year 2 Music HT4



What we already know

We can copy melodic and rhythmic phrases using body percussion, voices and our recorder.

We know the different parts of our recorder and where to cover the finger holes to play B, A and G.

We can perform in time to a beat following notation and reading B, A and G and tonguing every note.

We can use our voices expressively when performing songs, rhymes and chants.

We can read and understand quaver and crotchet rhythms, 3/4 and 4/4 time signatures and dynamic markings (*p* and *f*)

We can discuss the mood of music and identify musical styles, instrumentation and dynamic and tempo changes.

Performing

Perform a piece in 2/4 time counting minims, dotted crotchets and quavers and following dynamic markings.

Learn note values of dotted crotchets and single quavers.

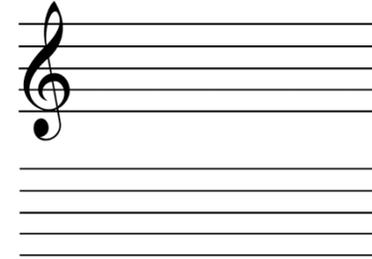
Descant Recorder 1. Prelude Brian Bonsoor



Composing, Performing, Listening and Appraising

Compose a 4-bar melody on the notes B, A and G.

Perform a class composition and listen and appraise the performance commenting on note accuracy, rhythm, articulation and tempo.



Performing and Composing

Perform *Hot Cross Buns* clapping the rhythm, performing it on one note then notes B, A and G.

Match syllables of words to rhythms based on a theme. Compose other crotchet and quaver rhythms based on the same theme.

Hot Cross Buns

Performing, Listening and Appraising

Clap, sing then play a folk song to a guitar accompaniment on B and A crotchets, quavers and minims.

Perform a piece to a slow tempo adding dynamics.

Identify notes in lines or spaces and clap short phrases identifying crotchet and quaver rhythms.

Performing, Listening and Appraising

Practise clapping crotchet and quaver rhythms with an accompaniment.

Perform *Skat Cat Swing* following a D.S al fine structure and adding dynamics.

Listen and appraise *Bananas* performed by Meguro Recorder Orchestra commenting on mood, tempo, structure and instrumentation.



Knowledge Jigsaw

Year 2 Sending and Receiving HT4



What we already know

Underarm throw

Overarm Throw

When throwing you can change your technique for the situation.

Scoring can be used to record successes and to play competitively.

Depending on the distance you want an object to go, you can select either an underarm or overarm throw.

When throwing, we also need to warm up and stretch our shoulder muscles, especially when completing an overarm throw.

When throwing a ball towards a target, it is important to bend down low, opposite foot to the arm you release with steps forward. Finish with your hand where you want the ball to go.

Rolling towards a target: Begin standing with feet together. Step forward with your opposite foot to throwing arm. Bend low to the ground as you roll the ball. Hands near the ground when the ball is released. Fingertips follow in the direction of your target.



It is important that both the thrower and the receiver are ready.

Check the receiver is looking at you before passing.

Move from the ready position to track the ball.

Watch the ball and get your body behind it by moving your feet as it comes towards you.

Once you know the ball is coming towards you, move into the ready position with feet shoulder width apart and knees bent. Watch the ball carefully as it comes towards you.



You need to have good balance and control when sending the ball with your feet.

Place your foot behind the ball to cushion it.

Watch the ball as it comes towards you.

Place your non-kicking foot next to the ball. Kick using the inside of your foot. Receive the ball with any part of your foot and then control it by placing one foot gently on top.

Check that your partner is looking and ready to receive the ball before passing.



Longer distances requires the ball to be thrown in a different style with more weight.

Underarm throwing

Begin with both feet together. Step forward with your opposite foot to throwing arm as you swing the ball underarm. Release the ball with fingertips pointing at your target. To catch, hold your hands out fingers pointing down and hands together.

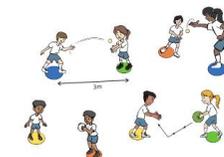
Overarm throwing

Stand with your opposite foot to throwing arm forward. Ball in hand, elbow down. Bring your throwing arm over your shoulder to release the ball at your target. Finish with fingertips pointing towards your partner.

When catching a tennis ball hands together fingers facing downwards. As the ball touches the hands, fingers curl around the ball. When catching a playground ball hold hands out palms facing the ball. Catch with wide fingers.

To catch a high ball, begin in a ready position. Feet shoulder width apart and knees bent ready to move. Place wrists together fingertips pointing up and fingers spread wide.

In games you can choose how you will send a ball. Think about speed, weight and power. Always ensure the receiver is ready.



Knowledge Jigsaw

Year 2 Net and Wall Games HT4



What we already know

It is important to think about where to throw an object when aiming at a target.

An object can be struck with a hand, racket or bat.

It's important to watch the ball as it is coming towards you.

Fair play is important in sport.

The ready position allows a player to be ready to move towards an object or another player.

To be ready you need to have feet hip width apart and knees bent.

Return to the ready position after each roll or throw.

Being ready to stop the ball or to throw the ball allows a player to move quickly to score points.

To keep score you need to watch what is going on and know the agreed scoring.

Say the score out loud every time someone scores a point.

• Shake hands with your opponent at the end of each game.

When throwing:

Face your body and target arm towards the target (underarm).

Face your body side-on (overarm).

High-5 the sky to 'stick' the throw.

The beanbag starts by your ear (overarm).



To strike a ball with a racket, you need to have a secure grip.

To become familiar with your racket you need to hold the racket by the handle.

Lift the racket above your head, keeping the ball on the racket – Stand still and slowly lift the racket with control. Try to keep the ball in the centre of the racket.

Drag the ball from side to side on the floor.

Turn 360°, keeping the ball on the racket - Hold the racket at waist height and keep the ball in the centre of the racket face.

Bounce the ball down to the floor - Keep the ball in the centre of the racket. Hold the racket with one hand.

Floor Rally - Begin in the ready position so that you can move quickly to stop the ball. Turn your body sideways on to your partner before sending the ball.

It is important to grip the racket securely when wanting to strike a ball.

When wanting to hit a ball with a racket, have both hands on the grip, hold the grip firmly and keep your eye on the ball.



Sending a ball using a racket is important when passing it to a partner, opponent or aiming for a target.

Move your feet to the ball.

• Stand sideways on and push the ball back using the centre of the racket face.

You can roll and stop the ball on the floor.

Stop the ball under the strings of the racket. Move your feet to get in line with the ball. Stand sideways on and push the ball back. Point the racket at your partner after you have pushed it.

Watch the ball as it is coming towards you and move your feet to get in line with it. Trap the ball in the centre of the racket face. Stand sideways on and push the ball back using the edge of the racket. Don't use too much power so that your partner can trap the ball easily.



What we already know

Drawing is making marks on a surface.
Drawing can have many purposes;

- to show what you can see
- to show what you are feeling or thinking
- to communicate

We know how to draw using continuous line.

We know that there are old and new buildings in London and that the skyline has changed over time.

We know that buildings have inspired artists.

We know that maps have inspired artists.

We know that there are different shapes in maps.

We know that we can use more than one material to create our own piece of artwork.

Rainforests

Know that they are found in warm places and are full of tall trees and leafy plants.

Know that they are called 'rainforests' because they get a lot of rain each year, helping all the plants to grow.

Know that much of the life of a rainforest is found in trees.

Know that the world's largest rainforest is called the Amazon rainforest.

Know that rainforests play a practical role in keeping our world healthy.

Know that rainforests are facing many challenges.

<https://www.tes.com/teaching-resource/introduction-to-the-rainforest-ks1-lesson-plan-12391361>

Artist

Know that the French artist, Henri Rousseau, created paintings of jungles and rainforests, although he never left France.

Know that Rousseau got inspiration for his paintings from looking at pictures in books, as well as from visiting the botanical garden and the zoo in Paris. He also used his imagination.

<https://www.youtube.com/watch?v=yhYXMF B0d38>



Leaves

Know that leaves can be different shapes, sizes and colours.



Know how to record the different sizes and shapes of leaves by using techniques such as wax rubbings and printing.



Shape and Colour Theory

Know that shape is a flat area surrounded by an edge or an outline.

Primary Colours	Secondary Colours
Red	Orange
Yellow	Purple
Blue	Green

Know that primary colours cannot be made.

Know that primary colours are mixed to create secondary colours.



Blending

Know that 'blending' is the technique used to smoothly merge one colour into another. Know how to blend oil pastels to create new tones.

