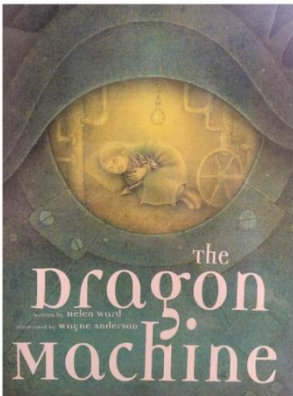




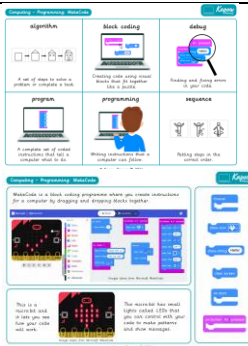
Year 2	Term: Spring 1	Topic: This is me; this is my world! SHINE VALUE: Nurture (kindness, caring, cooperation)			
Subject	National Curriculum statements	Key texts & web links	Knowledge We know...	Skills We are able to...	Outcome/s Exit Point
English Writing (Pathways to Write)	Fiction: Adventure				
	Word Aware Words: overlook, perch, havoc, troublesome, advice, consult, tragic, lumbered, wreckage, venture, telephone, tulips, sank, water lilies, pond, encyclopaedia, machine, undercarriage, engine, fields				
	<p>Spoken language: Ask relevant questions Build vocabulary Articulate and justify answers Use spoken language: speculating, hypothesising, imagining and exploring ideas</p> <p>Reading comprehension: Check the text makes sense Make inferences on the basis of what is being said and done Answer and ask questions Predict what might happen on the basis of what has been read so far</p> <p>Writing composition: Plan or say out loud what is going to be written about Write down ideas, key words, new vocabulary Encapsulate what is to be written, sentence by sentence Make simple additions, revisions and corrections Evaluate writing with the teacher and other pupils Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently</p>	<p>The Dragon machine by Helen Ward</p> 	<p>Gateway keys</p> <ul style="list-style-type: none"> Use subordination (because) and coordination (and) Write expanded noun phrases to describe and specify Use punctuation correctly – full stop, capital letters Add suffixes to verbs where no change is needed to the root (Y1) <p>Mastery keys</p> <ul style="list-style-type: none"> Write sentences with different forms: statement, question, exclamation, command Use subordination (apply because, introduce when) Use present and past tenses correctly and 	<p>Writing outcome: To write a story based upon the model text using own ideas for a change of character and machine</p> <p>Greater depth writing outcome: To write the story in first person from new character's point of view to allow for description of emotions and viewpoint throughout the story</p>	<p>Spoken language: Ask relevant questions Build vocabulary Articulate and justify answers Use spoken language: speculating, hypothesising, imagining and exploring ideas</p> <p>Reading comprehension: Check the text makes sense Make inferences on the basis of what is being said and done Answer and ask questions Predict what might happen on the basis of what has been read so far</p> <p>Writing composition: Plan or say out loud what is going to be written about Write down ideas, key words, new vocabulary</p>

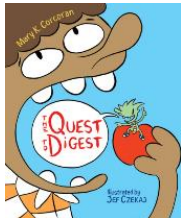
	Proof-read to check for errors in spelling, grammar and punctuation Read aloud with intonation		consistently (some progressive) <ul style="list-style-type: none"> Use punctuation correctly - exclamation marks, question marks Feature keys <ul style="list-style-type: none"> Use phrases from story language Create and describe characters Create and describe settings Use past tense consistently and correctly Write in 3rd person Sequence of events with beginning, middle and end		Encapsulate what is to be written, sentence by sentence Make simple additions, revisions and corrections Evaluate writing with the teacher and other pupils Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently Proof-read to check for errors in spelling, grammar and punctuation Read aloud with intonation
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Maths (White Rose)	Measure: Money Number: Multiplication and division				
	Word Aware Words: change, coin, pound, multiplication, array, divide				
	Money Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change Multiplication and Division Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the	White Rose Year 2 Spring Block 4 &5 NCETM - teaching for mastery	Money Count money – pence Count money - pounds (notes and coins) Count money - pounds and pence Choose notes and coins Make the same amount Compare amounts of money Calculate with money Make a pound Find change Two-step problems Multiplication and Division Recognise equal groups Make equal groups Add equal groups		

	multiplication (\times), division (\div) and equals (=) signs Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers		Introduce the multiplication symbol Multiplication sentences Use arrays Make equal groups – grouping Make equal groups – sharing The 2 times-table Divide by 2 Doubling and halving Odd and even numbers The 10 times-table Divide by 10 The 5 times-table Divide by 5 The 5 and 10 times-tables
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Geography Computing	The Big Question: Where is the best place to live?				
	Word Aware Words: landmark, city, village, country, compare, North, South, East, West, left and right				
	<p>Geography:</p> <ul style="list-style-type: none">Explain some of the advantages and disadvantages of living in a city or villageKnow the main differences between a place in England and that of a small place in a non-European countryIdentify the following physical features: mountain, lake, island, forest, river, cliff and beach <p>Computing:</p> <ul style="list-style-type: none">Use technology purposefully to create, organise, store, manipulate and retrieve digital content.Use logical reasoning to predict the behaviour of simple programs.Online safety: Lesson 3 – It's my choice	<p>The World Around Me by Charlotte Guillian</p>  <p>Where Children Sleep James Mollison</p>  <p>https://explorify.wellcome.ac.uk/</p> <p>Kapow Primary Computing</p>	<p>Geography:</p> <p>Compare a city and village.</p> <p>Know the advantages and disadvantages of living in a city or village</p> <p>Know how where we live differs to another country</p> <p>Revisit Peterborough and compare with New York</p> <p>Computing:</p> <p>To know:</p> <p>That programming a computer or device involves giving it instructions to perform specific tasks</p> <p>That video games, phones, websites and</p>	<p>Geography:</p> <p>Use world maps, atlases and globes</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>Devise a map with a key</p> <p>Use a map to give directions</p> <p>Computing:</p> <p>Recognising that buttons cause effects and that technology follows instruction</p> <p>Explaining what an algorithm is.</p> <p>Following an algorithm.</p> <p>Creating a clear and precise algorithm.</p>	Double page spread

		 <p>The infographic is divided into two main sections: 'Basics' and 'Learning - Organising - Thinking'. The 'Basics' section includes 'algorithm' (a set of steps to solve a problem), 'block coding' (visual programming), 'debug' (finding and fixing errors), 'program' (a set of instructions), 'programming' (writing instructions), and 'sequence' (a series of steps). The 'Learning - Organising - Thinking' section includes 'MindMap' (a diagram showing relationships), 'Flowchart' (a diagram showing the flow of a process), and 'This is a... This is a... This is a...' (a series of questions to explore different types of programming).</p>	<p>apps are all created using programming.</p> <p>That different devices and programs use different programming languages or 'codes'.</p> <p>That an algorithm becomes a program when it is coded.</p> <p>That programs execute the exact instructions they are given, even if they are incorrect.</p> <p>That a program is a series of instructions (algorithms) that are written for a computer to follow.</p> <p>That a person can program a device by giving it an algorithm/algorithms to follow.</p> <p>That there must be an error if a program does not execute as expected.</p> <p>That an error in a computer program is known as a 'bug' and fixing errors is known as 'debugging'.</p>	<p>Learning that programs execute by following precise instructions.</p> <p>Incorporating loops within algorithms.</p> <p>Using logical thinking to explore software, predicting, testing and explaining what it does.</p> <p>Using an algorithm to write a basic computer program.</p> <p>Using loop blocks when programming to repeat an instruction more than once.</p> <p>Using software (and unplugged means) to create story animations.</p>	
Year 2 Science	The Big Question: Why do I need to be healthy?				
	Word Aware Words: diet, healthy, protein, carbohydrate, vitamins, hygiene				

<p>PSHE Design & Technology</p>	<p>Science & PSHE: 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. use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.</p> <p>D&T:</p> <p style="text-align: center;">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] <p style="text-align: center;">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>The Quest to Digest? By Mary Corcoron</p> 	<p>Science & PSHE: Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>D&T: Know the name of a range of tools and equipment and methods to perform practical tasks (peeler, knife)</p> <p>Know how to safely prepare vegetables for a healthy meal</p>	<p>Science & PSHE: Investigate how exercise affects the body</p> <p>D&T: Use the basic principles of a healthy and varied diet to design a to make a pasta salad</p> <p>Use a peeler and knife safely using the claw grip and bridge hold.</p> <p>Evaluate a healthy snack from criteria</p>	<p>Design a create a healthy snack: Pasta salad</p>
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<p>RE</p>	<p>The Ultimate Question: How do we know some people have a special connection to God?</p>				
	<p>Word Aware Words: avatar, chosen, deity, Guru, messenger, Old Testament</p>				
	<p>Peterborough Agreed Syllabus:</p> <p>PT1 - Knowledge & Understanding of Religion and World Views:</p> <ul style="list-style-type: none"> Name some of the different beliefs and practices of Christianity, Hinduism and Judaism and begin to look for similarities between religions. Retell some religious stories. Begin to use key words and vocabulary related to 	<p>Kapow Primary How do we know some people have a special connection to God? Sikh, Muslim, Christian, Jewish, Hindu</p>	<p>Disciplinary To know:</p> <ul style="list-style-type: none"> Some people believe God performed miracles in the past. Some people believe there are people who are chosen for a special purpose by God. Religious stories can help us to understand religious beliefs. 	<p>Substantive</p> <ul style="list-style-type: none"> Asking questions about what other people think and do. Asking questions in response to a question. Listening to stories and discussing what they mean. Identifying important information from different sources (e.g. first-hand accounts, photos, survey data, video and audio footage). Identifying main characters and events in a story. 	<p>Recognise parts of Jesus' birth story that tell us some people believe Jesus is special.</p> <p>Understand that religious stories can help us learn about religious beliefs. Identify some parts of the story that tell some people that Guru Nanak was special as a baby.</p>

	<p>Christianity, Hinduism and Judaism.</p> <p>PT2 – Responding to Religion and Worldviews:</p> <ul style="list-style-type: none"> • Talk about and find meanings behind different beliefs and practices. • Suggest meanings of some religious stories. • Ask and respond to questions about what individuals and faith communities do. • Express own ideas, opinions and talk about their work creatively. 		<ul style="list-style-type: none"> • We all have different ideas about what stories or sources might teach us. • Questioning sources can help us to learn. • It is important to use language such as 'some', 'many' and 'most' when discussing the beliefs of followers of a particular worldview. <p>Disciplinary To know:</p> <ul style="list-style-type: none"> • Some questions do not have a simple answer. • Stories, texts, images, artefacts and accounts can help us understand different beliefs. • Some people believe there are people who are chosen for a special purpose by God. • Religious stories can help us to understand religious beliefs. • We all have different ideas about what stories or sources might teach us. • Questioning sources can help us to learn. • It is important to use language such as 'some', 'many' and 'most' when discussing the • beliefs of followers of a particular worldview. <p>Personal To know:</p> <ul style="list-style-type: none"> • Links and comparisons between their own beliefs and those they are learning about. • It is important to respond respectfully to different beliefs. 	<ul style="list-style-type: none"> • Suggesting what lessons or teachings they understand from stories. • Understanding that some symbols (for example, light) have meaning beyond the literal. • Thinking about what people's actions can represent. • Identifying similarities and differences within and between religions and worldviews. • Commenting respectfully on things that they notice that may be surprising or different. • Beginning to talk about why things are sometimes similar and sometimes different. • Explaining why some objects, places, practices and stories are important to people. • Explaining how beliefs may influence behaviour and decisions. • Recognising links with prior learning when encountering new content. • Discussing how their learning can help them to answer some bigger questions. • Responding sensitively to people whose experiences are different to theirs. • Discussing what they have learnt, giving examples. • Using spoken and written words, symbols and drawings to express their ideas. <p>Personal</p> <ul style="list-style-type: none"> • Understanding that others may have different ideas from their own and responding respectfully. • Expressing their own ideas and opinions, including considering worldviews studied. • Explaining how they have expressed their ideas through art. • Asking thoughtful questions relating to their learning. • Asking questions about what puzzles them about religious and 	<p>Identify miracles in the stories that tell some people that some children are special.</p> <p>Make comparisons to other stories.</p> <p>Describe why Krishna might be seen as special by some people.</p> <p>Identify parts of the story that tell us that Muhammad is special to some people.</p> <p>Identify a miracle believed to have been performed by Jesus as an adult and the significance in religious stories.</p>
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				non religious stories and texts they have read. <ul style="list-style-type: none"> Understanding that others may have different ideas from their own and responding respectfully. Expressing their own ideas and opinions, including considering worldviews studied. Asking thoughtful questions relating to their learning. 	
Music	Singing Theme: On This Island				
	Word Aware Words: composer, composition, dynamics, inspiration, pitch, tempo, phrase				
	<p>Use voices expressively and creatively by singing songs and speaking chants and rhyme</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high quality (live) and recorded music</p> <p>Experiment with, create, select and combine sounds using the interrelated dimensions of music</p>	<p>Kapow Primary</p> 	<p>To know that:</p> <p>Sections of music can be described as fast or slow and the meaning of these terms.</p> <p>Sections of music can be described as loud, quiet or silent and the meaning of these terms.</p> <p>Sounds within music can be described as high or low sounds and the meaning of these terms.</p> <p>Notation is read from left to right.</p>	<p>Begin to explain why the music has a certain effect on them, which could be related to the music or a personal experience.</p> <p>Talking about the tempo of music using the vocabulary fast and slow.</p> <p>Talking about the dynamics of the music, using the vocabulary loud, quiet and silent.</p> <p>Talking about the pitch of music, using the vocabulary high and low.</p> <p>Creating sound Singing simple songs, chants and rhymes from memory. Practising singing songs with a wider pitch range (e.g pentatonic melodies) which is gradually getting higher or lower. Breathing at appropriate times when singing.</p> <p>Notation Reading different types of notation are read by moving eyes from left to right as sound occurs.</p> <p>Composing Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories. Selecting and creating short sequences of sound with voices or</p>	<p>Breathe after each phrase in a song when singing.</p> <p>Sing a song from memory.</p> <p>Use different pitches while singing (high and low notes).</p> <p>Sing lyrics accurately.</p> <p>Perform actions that match lyrics.</p> <p>Collaborate and communicate within a group.</p> <p>Use sounds creatively to represent a chosen environment.</p> <p>Perform a composition.</p> <p>Apply pitch and dynamics to enhance a composition.</p> <p>Read notation from left to right.</p>

				<p>instruments to represent a given idea or character. Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.</p> <p>Performing Offering positive feedback on others' performances. Standing or sitting appropriately when performing or waiting to perform. Beginning to acknowledge their own feelings around performance. Following a leader to start and end a piece appropriately.</p>	
PE	Games: Multi-skills				
	Word Aware: send, pass, receive, target, kick, strike, dribble, score, defend				
	<ul style="list-style-type: none">Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	Cambridgeshire Scheme of Work for Primary Schools Year 2	<ul style="list-style-type: none">Dribbling and kicking – striking the ballIntroduce the uni-hocs and how to hold the stickUse the uni-hocs to dribble the ball.Use the uni-hocs to strike a ball.Use the uni-hocs to strike and receive.Play small games involving use of uni-hocs.		
	Gymnastics: Jumping				
	Word Aware: leap, turn, twist, flight, straddle				
	Develop balance, agility and co-ordination	Premier Sports Coach	<ul style="list-style-type: none">Take off and landing – focus on making different shapes including rocket, star, tuck (previously taught)Teach straddle jump in flightTurns and twists - jumping and turning halfway round and whole way round. Look at how to get power in jumps to ensure enough momentumLeaping - taking off on one foot and landing on one foot.Create and perform a sequence on the floorCreate and perform a sequence on the apparatus with balance		