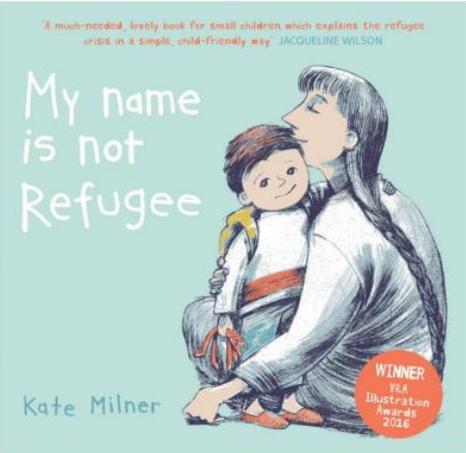| Year 2	Term: Spring 2	Topic: This is me, this is my world! Passport around the world. SHINE VALUE: Independent (resilience, responsibility)			
Subject	National Curriculum	Key texts & web links	Knowledge We know that…	Skills We are able to…	Outcome/s Exit Point
Year 2 English	**Recount:** Diary entry				
	Word Aware Words: exciting, interesting, strange, weirdest, remind, town, march, adult, language, refugee				
	Spoken language: Listen and respond Ask relevant questions Build vocabulary Participate in discussions, presentations, performances, role-play, improvisations and debates

Reading comprehension: Read non-fiction books that are structured in different ways Discuss and clarify the meaning of words Answer and ask questions Predict what might happen on the basis of what has been read so far Explain and discuss their understanding of books, poems and other material

Writing composition: Plan or say out loud what is going to be written about Write down ideas, key words, new vocabulary Make simple additions, revisions and corrections Evaluate writing with the teacher and other pupils Re-read to check sense Proofread to check for errors in spelling, grammar and punctuation | **My Name is not Refugee**

'A much-needed, lovely book for small children which explains the refugee crisis in a simple, child-friendly way' JACQUELINE WILSON

My name is not Refugee

Kate Milner

WINNER V&A Illustration Awards 2016 | **Gateway keys**

• Write sentences with different forms: statement, question, exclamation, command
• Use subordination (because, when)
• Use present and past tenses correctly and consistently
• Use punctuation correctly – exclamation marks, question marks

Mastery keys

• Use the progressive form of verbs in the present and past tense
• Use subordination (apply because, when; introduce (so) that)
• Use present and past tenses correctly and consistently
• Use punctuation correctly – apostrophes for the possessive (singular) | | **Writing outcome:** To write a recount of events from the text from the character's point of view.

Greater depth writing outcome: To write a recount of events from the text from the character's point of view and include how other characters felt |

Feature keys
- Include detail and description to inform the reader
- Write in 1st person
- Use consistent past tense
- Order events with adverbs of time
- Include personal comments and own viewpoint
- Set the scene with a clear opening and establish the context
- Finish with a closing statement with personal comment or summary e.g. What an amazing day we all had!

Year 2 Maths	**Measure:** Length and height, mass, capacity and temperature		
	Word Aware Words: centimetres, metres, order, grams, kilograms, volume, millilitres, litres		
	Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°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 = Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	*White Rose* *Year 1* *Spring Block 3 & 4* *NCETM - teaching for mastery*	Measure in centimetres Measure in metres Compare lengths and heights Order lengths and heights Use four operations with lengths and heights Compare mass Measure in grams Measure in kilograms Four operations with mass Compare volume and capacity Measure in millilitres Measure in litres Four operations with volume and capacity	

Year 2 Geography / DT	**The Big Question:** Where would you like to live in the world?				
	Word Aware Words: equator, continent, ocean, climate, North, South, algorithm				
	In Geography: **Exploring the World:** **Continents & Seas** **North and South** **Locational knowledge** Name and locate the world's seven continents and five oceans. **Human and physical geography** Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to key physical features, including: sea, ocean. **Geographical skills and fieldwork** Use world maps, atlases and globes to identify continents and oceans studied at this key stage. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Recognise landmarks using aerial photographs Understand geographical similarities and differences of a small area in the UK and a contrasting country **In Computing: Programming 2: Scratch jr** • Use logical reasoning to predict the behaviour of simple programs • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Recognise common uses of information technology beyond school. **In DT: Mechanisms: levers and sliders** **Pop-up Pirates**	Google maps: https://www.google.co.uk/maps/@52.5850067,-0.2321658,14z Globes, maps & atlases Kapow: Computing https://www.scratchjr.org/	• Name and locate the world's 7 continents and 5 oceans • Understand that the equator effects the climate of different parts of the world • Know that coding is writing in a special language so that the computer understands what to do. • Understand that the character in ScratchJr is controlled by the programming blocks. • Know that you can write a program to create a musical instrument or tell a joke. • Know the difference between transparent, translucent, and opaque materials	• Read a map Locate places on maps, globes, and atlases • Use symbols on a map • Devise a simple map • Recognising that buttons cause effects and that technology follows instruction • Explaining what an algorithm is. • Following an algorithm. • Create a clear and precise algorithm. • Learn that programs execute by following precise instructions. • Incorporate loops within algorithms. • Use logical thinking to explore software, predicting, testing and explaining what it does. • Use an algorithm to write a basic computer program. • Use loop blocks when programming to repeat an instruction more than once. • Design, make and evaluate when creating a purposeful product • Identify and compare the suitability of a	• Double page spread to include levers and sliders **Computing** • Use a code to create an animation of an animal

Design
- 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.

Make
- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

Evaluate
- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

Technical knowledge
- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

variety of everyday materials

Year 2	**The Ultimate Question:** What is a prophet?				
RE	**Word Aware Words:** chosen, Guru Granth Sahib, Guru Nanak, messenger, Messiah, Qur'an, value				
Weekly	**Peterborough Agreed Syllabus:** *PT1 - Knowledge & Understanding pf Religion and World Views:* 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 Christianity, Hinduism and Judaism.	**Kapow Primary** 	**Substantive** To know: Some people believe there are people who are chosen for a special purpose by God. A prophet is someone who talks about God's plan or will. Some people believe that God has made a promise between himself and his people.	**Disciplinary** Asking questions about what other people think and do. Asking questions in response to a question. Listening to stories and discussing what they mean.	Identify how some prophets' feelings changed and explain the people's reactions to new prophets. Understand the promises God made to some individuals, including promises shared across the

Begin to understand what it means to be a person of faith ***PT2 – Responding to Religion and Worldviews:*** 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.		Some people talk to God in different ways and for different reasons. Books and stories can have different meaning to different people. Religious stories can help us to understand religious beliefs. Stories from long ago can be applied to modern life. Wisdom means knowledge that comes from experience. Guidance means advice, informance or rules given by someone in authority. Prophets and gurus are considered to share God's wisdom and guidance having had it revealed to them by God. 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 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.	Examining simple scripture quotes and interpreting 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. Suggesting what lessons or teachings they understand from stories. Understanding that some symbols (for example, light) have meaning beyond the literal. Recognising and understanding some religious phrasing (e.g. 'peace be upon him' and 'Amen'). Thinking about what people's actions can represent. Identifying similarities and differences within and between religions and worldviews. **Personal** Asking questions about what puzzles them about religious and non religious stories and texts they have read.	Christian and Jewish worldviews. Describe the story of the Night Journey and identify common prophets in the Muslim, Christian and Jewish worldviews. Explain Jesus' varied role in the Jewish, Christian and Muslim worldviews, identifying similarities and differences in these perspectives. Describe how a guru might be similar to a prophet. Explain what makes some prophets important to the people in the worldviews they explore.

| | | | Using spoken and written words, symbols and drawings to express their ideas.

Disciplinary

To know:
Some questions do not have a simple answer.

Stories, texts, images, artefacts and accounts can help us understand different 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.

Personal

To know:
The links and comparisons between their own beliefs and those they are learning about. Why some things might surprise or make them feel uncomfortable.

It is important to respond respectfully to different beliefs. Learning new things might change what they think and believe. | 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.

Asking questions about what puzzles them about religious and non religious stories and texts they have read.

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. | |

Year 2 PSHE	**Whole School Behaviour Curriculum: Be Ready, Be Safe, Be Respectful**
	Word Aware Words: ready, safe, respectful, control,
Weekly	See separate Behaviour Curriculum planning (includes online safety)

Year 2 PE	**Games:** Net and Wall			
	Word Aware: court, serve, forehand, backhand			
	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.	**Premier Sports Coach**	• Use co-ordination to balance a ball on the racket • Introduce a serve and the principles needed to perform a serve • Perform a forehand strike • Perform a backhand strike • Strike a ball over a net	Complete a rally with partner
	Dance: Interpretive Dance – Pirates			
	Word Aware: motif, action, transition, levels, unison			
	• Develop balance, agility and co-ordination, and begin to apply these in a range of activities. • Perform dances using simple movement patterns.		• Use and change direction • Understand and perform simple basic travelling skills on feet • Explore moving in unison • Copy and develop a range of actions • Combine actions together into a short movement phrase, creating a simple motif • Observe a partner and give feedback.	Perform a dance using simple movement patterns