

Year Two Curriculum Map

Spring Term (Coastline)

Mathematics

Multiplication and Division

To recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.

To calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ($\times$), division ($\div$) and equals (=) signs.

To show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.

To solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Measurement – length/height; mass; capacity; temperature

To choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.

To compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$

Measurement – Money

To recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.

To find different combinations of coins that equal the same amounts of money.

To solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.

Reading

Key Texts – Poetry:

Don't by Michael Rosen; Pirate Pete by James Carter; My Hat! by Tony Mitton; Cats by Eleanor Farjeon; The Sound Collector by Roger McGough; The Key by Tony Mitton.

Key Text: The Tear Thief by Carol Ann Duffy

Key Text: (Stories from Other Cultures) How Kangaroos Got Their Tails; Why Koalas Have Stumpy Tails; The Rainbow Serpent; Tiddalick the Frog; Rainbow Bird

Key Text: The Secret of Black Rock by Joe Todd-Stanton

Writing

Task: Responding to poetry (likes & dislikes, identifying rhyme); Writing own version of a poem.

Task: Retelling a story.

Task: Retelling a story.

Task: Writing a non-fiction text about Whitby.

Task: Writing a letter in role.

SPaG

Apostrophes for contractions (Book link – Pumpkin Soup)

Homophones (Book link – Amazing Grace & The Hodgeheg)

To drop the e and add y

To double the consonant and add y

To drop the e and add er

To change the y to an l and add er

To double the consonant and add er

To drop the e and add est

To change the y to an l and add est

To double the consonant and add est

RE

Skills	Knowledge
Holy Books To explain why a book is special and suggest reasons why some books are special for different religions. To explain why sacred texts contain stories and talk about what they like in the stories from sacred texts that they hear. To give examples of how holy books should be treated with respect. Salvation To tell stories of Holy Week and Easter and make a link with the idea of Salvation. To give examples of how Christians show their beliefs about Jesus as Saviour in church worship.	Holy Books To know that the Bible (Christian holy book), the Qur'an (Islamic holy book) and the Guru Granth Sahib (Sikh holy book) all have stories, wise words, messages from God and ideas how to live. To know that sacred texts contain stories to guide people how to live a good life and think about the messages/advice they give. (Story from the Qur'an – Hagar and Ismail and the Well of ZamZam; Story from the Guru Granth Sahib – the King who wanted to see God; Stories from the Bible – The Good Samaritan & The Lost Sheep). To know that the Guru Granth Sahib is handwritten and is treated like a human guru, respected, even put to bed at night. To know that the Christian Bible may be read aloud in church. Some churches have the congregation stand as the gospel is read. Some Bibles may be leather bound and gold leaf decorated. To know that many Muslims keep the Qur'an wrapped up, on a high shelf and never on the floor, open it only with clean washed hands on a Qur'an stand. To know that the best way to respect your holy book is to do what it says – eg. love, forgive, care, share, be kind, trust in God. Salvation -Palm Sunday: when Jesus rode into Jerusalem -Maundy Thursday: when Jesus had the Last Supper with his disciples.

Science

Skills	Knowledge
Materials To identify and compare the suitability of a variety of everyday materials for particular uses. To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. To find out about people who have developed useful new materials. Working Scientifically To perform simple tests; To observe things closely, using simple equipment; Use observations and ideas to suggest answers to questions; Ask simple questions and recognise that they can be answered in different ways. To gather and record data to help answer questions. To identify and classify.	Materials To know the properties of different materials (wood, glass, plastic, rock, paper, cardboard, metal) and why objects are suitable/unsuitable for a particular purpose. To know that some materials can change shape and revert back to their original form, some materials cannot change shape and some materials can change shape but are permanently changed. To know that John McAdam invented a new material called tarmac and how this has changed the lives of people in this country. Working Scientifically To know what they are testing for in an investigation and look closely at what is happening. (Do materials break down over time?/Does changing the shape of a material make it stronger?) To know how to record information in a table and use this information to draw a conclusion. To know the material an object is made out of and its properties.

History

Skills

To describe the everyday lives of people in Whitby, in particular jobs in the past compared to the present day.

Knowledge

To know that jobs in the past in Whitby include shipbuilders, jet workers, herring girls, fishermen & factory workers. Now a lot of jobs in Whitby centre around tourism.

Geography

Skills

To name and locate seas surrounding the UK.
 To use basic geographical vocabulary to describe and refer to key human and physical features of a coastal town and locate these features using aerial photographs (including Google earth).
 To use simple compass directions to describe the location of features or a route on a map.
 To draw or read a range of simple maps that use symbols and a key.
 To describe how a coastal environment has changed or might change over time.
 To compare and contrast the physical and human features of Whitby with Birmingham.
 To devise a simple map and use and construct basic symbols in a key.
 To use maps to locate coastal towns around the UK.
 To give examples of how Whitby has changed over time.
 To describe ways to improve the local environment. (discrete lesson)

Knowledge

To know that the seas around the UK are the North Sea, English Channel, Atlantic Ocean and Irish Sea.
 To know that human features are man-made and physical features are naturally occurring. Human features in Whitby - lighthouse, museums, shops, 199 steps, abbey, church, lifeboat station; Physical features in Whitby - beach, cliffs, River Esk, North Yorks Moors, Saltwick Nab.
 To know that an aerial photograph is an image taken directly from above.
 To know that the four cardinal points on a compass are north, south, east and west.
 To know that a route is a set of directions that can be used to get from one place to another.
 To know that a map is a picture or drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature.
 To know that a coastal environment can change over time due to wind and water erosion.
 To know that coastal towns are located along the coastline all around the UK and many have lifeboat stations.
 To know which human features and jobs in Whitby have changed over time (past - shipbuilding, herring girl, fishermen, jet workers; present - mainly tourism).

PE

Skills

Gymnastics

To perform gymnastic shapes and link them together.

To be able to use shapes to create balances.

To be able to link travelling actions and balances using apparatus.

To demonstrate different shapes, take off and landings when performing jumps.

To develop rolling and sequence building.

To develop sequence work on apparatus.

Net and Wall

To develop racket familiarisation.

To develop placing an object.

To use the ready position to defend space on court.

To develop returning a ball with hands.

To develop returning a ball using a racket.

To move an opponent to win a point.

Knowledge

Gymnastics

Pupils learn, explore and develop gymnastic actions on the floor and using apparatus.

They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases.

Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions.

They learn to work safely with and around others and whilst using apparatus.

Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance.

Net and Wall

Pupils develop the basic skills involved in net and wall games.

They will develop their understanding of the principles of net and wall games such as using the ready position to defend their space and sending the ball away from an opponent to maximise their chances of scoring.

They will learn to play games honestly, abiding by the rules and showing respect towards their opponents and teammates.

Art

Artist: Antony Gormley /Alberto Giacometti

Art form: Sculpture

Skills

To shape, form, construct and model from observation and imagination.

To use a sketchbook to plan and develop simple ideas and make simple, informed choices in media.

To demonstrate experience in surface patterns/textures and use them when appropriate.

To explore carving as a form of 3D art.

To explore the work of a range of artists, craft makers and designers, describing the differences and similarities and making links to their own work.

To discuss own work and others work, expressing thoughts and feelings.

To identify changes they might make or how their work could be developed further

Knowledge

Surrealism: a movement where artists depict imaginary scenes and developed techniques to allow the unconscious mind to express itself.

-Cubism: a style of art which aims to show all of the possible viewpoints of a person or object all at once.

-Shape: an element of art that is two-dimensional, flat, or limited to height and width.

-Form: an element of art that is three-dimensional and encloses volume; includes height, width and depth.

-Texture: the way things feel, or look as if they might feel if touched.

Pattern: a design made of lines, shapes, forms or colours that are repeated.

-Antony Gormley (1950-present) is a British sculptor. Many of his works are based on moulds taken from his own body.

-Alberto Giacometti (1901-1966) was a Swiss sculptor, painter and printmaker. One of the most important

DT

Area: Textiles	Brief: Design and make a soft toy for a younger child.
Skills	Knowledge
To talk about similarities and differences between textiles based on the characteristics of an increasing range of materials. To use a simple pattern with increasing accuracy. To cut and join fabrics using running stitch. To decorate fabric by applying beads and sequins.	-Applique: to attach a decorative fabric item onto another piece of fabric by gluing and/or sewing. -Embroider: to decorate fabric with stitches. -Fray: to unravel or become worn at the edge. -Mock up: a model which allows children to try out ideas using cheaper materials and temporary joins. -Seam: a row of stitches joining two pieces of fabric. -Sew: to join pieces of fabric with stitches. -Template: a shape drawn to assist in cutting out shapes.

PSHE, Citizenship, Relationships

Skills	Knowledge
To recognise that they share responsibility for keeping themselves and others safe. To recognise that there are special people who work in the community, who are responsible for keeping us healthy, helping or protecting people and can be contacted if help is needed. To know about being a part of different groups and communities and the role they lay in these groups. To understand about media literacy and digital resilience. To understand what money is and how to look after it.	To know that the coast can be a dangerous place. Warning signs and flags are used to let people know about dangerous situations. To know that the RNLI is a volunteer-run charity that carries out sea rescues. There are many RNLI stations located around the UK coastline. To know about the different rights and responsibilities that they have in school and the wider community. To understand how a community can help people from different groups to feel included. To recognise that they are all equal, and ways in which they are the same and different to others in their community. To know the ways in which people can access the internet and to recognise the purpose and value of the internet in everyday life. To recognise that some content on the internet is factual and some is for entertainment. To know that information online might not always be true. To know what money is and its different forms and ways of paying for things. To recognise the difference between needs and wants and how people make choices about spending money.

Music (Charanga)

Title: I wanna play in a band

Style: Rock

Theme: Play in a band

Performance: In class

Computing

Skills

Robot algorithms

To choose a series of words that can be enacted as a sequence.
To choose a series of instructions that can be run as a program.
To create a program.
To trace a sequence to make a prediction.
To run a program on a device.
To debug a program that I have written.

Pictograms

To show I can enter data onto a computer.
To recognise that people, animals and objects can be described by attributes.
To use a computer to view data in different formats.
To use pictograms to answer single-attribute questions.
To use a computer to answer comparison questions (graphs, tables).

Knowledge

Robot algorithms

To know that a series of instructions is a sequence.
To explain what happens when we change the order of instructions.
To recall that a series of instructions can be issued before they are enacted.
To recognise that you can predict the outcome of a program.

Pictograms

To use a tally chart to collect data.
To compare objects that have been grouped by attribute.
To suggest appropriate headings for tally charts and pictograms.
To construct (complete) a given comparison question.
To use a computer program to present information in different ways.
To explain that we can present information using a computer.
To give simple examples of why some information should not be shared.