St Anne's Catholic Academy
Curriculum Information
Year 2
Spring Term

Subject	The children will learn about…	The children will learn to…	Spiritual, moral, social and cultural values will be promoted by…	Key skills…
ENGLISH	**Poetry** **Genre:** Haiku **Focus Texts:** a range of haikus about winter **Non-Fiction** **Genre:** Instructions **Focus Texts: African Drum Crafts** by Lynne Garner **3D paper crafts for kids** by Helen Drew **and** Other supporting Instruction writing texts **Fiction** **Genre:** Narrative **Focus Texts**: The dragon machine by Helen Ward Non- Fiction **Genre: Non-Chronological Report** **Focus Texts: The Way Back Home** by Oliver Jeffers Non- Fiction **Genre: Narrative** **Focus Texts: The Way Back Home** by Oliver Jeffers	• Study the structure and language of fiction and non-fiction texts. • Predict what might happen next in a story and discuss the sequence of events. • Write simple, compound and complex sentences with expanded noun phrases. • Use a range of conjunctions to join sentences together. • Punctuate sentences correctly using . , ? !. • Learn how to use sentences in different forms: statement, question, exclamation, command. • Experiment with rhythm and rhyme. • Explore different layouts of texts	• Working as a team to develop ideas and feedback to each other, improving and making ammendments • Listen and respond appropriately to the views of others, when working as part of a team. • Gain the confidence to cope with setbacks and learn from their mistakes.	• To use punctuation effectively - ! ? , • Grow in confidence with spelling patterns particularly suffixes -ment, -ness, -ly, -less and -ful. • Compose their own pieces, organising them using appropriate features. • Editing work to check for sense and meaning.

	Fiction **Genre:** Letters **Focus Texts: Midsummer Nights Dream** By William Shakespeare			
MATHS	**Multiplication and division** **Fractions** **Statistics** **Properties of Shape**	• Count in steps of 2, 3, and 5 from 0 and in tens from any number. • Multiply by 2, 5 and 10 mentally • Use a method of choice to multiply and divide Feel confident with the bar method Recall and use multiplication and division facts	• Children work collaboratively • Gain the confidence to cope with setbacks and learn from their mistakes.	• Bar method • Column method • Solve number problems. • Recall addition, subtraction,

		for the 2, 5 and 10 multiplication tables. • Identify and describe 2D and 3D shapes Feel confident dividing into halves and quarters • Identify ¼ ½ 1/3 2/4 ¾ of a number or shape, and know that all parts must be equal to a whole.		multiplication and division facts. • Key facts about 2D and 3D shapes
RE	**Christmas** **Special celebrations** **Lent**	• Explore key imagery in the New Testament. • Learn about the journey of Mary and Joseph to Bethlehem and recognise some of the difficulties faced. • Know the story of Jesus, Mary and • Joseph and their journey into Egypt. • Learn about and explore signs of God's care and blessings in Scripture. • Learn to use and join in prayers from Scripture and Tradition. • Become familiar with the signs and symbols used by the church. • Know the journey of the Wise Men Become familiar with the miracles of Jesus Regular Collective Worship. • Know the meaning of forgiveness • Prepare for Easter during Lent.	• Children will be taught to think of others, listen well to others' points of view and try to imagine others' points of view, especially those who live in difficult circumstances	• Group work, discussion • Thinking skill • Reading skills • Empathetic writing • Interpreting symbolism • Sequencing skills • Research

PE	GAMES Send & Return ATHLETICS Infant Agility GAMES Run Jump Throw GAMES Attack Defend Shoot	• To know effective positioning and actions required for hitting a moving object with a bat and throwing towards a target. • Practice feeding/bowling skills • To know the importance of eye to hand coordination for hitting. • To know different types of bats and their purpose. • To know the correct position for sending and receiving a ball using their feet. • To know the correct position for sending and receiving a ball using a hockey stick.	• Working as part of a team • Encouraging one another to manage challenges	• Develop flexibility, strength, technique, control and balance. • Perform movements and compare and improve performances.

		• To know relevant terminology: dribbling, passing, sending, receiving. • To know how to link skills such as dribbling and passing. • To know the importance of eye to hand coordination for controlling a ball/puck. • To know how to balance in a variety of positions.		
ICT	**Programming – robot algorithms** **Data and information - pictograms**	• To describe a series of instructions as a sequence • To explain what happens when we change the order of instructions • To design an algorithm • To create and debug a program that I have written	• Work collaboratively • Encourage peers when facing challenges	• .Logical reasoning • Working as part of a group.
Music	**Rock** **Playing together in a band.** **Zootime** **Reggae** **Reggae and animals**	• Copy and clap back rhythms • Clap rhythms of their names, favourite colours, song titles etc. • Create their own rhythms for the class to repeat • Use instruments to play parts of a song • Play instruments accurately and in time. • Play the notes D and C	• Work collaboratively • Respond to others and share ideas.	• Keeping a beat and rhythm using hands and feet • Playing percussion instruments.

Year 2 – India

This half term I will learn the following skills and knowledge:

Geography	History
Knowledge To know the capital city of India and England. To know which continent India and the United kingdom are in. To know the geographical location of India. To know and use geographical vocabulary to describe some physical and human features within India and England. To know how animals adapt to their environment in the UK and in India. To know what life is like for people living in India. To understand the term 'climate'. To know what the climate is like in India and England.	**Knowledge** To know key events in Indian history. To know and understand the cultures in the UK and India. To name and describe famous landmarks in India. To know when some famous landmarks in India were built. To know how some animals have adapted to India over time.
Skills To use maps, atlases, globes and Google Earth to locate the United Kingdom, England, India, London and New Delhi. To locate the continents Asia and Europe on a world map. To make comparisons between the size of India and England using a map. To compare the geographical location of India with England. To discuss the similarities and differences between the physical and human features of India and England. To sort animals by their native country. To discuss and compare the climate in India and the UK.	**Skills** To compare past and present. To investigate events in history and make conclusions. To discuss and make comparisons within Indian and English culture. To research using a range of sources. To create a timeline identifying when some landmarks were built in India. To ask and answer questions about the past.
Art	**Technology**
Knowledge To know the style of work Eduardo Jordan creates. To know what Aboriginal art is. To know where Aboriginal art originates from. To know the techniques used to create Aboriginal Art. To know how artists use colour to convey mood. To know warm and cool colours. To name the primary colours.	**Knowledge** To taste and evaluate Indian food and make comparisons between traditional English and Indian food. To know and understand that different cultures eat different food. To know the importance of food hygiene when preparing different types of food. To identify traditional Indian instruments. To know the materials used to make a traditional Indian drum.
Skills To mix primary colours to create different shades and tones. To select appropriate colours to replicate Aboriginal Art. To communicate reasons for colour choices. To select the appropriate equipment and materials to create their own artwork based on that of the Aborigines. To explore printing with a range of materials. To use printing techniques to create artwork.	**Skills** To demonstrate an understanding of hygiene when handling food. To design an Indian drum using ideas based on my research. To use drawings and diagrams to share my design ideas with others. To select appropriate tools and materials to create an Indian drum and explain why they have been chosen. To assemble, join and combine materials in order to make a product. To evaluate work against the design criteria.

Year 2 – Space

This half term I will learn the following skills and knowledge:

Geography	History
Knowledge To know what makes up our solar system. To name the planets in our solar system. To identify the moon and the sun. To know Neil Armstrong's journey from America to the Moon. To know that Neil Armstrong's rocket launched fromthe Kennedy Space Centre in Florida, America. To know that Tim Peake's rocket launched in Baikonur, Kazakhstan. To know and use geographical vocabulary.	**Knowledge** To know the job role of an astronaut. To know the basic needs for an astronaut in space. To recognise that astronauts, have specific needs that their clothes provide. To know that Neil Armstrong was the first man on the moon. To know who Tim Peake is and why he wanted to go into space. To know what the International Space Station is. To know some key dates for important events in Space. To know how Neil Armstrong and Tim Peake have had an impact on the world today.
Skills To explore planet Earth using google earth. To label the different aspects of the solar system including the planets, sun and moon. To place the planets in the correct order from the sun. To locate Kazakhstan, Florida and America on a world map. To use google earth to locate Baikonur, Florida, Kazakhstan, and America. To ask and answer geographical questions.	**Skills** To explain the key aspects of an astronaut's role in space. To explain the basic needs of an astronaut in space. To understand how the clothes support astronauts' basic needs in space. To use the internet to research famous astronauts both past and present. To understand and explain Neil Armstrong's first visit to the moon. To discuss the impact that Neil Armstrong and Tim Peake have had on the world today. To make comparisons between Neil Armstrong's and Tim Peake's expeditions into space.
Art	**Technology**
Knowledge To know 'The Pioneer' sculpture is located at The National Space Centre. To know where the National Space Centre is located. To know the meaning behind 'The Pioneer' sculpture. To know how sculptures are constructed and the materials used. To how to manipulate and model clay to create the desired effect. To know the safety and basic care of materials and tools needed when using clay.	**Knowledge** To name, taste and evaluate some food that is eaten in Space. To identify the different vehicles that are used on the moon. To understand which materials are appropriate to use when creating a simple wheeled vehicle. To identify the simple working characteristics for materials and components. To know how a simple mechanism moves – wheels, axles. To use technical vocabulary when naming and describing tools and materials.
Skills To record my ideas in a sketchbook. To create a sculpture inspired by 'The Pioneer' sculpture at the National Space Centre. To use tools safely and effectively to shape and model clay to form a sculpture. To manipulate malleable materials in a variety of ways. To evaluate my sculpture against my design. To review what others and I have done and take part in discussions saying what I think and feel about it.	**Skills** To compare food eaten in space with food eaten in England. To design a simple wheeled vehicle with a clear purpose. To create a simple wheeled vehicle with a working mechanism – wheels, axles. To measure, mark out, cut and shape materials and components. To assemble, join and combine materials in order to make a product. To evaluate work against the design criteria, discussing where the model may need improvements.

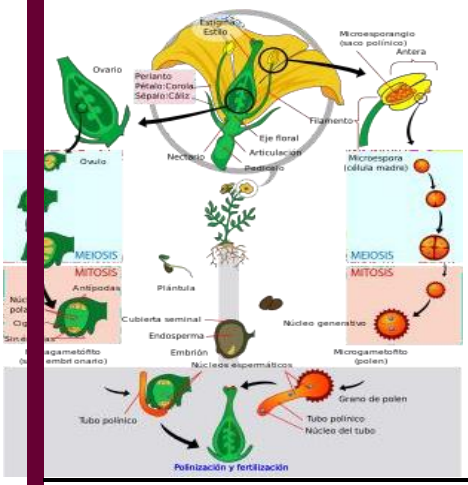
Year 2 Knowledge Organiser

Scientists that Changed the World

Science	
Knowledge	**Skills**
To know why Jane Colden is important to the history of Science. To know about Louis Pasteur's discovery of germs and the impact this has on our lives today. To know how Isaac Newton changed the worlds view on gravity. To know that Charles Macintosh created waterproof fabrics. To identify in familiar contexts, how Science helps people to do things. To identify aspects of Science within particular jobs or roles. To use scientific vocabulary accurately.	To observe and sketch plants. To carry out a simple investigation demonstrating how germs spread. To carry out a simple investigation to identify the best waterproof materials. To make predictions based on what I know. To collect and interpret results. To compare and explain how different Scientists' discoveries have changed people's lives today. To discuss some simple positive and negative consequences of scientific developments.

Year 2 Knowledge Organiser

Plants

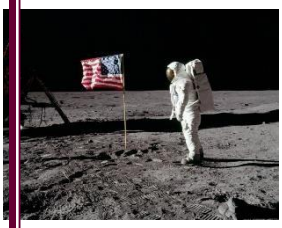


Science	
Knowledge	**Skills**
To know the different parts of flowering plants and explain their jobs.	To identify and describe the functions of different parts of flowering plants:
To know the requirements of plants for life and growth	To investigate what plants need to grow well.
To know how to record findings using simple scientific language,	To record findings using simple scientific language.
To know the way in which water is transported within plants.	To investigate the way in which water is transported within plants.
To know the part that flowers play in the life cycleof flowering plants, including pollination, seed formation and seed dispersal by understanding pollination and fertilisation.	To name the different parts of a flower and explain their role in pollination and fertilisation.
To know the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal by ordering and describing the stages of the life cycle of a flowering plant.	To understand and order the stages of the life cycle of a flowering plant.

Year 2

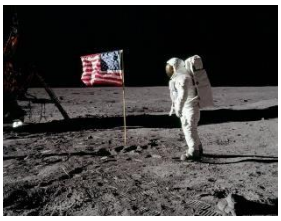
India

SMSC
Spiritual: Introduce children to the idea that different societies have different beliefs and that these can be affected by the environments they live in. **Moral:** To think of others, listen to others points of view and try to imagine others' points of view, especially those who live in difficult circumstances. **Social:** To work together collaboratively when designing, making and performing. To draw on other peoples' experiences and ask questions about their lifestyle. **Cultural**: To consider how communities adapt to hot or cold environments. To investigate differences in housing, food and clothing and say how these are influenced by where they live.



Year 2

Space



SMSC
Spiritual: To consider whether choices made by people in the past were influenced by their spiritual beliefs. **Moral:** To ask their own questions about dealing with challenging feelings and emotions. **Social:** To work collaboratively in pairs and groups through developed communication and negotiation. **Cultural**: To think about the impact that people in the past have had on our lives. To consider how lives were changed as people moved from towns to the countryside.