

Maths

National Curriculum Links

Measurement: Money

- RtP (1AS-2) Read, write & interpret equations containing addition, subtraction & equals symbols, & relate additive expressions & equations to real-life contexts.
- Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.
- Find different combinations of coins that equal the same amounts of money.
- Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.

Multiplication and Division

- RtP (1NF-2) Count forwards & backwards in multiples of 2, 5 & 10, beginning with any multiple, & count forwards & backwards through the odd numbers.
- Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.
- Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs.
- Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.
- Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.

Small Steps Overview

Money

- Count money
- Make amounts
- Compare money
- Find the total
- Find the difference
- Find change

Multiplication

- Recognise equal groups
- Make equal groups
- Add equal groups
- Write multiplication sentences
- Use arrays
- 2, 5 & 10 times tables

Division

- Make equal groups – sharing
- Make equal groups – grouping
- Odd & even numbers
- Divide by 2, 5 & 10

Trash to Treasure

Year 2
Spring 1



English

National Curriculum Links

Reading Comprehension

- Continue to apply phonic knowledge and skills as the route to decode words
- Read words containing suffixes.
- Become familiar with and discuss a wide range of Winter themed stories, poems and non-fiction texts (some beyond those that can be read independently)
- Discuss favourite words and phrases.
- Make inferences on the basis of what is being said/done

Writing

Consider what they are going to write before beginning by:

- Planning or saying out loud what they are going to write.
- Writing down key words, including new vocabulary.
- Encapsulating what they want to say, sentence by sentence.
- Proof read writing to check for errors.
- Know what verbs are and use suffixes correctly to ensure the tense is correct.
- Punctuate sentences with a capital letter, full stops, exclamation marks, question marks and commas in lists.
- Join sentences and ideas using connecting words.

Learn how to use: sentences with different forms.

Possible Texts

Environmental stories: The Messy Magpie, The Wombles, Dinosaurs and all that Rubbish, Somebody Swallowed Stanley.

Poems: Oh to be a Womble, poems with rhyming couplets

Non-fiction texts: Selection about recycling and environmental issues.

Design & Technology

Upcycled Treasure Box

National Curriculum Links:

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 (cutting, shaping, joining and finishing).
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

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 in their products.

Learning Outcomes

Children will:

- Investigate different clasps and organisational features.
- Design a treasure box suitable for their stated purpose.
- Use equipment safely and accurately to measure, mark, cut out and shape suitable materials.
- Use correct vocabulary to name and describe tools and how they are used.
- Evaluate during and after the making process by referring back to their original designs to ensure it is meeting the purpose.

Geography

My World and Me – The United Kingdom

My World and Me – The Oceans and Continents

National Curriculum Links:

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, 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.

Learning Outcomes

Children will:

- Use maps with growing confidence.
- Use maps to locate the United Kingdom, its countries and their capital cities.
- Use maps to locate the continents of the world.
- Research a continent, using the information to create a fact file (countries, famous physical features, famous landmarks etc).
- Use maps to locate the oceans of the world (Pacific, Atlantic, Arctic, Southern and Indian) as well as some seas (North Sea, English Channel).
- Use positional language and the four points of the compass.

Physical Education

Modified Team Games

Gymnastics

National Curriculum Links

Pupils should be taught to:

- Master basic movements including running, jumping, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.

Modified Team Games

Newcastle Foundation will lead PE sessions focussing on participating in a range of team games whilst applying their fundamental movements and beginning to develop simple tactics.

Gymnastics

Children will:

- Learn and use basic jumps (tuck, star and straight)
- Learn and use basic balances (L, T, arabesque)
- Learn and use basic rolls
- Link movements and balances to develop and perform movement sequences
- Self and peer evaluate performance and look for ways to improve their sequences

Computing

Programming Robots

National Curriculum Links (CS)

Pupils should be taught to:

- Understand what algorithms are and how they are implemented as programmes on digital devices.
- Understand that programs execute by following precise and unambiguous instructions.
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs

Learning Outcomes:

Children will learn to:

- Physically follow logical instructions
- Implement given programs using floor robots (BeeBot, Roamer, Sphero, Ozobots)
- Make predictions as to the outcome of given programs
- Write simple programs for floor robots that achieve a given aim
- Debug programs that contain bugs (errors)

PSHE

Dreams and Goals

Pupils should be taught:

- To choose a realistic goal and think about how to achieve it.
- To carry on trying (persevering) even when finding things difficult.
- To recognise who they work well with and who it is more difficult for them to work well with.
- How to work well in a group.
- How to share success with other people.

Learning Outcomes

Children will:

- Talk about what they have achieved and how it made them feel.
- Discuss some of their strengths.
- Discuss how working with others can help us learn.
- Work with others in a group to solve problems.
- Review how it felt to work in a group.

Music

I Want to Play in a Band

National Curriculum Links

Pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality and recorded music.

Learning Outcomes

Children will:

- Focus on keeping the beat/pulse.
- Listen to and appraise music.
- Accompany songs using tuned/untuned instruments.

RE

Northumberland Agreed Syllabus

Theme: Passover

Religion: Judaism

Key Question: How important is it for Jewish people to do what God asks them?

Learning Outcomes

Children will:

- Understand the special relationship between Jews and God.
- Understand what a promise/agreement is and link this to making resolutions and the Ten Commandments.
- Listen to the story of Passover and learn about the special rituals Jews have to remember, such as the Seder Meal.

Science

Materials

National Curriculum Links

- Distinguish between an object and the material from which it is made.
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
- Describe the simple physical properties of a variety of everyday materials.
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.
- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Learning Outcomes

Children will be able to:

- Compare and identify different materials.
- Describe simple properties of materials using language such as hard/soft, rough/smooth, flexible/rigid, shiny/dull, waterproof/permeable etc.
- Sort materials according to various criteria.
- Identify the uses of different materials in and around school.
- Decide upon the suitability of materials for different purposes.
- Discuss and test how materials change through manipulation and changing temperature.



Mastering English

Opportunities for children to develop deep learning:

- Applying new topic vocabulary when writing across the curriculum.
- Using appropriate features when writing in different styles across topic areas.
- Using their speech and language skills to question, discuss and explain their thinking.
- Applying learnt grammar and punctuation conventions when writing across the curriculum.

For example:

- *Writing instructions, such as how to make upcycled boxes (DT) or giving directions (Maths, Computing, Geography).*
- *Writing recipes for food at the Seder meal (RE).*
- *Writing a fact file for a continent (Geography)*

Mastering Maths

Opportunities for children to develop deep learning:

Geography:

- Using positional and directional language during map work.
- Examining currencies from around the world. How do they differ from our own coins and notes?

Computing:

- Using directional language to programme Beebots/Roamer/Ozobots.

Science:

- Measuring and recording how long it takes for water to soak through different materials.
- Measuring and recording how long it takes for ice to melt.

Investigation Possibilities

Science

- How many different ways can materials be sorted?
- How can we change the shape of different materials?
- Which material will make the most effective waterproof hat for Orinoco?

Philosophy for Children

Geography

- Does anyone own the oceans? Who?

P.S.H.E.

- What should we do if we don't agree with our friends?
- Is it possible to achieve all of our dreams?

Science

- Should people be punished for dropping litter?
- Should we use plastic if it cannot be recycled?

Opportunities for Outdoor Learning

RE

- Making a shelter for a Seder meal.

Science

- Finding natural and man-made materials.
- Sorting materials.

Geography

- Use compass directions to move around the school field.