English

National Curriculum Links

CC (Reading - Word Reading)
- Speed sound & vowel sound correspondence
- Blending sounds in unfamiliar words
- Reading common exception words

Reading Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:
- Discussing the sequence of events in books and how items of information are related.
- Being introduced to non-fiction books that are structured in different ways.
- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.

Understand both the books that they can already read accurately and fluently and those that they listen to by:
- Drawing on what they already know or on background information and vocabulary provided by the teacher.
- Answering and asking questions.

Participate in discussions about books, taking turns and listening to what others say.

Writing

CC (Writing – Transcription)
- Spell words containing the phonemes taught
- Spell the days of the week
- Form capital letters
- Form digits 0-9
- Understand which letters belong to which handwriting 'families'

CC (Writing – Grammar & Punctuation)
- Using a capital letter for names…and the personal pronoun 'I'
- Joining words and joining clauses using 'and'

Consider what they are going to write before beginning by:
- Saying out loud what they are going to write about. CC
- Writing down key words, including new vocabulary.
- Encapsulating what they want to say, sentence by sentence. CC

Learning how to use familiar and new punctuation correctly (full stops, capital letters and exclamation marks). CC

Possible Stories

My Mum is a Supermum, Superhero Dad, Awesome Man, Superpigs, Traction Man is Here, Traction Man meets Turbo Dog, Traction Man and the Beach Odyssey, Superhero Origin series, How to make awesome comics, Supertato

Swansfield Park Primary School

Heroes!
Year 2
Autumn 1

Maths

National Curriculum Links

CC (Geometry: Position & Direction)
- Describe position, direction and movement, including whole, half, quarter and three quarter turns.

Number: Place Value
- CC (Place Value within 100)
- Read and write numbers to at least 100 in numerals and in words.
- Recognise the place value of each digit in a two-digit number (tens, ones).
- Identify, represent and estimate numbers using different representations including the number line.
- Compare and order numbers from 0 up to 100; use and = signs.
- Use place value and number facts to solve problems.
- CC (Grouping and sharing to solve problems)
- Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.

Number: Addition & Subtraction
- Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
- Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers.
- Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.
- Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.
- Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

History

Wonder Women: Grace Darling

CC (Alnwick Castle & Harry Hotspur)

National Curriculum Links
- To develop an awareness of the past through finding out about changes beyond living memory that are significant nationally or globally.
- To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements.
- To find out about significant historical events, people and places in their own locality. CC

Learning Outcomes

Children will:
- Talk about people they consider to be a real-life hero and give reasons why.
- Learn when Grace Darling was born and some features of day to day life at this time.
- Learn about the chain of events that led to Grace Darling saving the lives of many who were on board the Forfarshire.
- The events that followed the rescue that made Grace Darling famous.
- Discuss 'What makes Grace Darling a hero?'
- Use various sources to find out about present day heroes.
- Use various sources to research the life of Grace Darling.
- Visit the Grace Darling Museum to find out more about the life of Grace Darling.

Design & Technology

Superhero Accessories

CC (Castles)

National Curriculum Links

Pupils should be taught to:

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). CC
- 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. CC

Learning Outcomes

Children will:
- Use books, comics and the Internet to research the clothes and accessories worn by a range of superheroes.
- Design their own superhero costume and accessories.
- Incorporate a circuit (linked to MaKey MaKey and Scratch) to add sound effects to one of their accessories. CC (On-Screen Programming)
- Explore which materials and tools are most suited to their designs.
- Evaluate their completed designs against the design criteria.

PSHE
Real Life Heroes
(Also Being Me in My World – How Are You?)

Pupils should be taught:
- To identify people who help us when we are in need.
- How to keep themselves safe.

Learning Outcomes

Children will:
- Talk about and agree upon rules for the classroom and playground.
- Talk about the 5 Golden Rules and 5 Rs.
- Discuss who helps us when we are hurt, in danger or in need.
- Learn about people who help us, e.g. emergency services, crossing patrol personnel, charities, buddies etc.
- Discuss how to keep safe in different situations, e.g. crossing the road, using the Internet etc.

Computing Links – e-safety

Science
Plants
CC (Sc1)

National Curriculum Links

Plants

Pupils should be taught to:
- Observe and describe how seeds and bulbs grow into mature plants
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

Learning Outcomes

Children will:
- Identify and name some common wild and garden plants.
- Compare and contrast seeds and bulbs.
- Observe how different plants grow in the school environment (over the course of the year).
- Record the growth of plants as they change over time.
- Investigate the requirements for germination.
- Investigate what plants need to grow and stay healthy.
- Be introduced to the process of reproduction in plants.

Computing
Superhero Secret Identities and Superhero Cinema

National Curriculum Links

Pupils should be taught to:

Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Use technology safely and respectfully, keeping personal information private.

Identify where to go for help and support when they have concerns about content or contact on the Internet or other online technologies.

Learning Outcomes:

Children will:
- Learn to log on and off independently.
- Learn about the importance of keeping personal information private and what to do if they have a concern (SID's Top Tips).
- Discuss why many people use avatars and nicknames online (superhero secret identities).
- Plan, prepare and write their own superhero films.
- Use iMovie to record, edit and publish their own superhero films (using accessories created in design and technology).

RE

Northumberland Agreed Syllabus

Theme: Creation Story

Religion: Christianity

Key Question: Does God want Christians to look after the world?

Learning Outcomes

Children will:
- Discuss how it feels to make something.
- Discuss how they feel their creations should be treated.
- Listen to and retell the Christian Creation story.
- Express opinions about the Christian belief about Creation.

Music
Hey You! (Charanga)
CC (Friendship Song)

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. CC
- Listen with concentration and understanding to a range of high-quality live and recorded music. CC
- Experiment with, create, select and combine sounds using the inter-related dimensions of music. CC

Learning Outcomes

Children will:
- Listen to and appraise music.
- Learn about pulse, rhythm and pitch.
- Learn to sing the song **Hey You!** *
- Play instruments with the song **Hey You!**
- Improvise with the song **Hey You!**
- Compose with the song **Hey You!**
- Perform their compositions

(Singing outdoors or in well-ventilated room with distancing)

Physical Education
Super Sport Powers (Core Skills)
Rugby

National Curriculum Links

Pupils should be taught to:
- Master basic movements including running, jumping, throwing and catching, 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.

Rugby coaching – basic skills (grip, passing, movement, communication) and developing team work.

Computing (CC through Maths & DT)
On-Screen Programming

National Curriculum Links

Pupils should be taught to:
- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.

Learning Outcomes

Children will:
- Shown how floor robots can be represented on digital devices.
- Begin to apply their knowledge of programming floor robots to controlling on-screen sprites.
- Create simple programs to control on-screen sprites & make sound effects.

Art (CC Standalone)
Natural Sculptures

National Curriculum Links

Pupils should be taught:
- To use a range of materials creatively to design and make products.
- To use…sculpture to develop and share their ideas, experiences and imagination.
- About the work of famous sculptors…making links to their own work.

Learning Outcomes

Children will:
- Observe patterns and shapes in our school outdoor environment.
- Use natural materials for different artistic purposes.
- Look at the work of sculptors, including Andy Goldsworthy, and recreate sculptures using similar techniques and patterns.

Swansfield Park
Primary School

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 scripts for films (Computing)*
- *Using statements, exclamations and questions in their comic strips (Art)*
- *Questioning and reasoning about predictions (Science) CC (Sc1)*

Mastering Maths

Opportunities for children to develop deep learning:

DT:
- Naming and describing shapes when constructing superhero accessories.
- Selecting suitable shapes according to their properties and explaining their reasoning.
- Measure and use comparative language when drawing and making their superhero accessories.

History:
- Placing historical events (Grace Darling) on a timeline. CC (Time: Sequence events in chronological order using language)

Science:
- Measuring weight, length and time whilst testing materials. CC (Measurement)

Computing
- Applying understanding of movement and direction when programming on-screen. CC

Investigation Possibilities

Science CC (Sc1)
- Why do flowers have different colours?
- What do plants need to grow?
- Do plants need soil to grow?
- Do seeds need sunlight to grow?
- Do plants move?
- Can plants grow in different environments?
- Which plants grow the quickest?
- Do all plants need the same amount of water?

DT
- Which materials are conductors?

Philosophy for Children

Science
- Should we pick wild flowers?
- Does anyone own something that is wild?

R.E.
- Is it important that we look after the world?

Opportunities for Outdoor Learning

English:
- Taking Traction Man on adventures around the school – use as stimulus for 'Mini Grey' style writing.

Science:
- Testing water resistance of capes.

Computing:
- Creating scenery in the outdoor environment for superhero films.

Art & Design
- Creating natural sculptures in the style of Andy Goldsworthy.

Maths & Computing
- Giving each other directional instructions.