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| Shepherdswell Academy Spring 1 Term Curriculum Overview for Year 2 (Badgers and Foxes). This term our topic is Anything Grows. |

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| **English**In English we are going to be starting to look at picture books. This will involve looking at what a picture book is. Linking in with this, we will be focussing in on some grammar terms such as expanded noun phrases. Our model text will be the story ‘The Secret of Black Rock’. From this, we will be writing our own version of the story. We will keep the structure of the same but will change some elements.After this, we will spend time looking at poetry. The poems will be based around plants. We will be trying to understand the meaning of different poems and then thinking about how we can sequence poetry. We will finish by writing our own free verse poems. |  **Maths**In Maths we are going to be focusing on 2D and 3D shapes by looking at their properties. We will also be looking at patterns and sequences of objects - arranging a selection of shapes such as squares, triangles, circles and rectangles into a pattern, using different orientations. We will then be looking at describing the position, direction and movement of objects using mathematical vocabulary such as quarter, half and 3 quarter turns.We will then move on to work on money - describing an amount of money in writing using £ and p. Next we will learn to solve money problems such as; ‘Show all the ways you can make up £1 using six coins'. We will then look at subtraction problems involving money such as; 'I buy a pencil for 20p and a ruler for 45p. What change do I get from £1?'Next we will focus on reading the time, completing tasks such as drawing the hands on a clock face to show quarter past three or quarter to eleven. We will then learn about aspects of time such as understanding that half an hour is 30 minutes and two times 12 hours is one day because there are 24 hours in a day. | **Science**During this term, we will be focusing on plants. We are going to be looking at what plants need to grow and be healthy. We will think about the start of a plant’s life cycle by looking at plants that come from seeds and bulbs and the difference between these. We will explore plants further by looking at how plants make their own food and the importance of flowers and seeds. To support the learning, we will conduct experiments to support our understanding of what plants require to be healthy. | **Music** We will be focusing on exploring songs with an ‘ostinato’ pattern, A repeating pattern with a range of -beats and rhythms. We will take those beats and rhythms and apply our knowledge to perform songs ( in two parts – beat and rhythm ) together. We will also learn to sing, clap and play in canon ( a round ). |
| **PSHE**We will be setting ourselves goals. We will then be thinking about how to persevere when tasks are difficult. After this, we will be thinking who it is easy for us to work with and who it is difficult for us to work with. We will consider how to work collaboratively as a group and then finish by discussing how to share our successes. |
| **History**In history, children will use a range of sources to learn about the changes in medical innovations through the ages. They will investigate what life was like in the past and how significant individuals helped to develop medical practices. In depth studies of significant individuals will include Florence Nightingale and Mary Seacole. Innovative methods and procedure will be measured in success by the impact on people's everyday lives and the health of soldiers during the Crimean War. Children will consider the impact of these on modern day medicine. | **P.E**Gymnastics - In this unit pupils learn explore and develop basic 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.Dance - Pupils will explore space and how their body can move to express and idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology. | **R.E**The focus for R.E will be books and stories in Christianity. The focus is on the importance of the Bible and its teachings to people of the Christian faith and the impact it has on their beliefs and practices. Pupils will engage in activities that will allow them to begin to understand why Jesus told stories in his teaching. They will be encouraged to ask themselves questions as to why certain stories are sacred and important in religion.  | **Art** In art the focus will be ‘Mushrooms’. Children will begin with thinking about pencil control through shading. Children will investigate different artists work and the mediums and styles they use. They will be encouraged to form their own opinion on artist’s work, whether they like it and why. They will then look at techniques for creating their own pictures. This will be followed by a lesson where the children will draw mushrooms through observation. Children will then think about the mixing of colours when painting mushrooms. |
| **Computing**In computing we will be reviewing photos online, practising using a digital camera, taking photos to fit a given theme. The children will then edit their photos, and then select their best images to include in a shared portfolio. |

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| Subject | Word | Definition |
| **Science** | **dormant** | Not active for the time being. |
| **fertiliser**  | A **fertilizer** is a chemical that helps plants to grow. |
| **photosynthesis** | Is the process plants use to take the energy from sunlight and use it to convert carbon dioxide and water into food.  |
| **English** | **expanded noun phrases** | An expanded noun phrase adds more detail to the noun. |
| **alliteration** | When words that start with the same sound (not just the same letter) are used repeatedly in a phrase or sentence.  |
| **synonyms** |  Words with the same or similar **meaning**. |
| **subordinating conjunctions** | A **conjunction** is a word, or words, used to connect two clauses together. Words such as: 'although', 'because' or 'when'. |
| **inference** | Inferencing is making an educated guess, a choice, a decision from the information given. |
| **Maths** | **Pound Sterling** |  Symbol £. A unit of money. £1.00 = 100 pence. £1 is commonly called a pound. |
| **Clockwise and anti-clockwise** | involves a turn to the right as if following the hands of a clock, anti-clockwise involves a turn to the left, against the direction of a clock’s hands |
| **Turn** | A rotation about a point: a quarter turn is a rotation of 90°. A half turn is a rotation of 180°, a whole turn is a rotation of 360°. |
| **Rotation of shapes** | The movement of shapes around a fixed point, by a given number of degrees and in a certain direction (clockwise or anticlockwise). The shape itself will remain the same but its position in the space will change. |
| **Quarter turn** |  A rotation through 90º, usually anticlockwise unless stated otherwise. |
| **Rotation** |  In 2-D, a transformation of the whole plane which turns about a fixed point, the centre of rotation. A is specified by a centre and an (anticlockwise) angle. |
| **Hour** | A unit of time. One twenty-fourth of a day. 1 hour = 60 minutes = 3600 (60 x 60) seconds. |
| **Minute** | Unit of time. One-sixtieth of an hour. 1 minute = 60 seconds |
| **Second** |  A unit of time. One-sixtieth of a minute.  |
| **PSHE** | **persevere** | To continue to try when things are difficult. |
| **collaboratively** | is when people work with each other to complete a task. |
| **PE** **(Physical Education)** | **Travel** | How we move from one place to the next e.g. walking, sliding, spinning etc.  |
| **Direction**  | The way in which we are travelling. This includes forwards, backwards, sideways and diagonally. |
| **Link**  | How we move from one gymnastic action to the next without stopping in between. Normally a fluent movement.  |
| **Sequence**  | A set of linked together actions are called a sequence. Sequences are usually repeated numerous times to be perfected and performed. |
| **Dynamics** | How an action is performed e.g. slowly, quickly, steadily etc. |
| **Pathway** | The path someone takes when completing an action. For example, making a square shape on the floor by moving forwards in straight lines.  |
| **Level** | Different actions use different levels e.g. moving like a giraffe is a high-level action whereas moving on the floor like a snake is a low-level action. |
| **Shape** | The different actions we can create with our bodies e.g. star, straight, a raindrop etc.  |

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| **How you can support at home this term:** **History:** To look at the lives of Florence Nightingale and Mary Seacole and discuss how important their contributions to medicine were. To research any other individuals who have contributed to medicine. **Computing:** Discuss what we can do to stay safe when searching online. <https://www.saferinternet.org.uk/advice-centre/young-people/resources-3-11s> This is a great resource to support this. You could look at Smartie the Penguin.**Science:** To plant something within the home together, discussing about what must be done to keep it alive. This could be something simple like cress. To discuss why plants are important to human beings.**English:** Reading different picture books together and discuss what we like about them and discuss what we could change about them.**Phonics:** Practise sounds at home. Here is a really useful website- <https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>**Spelling:** Use Purple Mash to practice spelling common exception words. **Maths:** To practice recalling the names and properties of 2d and 3d shapes. To practice working with money.To use NumBots- To recall 2, 5 and 10 times table facts. A great website to practice times tables is Hit The Button- <https://www.topmarks.co.uk/maths-games/hit-the-button>**PE:** Run through the basic gymnastic shapes with your child as knowing these are fundamental to the rest of the gymnastic skills they will be learning about. Put music on and dance along to it! |