



Year 2 Curriculum Term 3

Topic Title: Land Ahoy!	
English	Maths
<p><i>The Way Back Home</i> by Oliver Jeffers</p> <p>Overview of the Story</p> <ul style="list-style-type: none">The Way Back Home is a charming picture book by Oliver Jeffers that tells the story of a boy who finds himself on an unexpected adventure when he discovers a simple, yet magical device—a plane.The boy's journey takes him to a distant place where he meets a stranded Martian who needs help. The adventure is about problem-solving, friendship, and the concept of home. <p>Exploring Emotions</p> <p><i>Emotions of the Characters</i></p> <ol style="list-style-type: none">The Boy<ol style="list-style-type: none">Excitement: At the beginning of the story when he discovers the plane.Fear: When he realizes he cannot return home.Empathy: When he meets the Martian and understands its loneliness.Happiness: When he helps the Martian and finds his way back home.The Martian<ol style="list-style-type: none">Loneliness: Initially, the Martian is stuck and sad.Hope: As it meets the boy and they work together.Gratitude: After the boy helps it return home. <p><i>Key Emotion Vocabulary</i></p>	<p>Measurement: Money</p> <ol style="list-style-type: none">Count Money – Pence<ul style="list-style-type: none">accurately count amounts of money solely in pence. They should recognise and name the coins (1p, 2p, 5p, 10p, 20p, 50p), and count them using both number knowledge and practical grouping strategies.Count Money – Pounds (Notes and Coins)<ul style="list-style-type: none">identify and count money in pounds using both notes and coins. They should know the values of £1 and £2 coins, as well as £5, £10, and £20 notes, and be able to count combinations of these.Count Money – Pounds and Pence<ul style="list-style-type: none">count amounts that include both pounds and pence, accurately adding them to find the total. This involves understanding and using the decimal point to separate pounds from pence (e.g., £2.57).Choose Notes and Coins<ul style="list-style-type: none">select the appropriate notes and coins to represent a given amount of money. This requires understanding the value of different denominations and choosing the most efficient combination of notes and coins.Make the Same Amount<ul style="list-style-type: none">making the same total amount using different combinations of coins and notes. This helps them understand the equivalency between different ways of expressing the same monetary value.Calculate with Money

Courage

Resilience

Honesty

Kindness

Matthew 7:24 - "Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock"



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- Excitement
- Fear
- Loneliness
- Empathy
- Happiness
- Gratitude

Developing Dialogue

Activities for Dialogue Development

1. Character Conversations:

- a. Create dialogues between the boy and the Martian during their first meeting. Consider how their emotions change throughout their interaction.

2. Emotion Cards:

- a. Use emotion cards for students to express how characters might feel at different points in the story. This can help deepen their understanding of character development.

Example Dialogues

- **When the Boy Meets the Martian:**
 - Boy: "Hello! Are you lost too?"
 - Martian: "Yes! I was all alone until you arrived!"
- **When They Solve the Problem:**
 - Boy: "We can work together to get you home!"
 - Martian: "Thank you! I feel much better with a friend."

- perform simple calculations with money, including addition and subtraction. This will involve scenarios such as adding the cost of items or calculating the remaining money after a purchase.

7. Make a Pound

- combine smaller amounts of money to make a pound. They need to know the different combinations of coins that add up to 100p (e.g., five 20p coins, ten 10p coins).

8. Find Change

- calculate change from amounts given in pounds and pence when an item is purchased. They should perform these calculations by counting up from the cost of the item to the amount paid.

9. Two-Step Problems

- solving two-step problems involving money. This includes understanding more complex scenarios where multiple operations or decisions are necessary (e.g., buying multiple items and then receiving change).

Multiplication and Division

1. Recognise Equal Groups

- identify and describe arrangements that form equal groups, understanding the concept of 'same number of items' in each group as a basis for multiplication.

2. Make Equal Groups

- demonstrate the ability to form equal groups using objects, pictures, or numbers, showing an understanding of how these groups can represent multiplication situations.

3. Add Equal Groups

- add together equal groups, calculating total amounts. This is crucial for understanding repeated addition as a foundation for multiplication.

4. Introduce the Multiplication Symbol

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Creating Our Own Journey Story

Story Structure

1. **Introduction:** Introduce your character and their starting point.
2. **Adventure:** Describe the journey and any obstacles faced.
3. **Problem:** Highlight a challenge that the character must solve.
4. **Resolution:** Show how the problem is solved and the character returns home.

Story Writing Activities

- **Story Mapping:** Create a storyboard to outline your character's journey.
- **Character Emotions:** Include at least three emotions your character feels during the journey.

Non-Fiction Unit: Creating a Newspaper Report

Purpose of a Newspaper Report

To inform readers about significant events in an engaging and clear manner.

Features of a Newspaper Report

- **Headline:** A catchy title summarising the main event.
- **Introduction:** Briefly outline the who, what, where, when, and why.
- **Body:** Provide detailed information about the events in the story.
- **Quotes:** Include imaginary quotes from characters, such as the boy and the Martian.
- **Conclusion:** Summarise the main events and their importance.

Example File for Reporting

- **Headline:** "Boy Helps Martian Return Home!"
- **Introduction:** "A young boy and a stranded Martian embark on an extraordinary adventure that teaches them about friendship."

- multiplication symbol (\times) and understand its meaning in terms of repeated addition and grouping.

5. Multiplication Sentences

- construct and comprehend multiplication sentences using numbers and the multiplication symbol, applying their knowledge of equal groups.

6. Use Arrays

- understand and use arrays as a visual and practical strategy for representing multiplication, recognizing rows and columns, and identifying how these relate to multiplication sentences.

7. Make Equal Groups – Grouping

- divide a total number into smaller equal groups in a contextualized setting.

8. Make Equal Groups – Sharing

- sharing as a division strategy, evenly distributing a quantity into a specified number of groups and identifying the size of each group.

9. The 2 Times-Table

- recall and use multiplication facts for the 2 times-table fluently, and being able to relate them to corresponding division facts.

10. Divide by 2

- efficiently divide by 2, understanding this as sharing or grouping within practical contexts.

11. Doubling and Halving

- Doubling and halving of numbers should be well understood, with students able to apply these skills in practical problem-solving situations.

12. Odd and Even Numbers

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- **Body:** Describe the adventure, the encounters, and how they solved problems together.
- **Quote Section:** "I thought I was alone, but then my friend came along!" – Martian, reflecting on the journey.

Assessment Criteria

For Journey Stories

- Clear story structure (beginning, middle, end).
- Use of varied vocabulary to express emotions.
- Creativity and imagination in the adventure.

For Newspaper Reports

- Inclusion of all key features (headline, introduction, body, quotes, conclusion).
- Clarity and coherence in writing.
- Ability to convey the events engagingly.

Conclusion

Through this unit on "The Way Back Home," students will enhance their understanding of storytelling, character emotions, and reporting. They will cultivate their creativity and improve their writing skills, engaging with both fiction and non-fiction in a meaningful way.

- identify and categorise numbers as odd or even, understanding their properties and patterns.

13. The 10 Times-Table

- know the 10 times-table, recognizing patterns associated with multiplying numbers by 10.

14. Divide by 10

- dividing numbers by 10, using this skill in various mathematical contexts and understanding the relationship between multiplication and division.

RE

Humanism

- Explain who Humanists are.
- Describe what Humanists believe makes us special.
- Know that the symbol for Humanism is The Happy Human.
- Know that Humanists chose this as their symbol because being happy is really important.

PSHE

Too much Selfie isn't Healthy

- **Kindness:** showing love for others
- **Spot the Difference:** Be aware of surroundings and the people around you
- **Secret Kindness Agents:** Looking for opportunities to do something kind for others

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- Understand that there are different ways to be happy.
- Explain the difference between reason and empathy.
- Know what the golden rule is.
- Know that Humanists celebrate key moments in their lives.
- Talk about what happens at a baby's naming ceremony.

Knowledge building blocks:

Pupils will know that:

- Humanism isn't a religion, but a way of thinking and living.
- Humanists do not believe in God or gods.
- They believe that this is our only life, so it is very important to live a worthwhile, happy life for ourselves and others.
- There are different ways of being happy
- Humanists believe we should be good to one another; promoting happiness and avoiding doing harm
- Humanists consider the consequences of their actions
- Humanists know the importance of empathy when making decisions about how we should act
- The Golden Rule means treating others as you would want to be treated.
- Taking care of other living creatures and the natural world is really important to a Humanist.

- Everyday Heroes: Thinking about people who look after us in our community
- We all Fit Together Looking at how are we the same and how we are different
- HeartSmart on the Playground, HeartSmart Online: Rules for keeping safe online (reflection and self-evaluation)

Music

Musicianship:

- Finding and keeping a steady beat
- Simple rhythmic patterns using long and short
- Simple melodic patterns using high and low
- Improvisation – A B C

Listen and Respond: Selection of songs (see overview)

Singing: Selection of songs (see overview)

Playing: Glockenspiel – notes CDE/ EFGABC (3 levels)

Improvising and composition: 1,2 or 3 notes (C D E)

Performing: Perform and share what has taken place in the lesson

PE

Teacher Led – imoves Fundamentals (ipractice Sporting Best)

Personal Learning Objectives

I can begin to identify what my Personal Best looks like.

I can show perseverance and resilience to be 'my best self'

Emerging – Persevere when a task is challenging. Show resilience to try to improve.

Secure – Set and work towards simple personal best goals. Say how to improve to be their 'best self'. Ask for help when appropriate.

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	<p>Advanced – Begin to challenging themselves by increasing the level of challenge within an activity where appropriate</p> <p>Skill Outcome To run, jump and skip with spatial awareness; in different directions and at different speeds, with increasing fluency and in increasingly challenging situations.</p> <p>TSC – Kicking and Dribbling (invasion Hockey and Football)</p> <p>Pupils will be taught to: master basic movements including kicking and dribbling, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Fundamental Movement Skills addressed: Locomotor- Running, Walking, Hopping, Jumping (height & distance) Body Control- Landing, Stretching, Balancing, Turning, Stopping, Bending, Twisting Object Control- Control, Throwing, Kicking, Dribbling</p>
French	Computing
<p>An introduction to French including basic greetings, numbers, songs, some basic French phonics and stories.</p> <p>Songs include French vocabulary for numbers, days of the week, colours, feelings, seasons and greetings.</p>	<p>Programming A – Robot Algorithms</p> <ul style="list-style-type: none">▪ To describe a series of instructions as a sequence▪ To explain what happens when we change the order of instructions▪ To use logical reasoning to predict the outcome of a program (series of commands)▪ To explain that programming projects can have code and artwork▪ To design an algorithm▪ To create and debug a program that I have written

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Year 2 Curriculum Term 3

Connected Curriculum

Science

Substantive Knowledge

Investigating Materials

What Are Boats?

Definition: A boat is a vehicle used for travelling on water.

Types of Boats:

Sailboats

Rowboats

Motorboats

Barges

Materials Used to Make Boats

Wood: Strong and lightweight, often used in traditional boats.

Plastic: Durable and waterproof, common in modern small boats.

Metal: Used for large vessels; very strong and long-lasting.

Glass: Sometimes used in windows or the hull of certain boats.

Card/Paper: Used for model boats; not suitable for real watercraft.

Properties of Different Materials

Wood:

Properties: Light, can float.

Uses: Canoes, small sailing boats.

Plastic:

Properties: Light, can float, waterproof.

Uses: Kayaks, dinghies.

Metal:

Properties: Heavy, can sink, very strong.

Disciplinary Knowledge

Observation: Look closely at images of boats and materials.

Hypothesis: Make educated guesses about which materials will float/sink.

Experimentation: Test different materials to see what floats and what sinks in water.

Data Collection: Record observations of which materials float and which sink.

Scientific Inquiry Process

Question Raising: What shapes of plasticine can float?

Hypothesis Formation: Predict which shapes might float better than others.

Experimentation:

Initial test: Place a lump of plasticine in water to check if it floats.

Mould different shapes (sausage, flat, cup) and test each in the water.

Observation & Recording: Note down which shapes float and which sink.

Conclusion: Discuss the results and reflect on why some shapes floated better than others.

Data Recording

Experiment Log: Create a table to record the different shapes created and whether they floated or sank.

Visual Representation: Draw or take photos of each shape and mark if it floats or sinks.

- [BBC Bitesize - Floating and Sinking](#)
- [National Geographic Kids - Boats](#)
- [Science4Us - Materials and Their Properties](#)
- [Primary Resources - Science Worksheets](#)
- [BBC Bitesize Science: Floating and Sinking](#)
- [Primary Science Teaching Trust: Inquiry-Based Learning](#)
- [Science Kids: Science Experiments](#)

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Uses: Cargo ships, ferries.

Glass:

Properties: Heavy when thick, can sink, sometimes transparent, fragile.

Uses: Windows in boats.

Brick:

Properties: Heavy, sinks.

Uses: Not used in boats, but important for other constructions.

Paper/Card:

Properties: Lightweight, can float if treated.

Uses: Model boats for experiments and projects.

Floating and Sinking

Float: If something stays on the surface of the water.

Sink: If something goes to the bottom of the water.

Buoyancy: The ability of an object to float.

Density: The amount of mass in a given volume which affects floating or sinking.

Material: The substance from which something is made.

Endpoints

1. Identify and name various boats and the materials they are made from.
2. Describe the properties of materials (wood, plastic, metal, glass, brick, paper/card).
3. Conduct simple experiments to test which materials float or sink.
4. Discuss their findings with peers and explain their reasoning.

Making Boats

What is Floating?

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Definition of Floating: Floating occurs when an object is on the surface of a liquid and stays there without sinking.

Density: An important property that determines whether an object floats. If an object is less dense than the liquid, it will float; if it is more dense, it will sink.

The Role of Shape

Shape and Floating: The shape of an object can affect its ability to float. For example, flat shapes may float better than round ones because they displace more water.

Volume and surface area: A larger surface area can help distribute weight better and make it easier to float.

Plasticine Properties

Plasticine: A type of modelling clay that can be easily reshaped.

Malleable: Plasticine can be squashed, squeezed, and bent into different shapes, making it perfect for this experiment.

Endpoint

1. Understand the concept of floating and sinking.
2. Experiment with different shapes and relate the concept of density to their findings.
3. Record and communicate their results clearly.

Develop skills in hypothesising and drawing conclusions from their observations.

Geography

Substantive Knowledge

Surrounding Seas

Seas Around the UK

North Sea

Irish Sea

English Channel

Atlantic Ocean

Disciplinary Knowledge

Geographical Skills:

Understanding maps and atlases to locate seas and cities.

Identifying key features of the UK geography.

Using compass directions to describe the locations of seas.

Cultural Understanding:

Appreciating the significance of seas and cities in the UK.

Recognising the diversity of cities within the UK.

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Year 2 Curriculum Term 3

UK Cities

London
Manchester
Birmingham
Liverpool
Edinburgh
Cardiff
Belfast

End Points

1. Identify and name the North Sea, English Channel, and Irish Sea on a map.
2. Locate and name London, Edinburgh, Cardiff, and Belfast on a map.
3. Describe the position of the seas in relation to the UK.
4. Understand the importance of seas and cities within the UK.

Navigate for Captain Cook

Countries and Regions:

Hawaii
Australia
New Zealand
Tahiti
Newfoundland

Geographical Features:

Antarctic Circle
Equator
Northern Hemisphere
Southern Hemisphere

End Points

1. Locate and colour the specified places accurately on a world map or globe.

Using Maps:

Maps help us understand where places are located on Earth.
Maps have keys to show different symbols and colours.

Latitude and Longitude:

Latitude lines run horizontally and measure how far north or south a place is from the Equator.

Longitude lines run vertically and measure how far east or west a place is from the Prime Meridian.

Hemispheres:

The Equator divides the Earth into the Northern Hemisphere and Southern Hemisphere.

The Northern Hemisphere is where most of the UK is located, while the Southern Hemisphere includes countries like Australia and New Zealand.

Understanding Maps

Maps are visual representations of an area.

Maps use symbols to represent features.

Compasses help us show direction on a map.

- [BBC Bitesize - Seas Around the UK](#)
- [National Geographic Kids - UK Seas Facts](#)
- [National Geographic Kids](#)
- [BBC Bitesize - Geography for Kids](#)
- [Twinkl Geography Resources for Year 2](#)
- [National Geographic Kids - Maps and Map Skills](#)

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2. Identify and label the Antarctic Circle and equator.
3. Recognize the Northern Hemisphere and Southern Hemisphere.

Treasure Maps

Geographical Features:

Forests
Sandy beaches
Quicksand
Cave
Lake
Swamp
Mountain range

Human Features:

Shipwrecks
Pirate hideouts
Fortresses
Villages

Technical Terms:

Compass rose
Key symbols

Endpoint

1. Create an imaginative treasure map with detailed human and geographical features.
2. Describe locations using cardinal directions with a compass.
3. Understand the purpose of a key in interpreting a map

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Year 2 Curriculum Term 3

Art	
Substantive Knowledge	Disciplinary Knowledge
<p>Pirate Flags</p> <p>Pirate Flags:</p> <p>Pirate flags were used by pirates to identify themselves and strike fear into their victims.</p> <p>Common symbols on pirate flags included skulls, crossbones, swords, and other menacing motifs.</p> <p>The colours used on pirate flags were often red, black, white, and occasionally other contrasting colours.</p> <p>Shapes, Patterns, and Colours:</p> <p>Shapes on pirate flags were typically simple and bold, such as skulls and crossbones.</p> <p>Patterns were usually straightforward and easy to recognise from a distance.</p> <p>Colours chosen for pirate flags were vibrant and contrasting to ensure visibility from afar.</p> <p>Endpoints</p> <ol style="list-style-type: none">1. Identify shapes, patterns, and colours commonly found on pirate flags.2. Design and create a motif suitable for a pirate flag.3. Construct a printing block using provided materials.4. Produce single and repeat prints using the printing block. <p>Sketching Boats</p> <p>Shapes: Using basic shapes (e.g. rectangles, circles, triangles) to construct the outline of a boat.</p> <p>Lines: Adding detail and texture to the boat using different types of lines (e.g. straight lines, curved lines).</p> <p>Colours: Choosing appropriate colours and patterns to decorate the boat, considering complementary and contrasting colours.</p>	<p>Motif Design:</p> <p>When designing a motif for a pirate flag, consider using bold shapes like a skull with crossbones or a sword.</p> <p>Choose colours that stand out from a distance, such as red, black, and white.</p> <p>Printing Block Creation:</p> <p>Materials for making a printing block can include card, string, foam, or polystyrene tiles.</p> <p>Print Making:</p> <p>Make single prints by pressing the block onto paper or fabric.</p> <p>Create repeat prints by carefully aligning the block to create a pattern.</p> <p>Shape Recognition: Identify shapes like circles, triangles, and swords in pirate flag designs.</p> <p>Colour Selection: Choose bold colours such as black, white, red, or other contrasting colours for the motif.</p> <p>Observation Skills</p> <p>Look closely at the details of a boat.</p> <p>Notice different shapes and forms.</p> <p>Perspective Drawing</p> <p>Practice drawing a boat from different angles.</p> <p>Experiment with top views, side views, front views, and internal views.</p> <p>Materials Exploration</p> <p>Use a pen for fine lines and details.</p> <p>Try a pencil for shading and adding depth.</p> <p>Experiment with marker pens for bold outlines.</p> <p>Shape and Form Understanding</p> <p>Identify geometric shapes within the boat.</p> <p>Consider the overall form and structure of the boat.</p> <p>Creative Expression</p> <p>Explore adding personal touches to boat drawings.</p> <p>Use imagination to enhance the drawings.</p>

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Shading: Applying shading techniques such as cross-hatching or blending to create depth and form in the drawing.

Perspective: Using perspective to show the size and distance of objects in the composition, understanding foreground, middle ground, and background.

Endpoints

1. Identify shapes and forms of boats accurately.
2. Create drawings from various angles, including above, sideways, front, and inside.
3. Demonstrate the use of different drawing materials.
4. Develop observational and drawing skills.

- [BBC Bitesize Art and Design](#)
- [Tate Kids – Art Activities](#)
- [BBC Bitesize – Pirate Flag History](#)
- [National Maritime Museum – Pirate Flags](#)
- [Tate Kids – Printmaking Techniques](#)
- [Tate Kids – How to Draw a Boat](#)

History

Substantive Knowledge

Life of a Pirate

Timeline of Important Events or Concepts:

1600s–1800s: The Golden Age of Piracy – Pirates were most active and notorious.

1718: Blackbeard, one of the most famous pirates, was killed in battle.

1720: Bartholomew Roberts captured over 400 ships during his piracy career.

1726: Pirate Anne Bonny was arrested and later released.

1730: The pirate era began to decline as naval forces cracked down on piracy.

Interesting Facts:

Pirates often wore eye patches to keep one eye adjusted to night vision for below-deck operations.

Blackbeard used to tie slow-burning fuses into his beard to scare his enemies with smoke coming from his face.

Not all pirates were male; there were female pirates like Anne Bonny and Mary Read.

Endpoints:

By the end of this topic, Year 2 students should know:

1. What pirates are and what they do.

Disciplinary Knowledge

Using Historical Sources

Pupils should be able to examine a range of sources (such as paintings, written accounts, or artefacts) to gather information about the life of a pirate.

Historical Reasoning

Children should be able to discuss why piracy happened, considering economic, social, and political factors.

Comparing Past and Present

Students should be able to make simple comparisons between the life of a pirate and contemporary life, understanding the differences and similarities in societal norms and laws.

Historical Skills

Using Historical Sources: Pupils should develop the ability to identify different types of sources (e.g., pictures, stories, and artifacts) and use them to learn about Mary Anning's life and times.

Chronological Understanding: Pupils should be able to place the events of Mary Anning's life in chronological order and understand how her discoveries fit into the wider history of palaeontology.

Understanding Historical Concepts

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2. Key pirate vocabulary and terminology.
3. The main characteristics of a pirate ship.
4. The reasons why pirates were feared.
5. The importance of teamwork and leadership on a pirate ship.
6. The decline of piracy in the 18th century.

Grace Darling

Timeline of Grace Darling

1815: Grace Darling is born in Northumberland, England.

1838: Grace Darling and her father rescue survivors of the shipwrecked SS Forfarshire.

1842: Grace Darling passes away due to tuberculosis.

Interesting Facts

Grace Darling became a national heroine for her bravery in the rescue mission.

The SS Forfarshire ran aground on the rocks near the Longstone Lighthouse, where Grace lived.

Grace Darling received medals for her courageous act of rescuing survivors.

Endpoints

By the end of this topic, Year 2 students should know:

1. Who Grace Darling was and why she is famous.
2. What a lighthouse is and its importance.
3. The key events of Grace Darling's life, including the rescue of the SS Forfarshire survivors.
4. The significance of courage and helping others in difficult situations.

Significance: Pupils should understand why Mary Anning is considered a significant figure in history, focusing on her contributions to the field of palaeontology and how her work changed scientific understanding.

Change and Continuity: Pupils should explore how the study and understanding of fossils have changed since Mary Anning's time, and which aspects have remained consistent.

Historical Enquiry

Asking and Answering Questions: Pupils should be capable of asking historical questions about Mary Anning (e.g., Why is Mary Anning famous? What challenges did she face?), and use historical sources to answer these questions.

Drawing Conclusions: Based on the evidence they gather; pupils should be able to draw simple conclusions about Mary Anning's life and the impact of her work.

Communication

Discussing and Presenting Findings: Pupils should be encouraged to share their findings about Mary Anning through structured discussions, presentations, or displays, using historical terms and concepts accurately.

- [BBC Bitesize - The Golden Age of Piracy](#)
- [National Geographic Kids - Pirates](#)
- [DK Find Out! - Pirates](#)
- [BBC Bitesize - Grace Darling](#)
- [National Lifeboat Institution - Grace Darling](#)

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Design and Technology

Substantive Knowledge

Build a Raft

Materials:

Identify and classify different reclaimed materials (e.g., plastic bottles, wooden planks, rope).

Explain the properties of these materials and how they can be used in building the raft.

Buoyancy:

Understand the concept of buoyancy and how it affects the raft's ability to float.

Investigate ways to enhance the raft's buoyancy using reclaimed materials.

Design:

Create simple designs and sketches of the raft.

Consider factors such as size, shape, and weight distribution in the design process.

Endpoints

1. Identify suitable materials for building a rescue raft.
2. Design and construct a functional raft that can cross a pond.
3. Work collaboratively in a team to complete the project.
4. Reflect on the design process and make improvements.

Disciplinary Knowledge

Designing

Drawing a plan of the raft layout.

Considering weight distribution and buoyancy in the design.

Making

Cutting and shaping materials to fit the design.

Assembling the raft using adhesives and fasteners.

Evaluating

Testing the raft in a water container for buoyancy.

Making improvements based on testing results.

Technical Knowledge

Understanding the properties of materials used.

Using tools safely and effectively

- [BBC Bitesize - Design and Technology](#)
- [STEM Learning - Design and Technology Resources](#)

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