Year 2 Curriculum Term 1

Topic Title: Beachcombers 1	
English	**Maths**
Text: Cinderella **Story Pattern: Rags to Riches** **Focus: Story openers and endings** For our Traditional Tale unit this term, we will delve into the classic story of Cinderella, focusing specifically on crafting engaging openings and fulfilling endings. Before starting the story, it is essential to consider the character's emotions and desires. To enrich our narratives, we will expand our use of time starters by incorporating phrases like "Once upon a time," "In a land far away," or "Many years ago." Furthermore, we will experiment with early or late time starters to add depth to our stories. Additionally, we will explore the use of place starters to vividly set the scene. To conclude our tales effectively, we will reflect on the character's transformation or the key lessons learned throughout the narrative. By following these guidelines, we aim to enhance our storytelling skills and captivate our readers with compelling Traditional Tales. **Text: Seymour's Seaside Picnic** **Genre: Instructions** **Focus: Clear and concise instructions** In our non-fiction unit, we will focus on enhancing the students' writing skills through a fun and interactive activity - making a sandwich based on our text 'Seymour's Seaside Picnic'. This activity is designed to engage students in the writing process while also teaching them the importance of clear and concise instructions. To begin, students will be asked to write a set of instructions on how to make a sandwich. They will need to consider the order of steps, the use of imperative verbs, and the clarity of their instructions. This task will not only improve their writing skills but also their ability to give clear directions.	Place Value **1. Count in Steps** • Students should be able to count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. **2. Recognise Place Value** • Pupils should be able to recognise the place value of each digit in a two-digit number (tens, ones). **3. Identify, Represent, and Estimate Numbers** • They should be able to identify, represent, and estimate numbers using different representations, including the number line. **4. Compare and Order Numbers** • Students must compare and order numbers from 0 up to 100; use <, > and = signs. **5. Read and Write Numbers** • They should be able to read and write numbers to at least 100 in numerals and in words. **6. Use Place Value and Number Facts** • Pupils should use place value and number facts to solve problems. Addition and Subtraction **1. Recall and Use Addition Facts** Students should be able to recall and use addition facts to 20 fluently and derive and use related facts up to 100. This includes understanding the relationships and patterns between numbers within 20. **2. Mental Addition and Subtraction**

Year 2 Curriculum Term 1

After writing their instructions, students will then have the opportunity to follow each other's guides and make a sandwich based on the instructions provided. This practical exercise will help them understand the importance of detailed and well-structured writing. Overall, this term's focus on writing instructions through the sandwich-making activity will encourage students to think critically about their writing and improve their communication skills.	Pupils should be proficient in performing addition and subtraction mentally, including: • Adding and subtracting two-digit numbers and ones, • Adding and subtracting two-digit numbers and tens, • Adding (and subtracting) two two-digit numbers, • Adding three one-digit numbers. **3. Understand Properties of Addition** Students should demonstrate an understanding of the commutative property of addition (i.e., numbers can be added in any order) and apply this knowledge in their computations. **4. Solve Problems with Addition and Subtraction** Students must be able to solve problems with addition and subtraction: • Applying their knowledge to both routine and non-routine problems, including problems in contexts like measures and money, • Using a range of mental and written methods, like the column method. **5. Recognize and Use the Inverse Relationship** Pupils should recognize and use the inverse relationship between addition and subtraction to check calculations and solve missing number problems (e.g., (\Box + 29 = 85)). **6. Number Bonds** They should be able to identify and recall number bonds to 20 and use these to reason about number bonds to 100 and beyond, highlighting a significant grounding in basic numerical relationships. **7. Written Methods for Addition and Subtraction** By the end of Year 2, students should demonstrate confidence in using formal written methods for both addition and subtraction. This includes the expanded method leading into the more compressed column method as appropriate for their development stage.

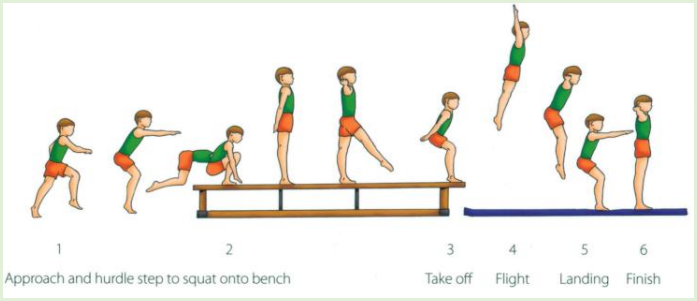
Year 2 Curriculum Term 1

	8. Estimation Students should develop the skill to estimate the result of addition and subtraction calculations before performing them, reinforcing the importance of accuracy in mathematical practice.
RE	**PSHE**
CORE: • Retell the story of creation from Genesis 1:1–2.3 simply. • Recognise that 'Creation' is the beginning of the 'big story' of the Bible. • Say what the story tells Christians about God, Creation and the world. • Give at least one example of what Christians do to say thank you to God for the Creation. • Think, talk and ask questions about living in an amazing world. **KNOWLEDGE BUILDING BLOCKS** PUPILS WILL KNOW THAT CHRISTIANS BELIEVE: • God created the universe. • The Earth and everything in it are important to God. • God has a unique relationship with human beings as their Creator and Sustainer. • Humans should care for the world because it belongs to God.	**Get Heartsmart and the St Nicholas Way** • **The St Nicholas Way**: it's who we are • Get Heartsmart: choices we make can help or hurt our own and others hearts • Power Plus: describing how we can use our power in positive and negative ways • Heart Decisions: Considering the reputations we would like to have • Bright Hearts: What is in our hearts, is played out in our words and actions • Love Map: Identifying special people and how they show us love • Boris Face Plate: Creating a robot face from healthy foods (reflection and self-evaluation)
Music	**PE**
Musicianship: -Finding and keeping a steady beat -Simple rhythmic patterns using long and short -Simple melodic patterns using high and low - Improvisation- notes c,d,e **Listen and Respond:** Selection of songs (see overview) **Singing:** Selection of songs (see overview) Playing: Glockenspiel – notes C,D,E (3 levels) **Improvising and composition:** (2 options) - Compose with the Song – CDE / FG (3 or 5 notes) - Create a Graphic Score: Friendship **Performing:** Perform and share what has taken place in the lesson	**Teacher Led: Gymnastics** Body Management moves including: • Rebound jumps • Tucked dish • Back support • Staddle sit • Arch • Front support • Splits (leading in if necessary) • Shoulder flexibility • Broad jump Application:

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"

Year 2 Curriculum Term 1

	Sequence performed in a floor exercise: Forward roll, teddy bear roll, one foot stand, stretch jump and landing Vault work:  **TSC- Movements (Athletics)** Pupils will be given the opportunity to develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils will continue to develop basic Athletics-based skills and techniques- developed through previous years, in order to explore distance/ weight/ height in different disciplines **Fundamental Movement Skills addressed:** Locomotor- Running, Walking, Hopping, Jumping (height & distance) Body Control- Landing, Stretching, Balancing, Turning, Stopping, Bending Object Control- Control, Throwing
French	**Computing**
An introduction to French including basic greetings, numbers, songs, some basic French phonics and stories.	**<u>Computing Systems and Networks – IT Around Us</u>** ▪ To recognise the uses and features of information technology

Year 2 Curriculum Term 1

Songs include French vocabulary for numbers, days of the week, colours, feelings, seasons and greetings.	▪ To identify information technology in the home ▪ To identify information technology beyond school ▪ To explain how information technology benefits us ▪ To show how to use information technology safely ▪ To recognise that choices are made when using information technology

Connected Curriculum

Science

Substantive Knowledge	Disciplinary Knowledge
Beach Zones **Rock Pools** Living Things: Commonly found living things in rock pools include sea anemones, crabs, snails, and small fish. Non-Living Things: Rocks, shells, seaweed, and sand are examples of non-living things in rock pools. **Sand Dunes** Living Things: Insects like beetles and ants, small plants like marram grass, and certain birds can be found in sand dunes. Non-Living Things: Sand, pebbles, and driftwood are non-living elements in sand dunes. **Other Zones of the Beach** Living Things: Seagulls, jellyfish, seaweed, and various types of shells are living things found in different zones of the beach. Non-Living Things: Plastic waste, rocks, sandcastles, and beach toys are examples of non-living things on the beach. **Endpoints** 1. Students will be able to identify at least three living things and three non-living things in rock pools, sand dunes, and other zones of the beach. 2. Students will complete a tally chart to record their findings during the beach exploration.	**Observing and Recording:** Using tally marks to record data Classifying findings into living and non-living categories **Comparing and Contrasting:** Identifying similarities and differences between living and non-living things Understanding how each contributes to the beach ecosystem **Creating a Classroom Display:** Presenting findings through visuals, labels, and descriptions Engaging peers in the research process and conclusions **Sorting into Groups** By Shape: Items can be grouped based on their shapes, such as round, oval, or irregular. By Texture: Items can be grouped based on how they feel, such as smooth, rough, or bumpy. By Colour: Objects can be grouped based on their colours, for example, items that are white, brown, or green. By Material: Sorting items based on whether they are natural (e.g. shells) or man-made (e.g. old rope) materials. By Source: Grouping items based on whether they come from the land (e.g. pebbles) or the sea (e.g. seaweed). **Why Sorting is Important** Helps in understanding the characteristics of objects.

Year 2 Curriculum Term 1

3. Students will collaborate to create a classroom display showcasing their discoveries. **Grouping and Sorting** **Identifying Items at the Beach** Pebbles Shells Seaweed Driftwood Old Rope Samples of Plants Crabs' Legs Mermaids' Purses **Sorting Criteria** Size Shape Texture Colour Material Living/Non-living Natural/Man-made Source (land or sea) **Endpoints** 1. Identify various items found at the beach. 2. Sort items into groups based on different criteria. 3. Explain their sorting decisions. 4. Draw a Venn diagram to visually represent sorting. **Rock Pool Habitats** **What is a rock pool?**	Develops observational skills. Encourages critical thinking and reasoning. **Food Chains in a Rock Pool:** Producer: Algae and seaweed are primary producers that use sunlight to make their own food through photosynthesis. Consumer: Animals like crabs, anemones, starfish, and mussels are consumers that eat other organisms for energy. Predator-Prey Relationships: Predators such as crabs and starfish feed on prey like mussels and barnacles. **Adapting to the Environment:** Camouflage: Many rock pool organisms have colours and patterns that help them blend in with the rocks to avoid predators. Shell Protection: Mussels and barnacles have hard shells that protect them from predators and desiccation. **Observing Mollusc Shells** Using Hand Lenses or Digital Microscopes: These tools magnify the details of the shells, allowing for closer examination of their shape, texture, and patterns. Drawing or Sketching Shells: Encourages observational skills and helps children document their observations accurately. Comparing Similarities and Differences: Children will analyse the shells to identify common features and unique characteristics of each type. **Observation Using Digital Microscope:** Use a digital microscope to closely examine feathers. Sketch or take pictures of the shaft, barbs, and barbules. **Waterproof Test:** Mist water onto feathers and observe what happens. Discuss how the water beads up and rolls off due to the waterproof properties of feathers. **Comparison:** Compare vaned and downy feathers for their waterproof properties.

Year 2 Curriculum Term 1

A rock pool is a small body of water that forms in the gaps and crevices of rocks along the seashore.
Rock pools are home to a variety of plants and animals that have adapted to the changing conditions of the tides.

Key Features of a Rock Pool:

Water: Rock pools contain saltwater from the sea.
Rocks: The edges and bottom of a rock pool are typically lined with rocks and pebbles.
Plants: Algae and seaweed can be found growing in rock pools.
Animals: Various types of creatures such as crabs, starfish, anemones, and small fish inhabit rock pools.

Endpoints:

1. Identify the key features of a rock pool ecosystem.
2. Describe the plants and animals that live and grow in a rock pool.
3. Understand the predator-prey relationships within a rock pool.

Shells, Shells, Shells

Mollusc Shells

Land Snails: Land snails have spiral shells with whorls. They create their shells from calcium carbonate they extract from their environment.
Mussels: Mussels have dark, elongated shells with a blue-black colour. The shells are made up of two halves, called valves.
Razor Shells: Razor shells have thin, elongated shells that resemble razors. They bury themselves in the sand or mud.
Limpets: Limpets have cone-shaped shells and cling tightly to rocks. Their shells provide protection from predators.
Clams: Clams have thick shells that can open and close like a book. They bury themselves in sand or mud.
Conch: Conch shells are large and spiral-shaped. They are mainly found in tropical waters.
Cockles: Cockles have round shells with radial ribs. They bury themselves in sand or mud.

Importance of Shells to Molluscs

Encourage students to discuss why different feathers have different functions.

- BBC Bitesize - Living Things and Their Habitats
- National Geographic Kids - Rock Pool Creatures
- The Wildlife Trusts - Exploring Sand Dunes
- BBC Bitesize - Sorting and Using Materials
- Topmarks - Sorting and Matching Games
- Science Kids - Classification Games
- BBC Bitesize - Seashore Animals
- The Wildlife Trusts - Guide to Rock Pooling
- National Geographic Kids - Molluscs
- BBC Bitesize - Molluscs
- RSPB Feathers Information
- National Geographic Kids - Feathers

Year 2 Curriculum Term 1

Protection: Shells act as protective coverings, shielding molluscs from predators, physical damage, and drying out.
Habitat: Shells provide a secure home for the mollusc, offering stability and a place to retreat when needed.
Buoyancy: Shells help some molluscs, like mussels, float in water, aiding their feeding and movement.

Endpoints

1. Identify and name various mollusc shells.
2. Discuss the functions of mollusc shells for the creatures living inside.

Feathers!

Feather Structure:
Shaft: Hard, hollow central tube.
Barbs: Perpendicular feathery parts.
Barbules: Small interlocking structures that zip the barbs together.

Waterproof Properties:
Importance: Feathers need to be waterproof to protect birds from getting wet and cold.
Effect: When water is sprayed onto feathers, it beads up and rolls off, keeping the bird dry.

Types of Feathers:
Vaned Feathers: Found on the wings and tail for flying.
Downy Feathers: Soft, fluffy feathers found underneath the outer feathers for insulation

Endpoints

1. Identify the main parts of a feather - shaft, barbs, and barbules.
2. Explain why feathers need to be waterproof.
3. Compare vaned and downy feathers in terms of their waterproof properties

Year 2 Curriculum Term 1

Geography

Substantive Knowledge	Disciplinary Knowledge
Coastlines Features **Coastal Features:** **Beach:** A stretch of land along the sea or lake shore covered with sand or pebbles. **Stack:** A column of rock standing in the sea, detached from the mainland. **Arch:** A curved structure resembling a bridge formed naturally in rock by the action of the sea. **Cove:** A small sheltered bay in the coastline. **Cave:** A natural underground hollow or passage, especially in the cliffs along coastlines. **Cliff:** A steep rock face exposed along the coast. Island: A piece of land surrounded by water. **Specialist Vocabulary:** **Tide:** The rise and fall of sea levels caused by the gravitational forces of the moon and sun. **Flow:** The rising or high tide when water moves towards the shore. **Ebb:** The falling or low tide when water moves away from the shore. **End Points** 1. Students will create 3-D models of coastal landscapes using natural materials to represent different features accurately. 2. Students will describe their models using specialist vocabulary related to coastal geography. Students will map out their models, labelling features and understanding the concept of tide, flow, and ebb.	**Identifying Coastal Features:** Study maps, plans, diagrams, photographs, and models to recognise coastal features. Use basic geographical vocabulary to describe these features. **Creating 3-D Models:** Use sand, shingle, mud, rocks, gravel, and other natural materials to construct models. Describe the features being made using geographical terms. **Sketch Mapping:** Develop a simple sketch map of the model. Label the features with a basic key. • BBC Bitesize - Geography for KS1 • National Geographic Kids - Coastal Landforms • The Geographical Association - Teaching Resources

Art

Substantive Knowledge	Disciplinary Knowledge
Famous Seascapes **Seascapes** are artworks that depict scenes of the sea and its surroundings. **Calm seas** are depicted with smooth, gentle waves and a sense of tranquillity.	**Art Skills** Observation: Looking carefully at prints or online images of seascapes to identify characteristics.

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Year 2 Curriculum Term 1

Rough seas are shown with choppy waters, high waves, and a turbulent atmosphere.
Wavy seas feature rhythmic, undulating waves that convey movement and energy.
Artists use **colour, line, and texture** to create different moods and effects in seascapes.
Movement in seascapes can be conveyed through the direction of lines and the arrangement of elements

Endpoints

1. Identify different types of seas in artworks - calm, rough, or wavy.
2. Describe how artists use colour, line, and texture to create movement and mood.
3. Compare and contrast various seascapes using descriptive words.
4. Create an imaginative seascape using paint, collage, or other materials.

Analysis: Describing whether the sea in the artwork is calm, rough, or wavy and explaining how the artist created movement and mood.
Comparison: Contrasting different seascapes and listing words that describe them.
Creative Expression: Using paint, collage, or other materials to create an imaginative seascape.

Visual Elements

Colour: Pay attention to the shades of blue and green for water, and variations in sky colours for mood.
Line: Study how straight, wavy, or jagged lines are used to represent waves or horizon.
Texture: Identify how artists create the roughness or smoothness of the sea using textures.

A Home for a Hermit Crab

Habitat of a Hermit Crab:

Hermit crabs are small crustaceans that live in empty shells for protection.
They are commonly found in tropical or subtropical waters.

Elements in a Hermit Crab's Environment:

Seashells for shelter.
Sand and pebbles for the ocean floor.

Textures and Colours of the Seashore:

The seashore can have smooth sand, rough rocks, and colourful shells.
Colours can range from blues, greens, and browns to vibrant reds, oranges, and yellows.

Importance of Shelter for Animals:

Shelter provides protection from predators and harsh weather conditions.
It gives animals a safe space to rest and raise their young.

Endpoints

1. Create a detailed model of a hermit crab's home using coloured modelling dough
2. Demonstrate an understanding of shapes and structures found in nature

Sculpting Techniques:

Rolling dough into a ball and flattening it for the base of the shell
Pinching and shaping dough to form the shell structure

Decorating Techniques:

Using different coloured dough to create spots and stripes
Pressing objects onto the dough surface to make patterns and textures

Observation Skills:

Examining images of shells and seaweed for design ideas
Noticing details in artworks to incorporate into their own creations

Creativity:

Encouraging students to think of unique ways to decorate their hermit crab home
Emphasizing the importance of imaginative expression in art

- Tate Kids
- National Gallery - Seascapes
- Britain's Seaside Art Collection
- Eric Carle's official website
- Georgia O'Keefe Museum
- The Spruce Crafts - Hermit Crab Habitat Ideas

Year 2 Curriculum Term 1

Use colours and textures effectively in their art piece	
Design and Technology	
Substantive Knowledge	Disciplinary Knowledge
Innovate – 3D Sea Creatures Different types of sea creatures such as fish, starfish, octopus, crab, and seahorse. **Clay:** for moulding and shaping detailed sea creatures with textures. **Junk:** for recycled materials to add unique elements to the models. **Felt:** for creating soft and colourful sea creatures. **Modelling dough**: for easy manipulation and building of various sea creatures with vibrant colours. **Crafting tools**: scissors, glue, paints, and embellishments to enhance the models. **Endpoints** 1. Identify different sea creatures and their habitats 2. Design a 3-D model of their chosen sea creature 3. Use appropriate materials to create the model with attention to detail 4. Evaluate their finished creation and suggest improvements 5. Showcase their models to the class and explain their design choices	**Research and Planning:** Research different sea creatures and their appearances. Draw initial sketches of 3-D sea creature designs. Plan which materials will be most suitable for each part of the creature. **Making and Creating:** Use modelling clay to sculpt sea creature bodies. Utilise junk materials to add details like fins or tentacles. Layer felt to create different textures for the sea creatures. **Evaluating and Improving:** Assess the 3-D sea creature creations against initial designs. Consider what went well and what could be improved in the making process. Identify areas for enhancement and make adjustments if necessary. • National Geographic Kids - Ocean Life • BBC Bitesize - Sea Creatures