Year 2 Curriculum Term 4

Topic Title: Wriggle and Crawl	
English	**Maths**
This term, pupils will be exploring the story 'The Secret of Black Rock' by Joe Todd-Stanton. This story will help us to understand the narrative plot where the central character confronts and ultimately defeats a monster, developing both imagination and storytelling skills. They will then develop their own story based on the exciting discussions and roleplay we will perform to build their own ideas. Throughout the topic, we will integrate key writing techniques such as: the use of expanded noun phrases to create vivid imagery, employing the power of three to add description and to develop a rhythm in our writing and beginning to use similes to vary our description. We will be ensuring we use our previous learning of story openers, dialogue and remembering to use capital letters, full stop and a good range of conjunctions.	**Multiplication and Division** **Recall and Use Multiplication Facts for the 5 Times-Table** • Recall multiplication facts for the 5 times-table up to 5 × 12. • Recognise patterns in the 5 times-table (e.g., all products end in 0 or 5). **Recall and Use Division Facts for the 5 Times-Table** • Use division to find how many groups of 5 are in a given number within 60. • Recognise the relationship between multiplication and division (e.g., if 5 × 4 = 20, then 20 ÷ 5 = 4). **Recall and Use Multiplication Facts for the 10 Times-Table** • Recall multiplication facts for the 10 times-table up to 10 × 12. • Recognise that multiplying by 10 shifts digits one place to the left. **Recall and Use Division Facts for the 10 Times-Table** • Use division to find how many groups of 10 are in a given number within 120. • Recognise the inverse relationship between multiplication and division in the 10 times-table. **Length and Height** **Measure in Centimetres** • Use a ruler to measure objects accurately in centimetres (cm). • Recognise that centimetres are smaller units of measurement and are used for shorter objects. • Measure length accurately from the correct starting point on the ruler (zero).

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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- Record measurements using correct notation, e.g. 12 cm.

Measure in Metres

- Use a metre stick or tape measure to measure longer objects in metres (m).
- Recognise that a metre is a larger unit of length compared to a centimetre.
- Estimate whether an object is best measured in metres or centimetres.
- Record measurements correctly using "m" symbol (e.g. 2 m).

Compare Lengths and Heights

- Use comparative language such as longer, shorter, taller, and shorter to describe and compare objects.
- Identify the longest and shortest objects in a given set.
- Compare measurements using symbols: > (greater than), < (less than), and = (equal to).

Order Lengths and Heights

- Arrange three or more objects in order of size from shortest to longest and vice versa.
- Compare and order lengths using both direct comparison and measured values.
- Use reasoning to explain how objects have been ordered based on their lengths or heights.

Four Operations with Lengths and Heights

- Add two or more lengths measured in centimetres (e.g. 15 cm + 10 cm = 25 cm).
- Add two or more lengths measured in metres (e.g. 2 m + 1 m = 3 m).
- Solve simple subtraction problems involving lengths and heights (e.g. 35 cm - 10 cm = 25 cm).
- Use multiplication to solve repeated measurement problems (e.g. if a ribbon is 20 cm long, how long will 3 ribbons be?).

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	• Use division to solve problems involving equal sharing of length (e.g. if 30 cm of string is shared into 3 equal parts, what is the length of each part?). • Solve word problems involving all four operations in the context of length and height. **Mass, Capacity and Temperature** **Compare Mass** • Accurately compare and describe the mass of objects using comparative language (e.g., heavier, lighter, the same as). • Use simple balance scales to compare the mass of two or more objects. **Measure in Grams** • Use standard units (grams) to measure the mass of different objects with accuracy. • Read simple scales marked in grams and record measurements correctly. **Measure Mass in Kilograms** • Understand that kilograms are a larger unit of mass than grams. • Accurately weigh objects in kilograms using standard units and scales. • Estimate the mass of an object in kilograms and verify by measuring. **Four Operations with Mass** • Solve simple addition and subtraction problems involving mass (e.g., adding the mass of two objects together). • Use multiplication and division in the context of mass (e.g., doubling the mass of an object or sharing mass equally). **Compare Volume and Capacity** • Compare the volume and capacity of different containers using comparative language (e.g., full, empty, more than, less than, half full).

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	• Recognise the difference between volume (the amount of space taken up by an object) and capacity (the maximum amount a container can hold). **Measure in Millilitres** • Accurately measure liquids in millilitres using a measuring jug or beaker. • Read scales marked in millilitres and record measurements correctly. **Measure in Litres** • Understand that litres are a larger unit of measurement than millilitres and that 1 litre = 1,000 millilitres. • Accurately measure and estimate fluid capacity in litres using appropriate measuring equipment. **Four Operations with Volume and Capacity** • Solve simple addition and subtraction problems involving volume and capacity (e.g., finding the total volume of liquid in two containers). • Apply multiplication and division to practical problems related to volume and capacity. **Temperature** • Read temperature scales in degrees Celsius, including those marked in intervals of 2, 5, or 10. • Compare and describe temperatures using appropriate vocabulary (e.g., hotter, colder, freezing, boiling). • Understand that 0°C is the freezing point of water and 100°C is the boiling point of water.
RE	**PSHE**
DIGGING DEEPER: •Recognise that God, Incarnation, Gospel and Salvation are part of the 'big story' of the Bible.	<u>Don't Hold On To What's Wrong</u> • **Be the best you can be**: The importance of forgiveness • That's what Friends are for (Shrek): Saying sorry and offering forgiveness between friends

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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•Tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people). •Give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship. •Think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important), exploring different ideas **KNOWLEDGE BUILDING BLOCKS** **PUPILS WILL KNOW THAT:** •Easter is very important in the 'big story' of the Bible. •Jesus showed that he was willing to forgive all people, even for putting him on the cross. • Christians believe Jesus builds a bridge between God and humans. • Christians believe Jesus rose again, giving people hope of a new life.	• Balloon Spoons: Demonstrating how holding onto unforgiveness can make us feel • Let the Ouch Out: Reflecting on helpful ways to deal with hurt • Traffic Lights: Ways to handle negative emotion • Crumpled Hearts Demonstrating the consequences of teasing or bullying (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 -Improvising - ABC **Listen and Respond:** Selection of songs (see overview) **Singing:** Selection of songs (see overview) **Playing:** Glockenspiel – notes – C D E G – (3 parts) / E F G A C – (3 parts) **Improvising and composition:** C D E / 3 notes – F G A **Performing:** Perform and share what has taken place in the lesson	**Teacher Led – imoves Fundamentals Icommunicate – Ball Crazy** **Personal Learning Objectives** I can independently share ideas, take turns and work cooperatively. I can listen to other's ideas, and respect different ideas to my own. I can praise and motivate others to help them to improve. Emerging - Offer relevant ideas in a group or whole class task, take turns and work cooperatively. Listen to and praise others' movements and ideas.

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	Secure - Independently and cooperatively work alongside others. Listen to, and appreciate, other ideas. Use praise and encouragement to motivate others to improve. Advanced - Show patience, and support others by listening carefully to them about their work. Work with others' ideas that are different to their own. **Skill Outcomes** To develop confidence and competence when extending object control skills, such as throwing, dribbling, aiming, catching and striking in increasingly challenging situations. **Total Sports Coaching** **Outdoor Adventure** 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 be given the opportunity to continue to develop the fundamental skills of travelling, throwing and balancing as well as starting to recognise how different rules work within a game. Pupils will have the opportunity to understand teamwork and some of the roles within a team.

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	Fundamental Movement Skills addressed: Locomotor- Running, Walking, Hopping, Jumping (height & distance), Skipping, Dodging, Galloping Body Control- Landing, Stretching, Balancing, Turning, Stopping, Bending, Twisting Object Control- Control, Striking
French	**Computing**
An introduction to French including basic greetings, numbers, songs, some basic French phonics and stories. Songs include French vocabulary for numbers, days of the week, colours, feelings, seasons and greetings.	<u>Data and Information – Grouping Data</u> Spring Term 2 ▪ To recognise that we can count and compare objects using tally charts ▪ To recognise that objects can be represented as pictures ▪ To create a pictogram ▪ To select objects by attribute and make comparisons ▪ To recognise that people can be described by attributes ▪ To explain that we can present information using a computer
Connected Curriculum	
Science	
Substantive Knowledge	Disciplinary Knowledge
Habitats **Beaches:** Sand, seaweed, and rocks. Animals: Crabs, seagulls, and seals. Provides: Food, nesting sites, and shelter. **Rainforests**: Dense trees, vines, and a wet climate.	**Observing and Recording** Learn to identify different plants and animals in various habitats. Use pictures or drawings to record observations. **Comparing Habitats** Understand the differences and similarities between local and global habitats. Discuss what can be found in each habitat based on their environments. **Understanding Interdependence** Learn how different organisms depend on one another and their environment to survive.

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Animals: Jaguars, monkeys, and an array of colourful birds.

Provides: Food (fruits, nuts) and shelter.

Deserts:

Hot, dry, and sandy.

Animals: Camels, lizards, and scorpions.

Provides: Water sources (cacti), shelter in burrows.

Oceans:

Vast bodies of saltwater.

Animals: Fish, dolphins, and whales.

Provides: Food chains, habitats (coral reefs).

Mountains:

High elevations with rocky terrains.

Animals: Mountain goats, eagles, and bears.

Provides: Cool climate, food from vegetation.

Endpoints

1. Identify and describe different local and global habitats.
2. Explain what each habitat provides for the animals and plants living there.

Tree Shaking

Types of Minibeasts:

Insects (e.g., ants, ladybirds, butterflies)

Arachnids (e.g., spiders, ticks)

Gastropods (e.g., snails and slugs)

Endpoints

For example, plants provide oxygen and food, animals spread seeds and pollinate.

Scientific Inquiry

Investigating: Holding a white cotton sheet under bushes or small trees helps us collect minibeasts by shaking them down.

Collecting Data: Use spoons, pooters (small hand-held vacuums for collecting minibeasts), or fingers to gather the creatures.

Recording Findings: Create a tally chart to systematically record the types and number of minibeasts collected.

Classification

Using Keys: Simple keys or pictures help us identify the minibeasts we found. Keys might involve questions about colour, size, or shape.

Tally Charts: A tally chart helps us organise our data by marking each type of minibeast multiple times for easy counting.

Data Handling

Transfer Data: Enter your tally data into a simple data handling program (e.g., Microsoft Excel or Google Sheets).

Calculating Totals: Sum the counts for each type of minibeast and prepare for graphing.

Graphing: Create pictograms or block graphs to visually represent our findings, making comparisons easier.

Observe: Students should learn to observe minibeasts in their environment, noting their behaviours and habitats.

Classify: Understanding how to classify minibeasts based on characteristics (e.g., type of diet, habitat).

Record: Keeping a record of findings through drawings, tables, and notes to develop communication skills.

Scientific Inquiry

Asking Questions: Develop questions based on observations and curiosity.

Making Predictions: Hypothesize what you think will happen based on your knowledge.

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1. Identify at least five different types of minibeasts found in the local environment.
2. Successfully use a tally chart to record findings.
3. Create a pictogram or block graph.

Survival

What do I eat and drink?

Butterfly: Butterflies drink nectar from flowers using their long proboscis. Some caterpillars, however, eat leaves and flowers.

Ladybird: Ladybirds feed on aphids (small plant pests) and other small insects.

Worm: Worms eat decaying leaves and organic matter in the soil. They help make the soil healthy!

Spider: Spiders catch and eat insects like flies and mosquitoes in their webs.

Snail: Snails eat leaves, flowers, and sometimes decaying plants. They have a rasping tongue called a radula.

How do I breathe?

Butterfly: Butterflies breathe through tiny holes in their bodies called spiracles.

Ladybird: Ladybirds also use spiracles to breathe, which are located along the sides of their bodies.

Worm: Worms breathe through their skin when it is moist. They take in oxygen and release carbon dioxide.

Spider: Spiders have special breathing organs called book lungs or tracheae to take in air.

Snail: Snails have a lung-like structure inside their shell that allows them to breathe air.

What do I live in or under?

Butterfly: Butterflies are often found near flowers and in gardens. They lay eggs on host plants.

Ladybird: Ladybirds can be found on plants and trees and often hide under leaves.

Conducting Investigations: Test ideas and gather evidence through careful observation and experimentation.

Investigative Skills

Planning the Experiment:
Prepare a variety of ripe fruits mixed with water and sugar.
Place the fruit in shallow bowls in sunny locations where butterflies are commonly found.
Observing:
Take turns with your classmates to watch the bowls.
Record your observations using a tally chart.
Recording Data:
Use a tally chart to track how many butterflies (and other insects) visit the bowls.

Observing and Comparing

Skills: Students will learn to observe and describe the features of different minibeasts.
Comparison: Understand that different creatures have evolved different strategies (camouflage vs. warning colours) to avoid being eaten.

- BBC Bitesize - Habitats
- National Geographic Kids - Habitats
- Nature Detectives - Habitats
- National Geographic Kids – Minibeasts
- BBC Nature – Minibeasts
- Classroom Resources for Primary Science
- The Big Bug Hunt
- Field Studies Council – Outdoor Learning Activities
- BBC Bitesize - Minibeasts
- RSPB - Discover the Minibeasts
- National Geographic Kids - Minibeasts
- Butterfly Conservation: Butterflies - The Facts
- Wildlife Trusts: What Do Butterflies Eat?

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Worm: Worms live in the soil, helping to aerate it and create nutrient-rich compost.

Spider: Spiders make webs in the corners of rooms, in outdoor spaces, and sometimes under leaves.

Snail: Snails can be found in gardens, under stones, and in damp places to keep their bodies moist.

How do I protect myself?

Butterfly: Butterflies have colours and patterns that can help them blend into flowers to avoid being seen by predators.

Ladybird: Ladybirds can release a bitter-tasting fluid to deter predators. Their bright colours signal that they are unappetising.

Worm: Worms protect themselves by burrowing deep into the soil to hide from predators.

Spider: Spiders weave webs that can trap prey and provide protection from danger.

Snail: Snails retreat into their shells when they feel threatened to hide from predators.

Endpoints

1. Identify different types of minibeasts and their characteristics.
2. Describe what minibeasts eat, how they breathe, where they live, and how they protect themselves.
3. Present their findings in a clear and creative way, either through tables or annotated pictures.

Creating a Habitat

Suitable Minibeast Homes:

For Snails: Moist environments like a shallow container with soil and decaying leaves.

For Spiders: Small terrariums with places to spin webs, like sticks and leaves.

For Worms: A compost bin with organic material and damp soil.

For Slugs: Cool, shaded areas with plenty of leaves and moisture.

- BBC Bitesize: Food Chains
- BBC Bitesize: Life Cycle of Minibeasts
- British Bugs: Ladybirds
- UK Moths: Moths in the UK
- Minibeasts – National Geographic Kids

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Endpoints

1. Create a suitable home for a variety of minibeasts.
2. Observe and document behaviours and characteristics of selected minibeasts.
3. Formulate and answer questions based on your observations and research.
4. Conduct simple experiments to test your ideas about minibeasts.

Food Preferences

Butterfly Diet

Butterflies primarily feed on nectar from flowers but they also enjoy ripe fruits.

Common fruits that butterflies may prefer include:

Bananas

Apples

Oranges

Strawberries

Sugar can be added to enhance the flavour, attracting more butterflies.

What are Food Chains?

A food chain shows how energy and nutrients flow from one organism to another.

It starts with a producer (like plants) and includes various consumers (like animals).

Example: Plant → Butterfly → Bird.

Endpoints

1. Identify which fruits attract butterflies.
2. Accurately observe and record butterfly visits.
3. Understand the concept of food chains and the roles of different organisms in the ecosystem.
4. Present findings in a clear, organised way.

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Camouflage and Warning Colours

What is Camouflage?

Definition: Camouflage is a way animals blend into their surroundings to avoid being seen by predators (animals that want to eat them).

Purpose: It helps them stay safe and survive in the wild.

Examples of Camouflaged Minibeasts

1. Peppered Moth

Appearance: The peppered moth has a mottled grey and black pattern that resembles tree bark.

Camouflage Strategy: When resting on bark, it is hard to see, making it less likely to be eaten by birds.

2. Stick Insect

Appearance: These insects are long and thin, resembling twigs or branches.

Camouflage Strategy: They stay very still and blend in with twigs and plants, tricking predators into thinking they are just part of the plant.

3. Shield Bug

Appearance: Shield bugs often have green or brown colours which match leaves and plants.

Camouflage Strategy: Their flat, shield-like shape and colours help them hide among leaves.

Endpoints

1. Identify different minibeasts and describe their features.
2. Explain how the appearance of certain minibeasts helps them avoid predators.
3. Compare and contrast the survival strategies of camouflaged and brightly-coloured creatures.
4. Use scientific vocabulary accurately (e.g., camouflage, predator, adaptation).

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Whose Baby? **Life Cycles of Favourite Minibeasts** **Ladybird Life Cycle** Eggs: Laid on leaves. Larvae: Hatch from eggs; look somewhat different from adults. Pupa: Formed after larval stage, undergoes metamorphosis. Adult: Emerges with wings and a distinctive shell. **Worm Life Cycle** Eggs: Laid in cocoons in the soil. Young Worms: Hatch from the cocoon looking like small adult worms. Adult: Grows larger and reproduces. **Earwig Life Cycle** Eggs: Laid in nests. Nymphs: Hatch and resemble smaller earwigs. Adult: Develop fully with wings. **Moth Life Cycle** Eggs: Laid on leaves. Caterpillar (Larvae): Hatches, eats leaves. Pupa (Chrysalis): Undergoes metamorphosis. Adult Moth: Emerges with wings. **Woodlice Life Cycle** Eggs: Laid in a pouch on the mother's body. Young Woodlice: Hatch looking like small, softer versions of adults. Adult: Develops to get a hard shell. **Spider Life Cycle** Eggs: Laid in silk sacs.	

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Spiderlings: Hatch looking like miniature spiders.

Adult: Grows larger and reproduces.

Endpoints

1. Match pictures of baby minibeasts with their adult counterparts.
2. Understand the different stages of a minibeast's life cycle.

Explain why some minibeasts have different life cycles.

Geography

Substantive Knowledge

Sketch Maps

Physical Features

Trees: tall structures that provide shade and homes for insects.
Grass: a green plant covering the ground where minibeasts can hide.
Rocks: solid, hard objects providing shelter for insects and acting as landmarks.
Ponds: bodies of water where minibeasts like frogs and dragonflies may live.
Paths: man-made tracks for walking, biking, or exploring the area.

Human Features

Benches: seating areas for people to rest or observe minibeasts.
Signs: boards with information about the area or safety rules.
Bins: containers for waste disposal to keep the site clean.
Gates: entrances and exits to the area.
Footprints: evidence of human activity in the form of tracks on the ground.

Endpoints

1. To accurately draw a sketch map of the school, including key features such as classrooms, playground, hall, office, etc.
2. To use appropriate symbols and a simple key to represent features on the map.
3. To describe the location of different school features using basic geographical vocabulary and directional language.

Disciplinary Knowledge

Geography Concepts

Place: What a place is like and what can be found there.

Scale: Understanding the relationship between real-world features and their representation on a map.

Location: Using positional language to describe where things are in relation to each other.

Skills

Observational Skills: Noticing and recording details about the school environment.
Mapping Skills: Drawing and labelling a simple sketch map of the school based on observation.

Map Reading

Understanding symbols used in maps

Following paths and boundaries on a map
Identifying key landmarks

- BBC Bitesize: KS1 Geography
- National Geographic Kids: Geography for Kids
- Ordnance Survey Mapzone
- Google Maps

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<tr><td>Substantive Knowledge</td><td>Disciplinary Knowledge</td></tr>
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Observational Drawing – Minibeasts

Minibeasts: Small creatures such as insects, spiders, worms, and snails.

Features to Observe: Body shape, number of legs, antennae, wings, eyes, colours, and patterns.

Tools and Materials:

Pencils

Erasers

Colouring pencils

Paper

Magnifying glasses (optional)

Techniques:

Hatching and cross-hatching for shading

Outlining to define shapes

Smudging for soft textures

Blending colours for a realistic look

Observational Skills:

Looking closely at the details of the mini beast

Noticing shapes, patterns, and textures

Patience in capturing the essence of the mini beast in drawings

Experimentation:

Encouraged to try different techniques and materials to enhance their observational drawings.

Endpoints

1. Identify different minibeasts and their features.
2. Use a hand lens or digital microscope to observe minibeasts closely.

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Observational Drawing Skills

Holding a pencil or pen correctly for control and precision.

Using light and dark lines to create depth and texture in sketches.

Starting with basic shapes to build the structure of a minibeast.

Adding details like eyes, legs, antennae, and wings to make the sketch realistic.

Minibeasts Identification

Recognising common minibeasts like ladybirds, ants, butterflies, and bees.

Understanding the different body parts of minibeasts and how they contribute to their identification.

Noticing unique patterns, colours, and markings that distinguish one minibeast from another.

Tools and Techniques

Exploring how a hand lens or digital microscope can reveal hidden details of minibeasts.

Practising using these tools safely and responsibly under adult supervision.

Experimenting with different drawing materials

- BBC Bitesize - Minibeasts
- National Geographic Kids - Minibeasts

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3. Create detailed sketches of minibeasts using pen or pencil. 4. Make precise line drawings highlighting specific characteristics of the minibeasts.	

Design and Technology

Substantive Knowledge	Disciplinary Knowledge
Making a Minibeast Camouflage: Understanding how minibeasts use colours and patterns to blend into their surroundings for protection. Warning colours: Recognising bright colours used by minibeasts to warn predators of their toxicity or danger. Natural Materials: Identifying and collecting leaves, twigs, bark etc., from the environment as resources for crafting. Craft Materials: Exploring the use of googly eyes, pipe cleaners, and coloured pom-poms to enhance the creativity of the model. **Endpoints** 1. Design and create a 3-D model of a minibeast using a combination of natural and craft materials. 2. Apply knowledge of camouflage and warning colours to design the minibeast's appearance effectively. 3. Photograph the model placed in its 'natural habitat' to showcase the understanding of environment-matching designs. **Exploring Honey** Honey is a natural sweet substance produced by bees from the nectar of flowers. Bees collect nectar using their long, tube-shaped tongue called a proboscis. Honey is stored in honeycombs within beehives and is used as food for the bees.	**Materials:** Choosing suitable natural materials like leaves, twigs, and bark, as well as craft materials such as googly eyes, pipe cleaners, and coloured pom-poms for the project. **Design:** Planning and sketching ideas for the 3-D model, considering the features that help the minibeast blend in or stand out. **Making:** Constructing the model using chosen materials, carefully assembling and attaching the components together. **Photography:** Capturing images of the completed minibeast model outdoors in a natural setting. **Taste Testing:** Observation: Look at the colour and texture of each honey. Smelling: Inhale the aroma of the honey to identify different scents. Tasting: Use the sense of taste to recognise sweet, floral, or fruity notes in the honey. **Baking Skills:** Following Recipes: Read and interpret recipe instructions. Using Tools: Select and use suitable tools for baking, such as mixing bowls, spoons, measuring cups. • RSPB - Camouflage and Colour Adaptations in Nature • Woodland Trust - Minibeasts Identification Guide • BBC Good Food - Honey Recipes • The Honey Association

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The colour and flavour of honey can vary depending on the types of flowers the bees have visited. Honey has been used by humans for thousands of years as a sweetener and for its medicinal properties. **Endpoints** 1. Identify different types of honey based on taste, smell, and appearance. 2. Select and use appropriate tools for baking honey treats. 3. Follow a simple recipe to make honey flapjack, honey baked bananas, or honey buns	