

**Year 2**  
**Spring Term 2023/2024 - Our Learning**



**Curriculum Overview - Year 2**

**English: Reading and Writing**

**English  
Reading**

**The Quangle Wangle's Hat by Edward Lear**

**Summary:** This delightfully silly nonsense poem was written by Edward Lear, a Victorian author, poet and artist. The poem tells the story of a lonely creature called the Quangle Wangle that lives on the top of a Crumpetty Tree and wears a very large hat. Eventually, he meets lots of different characters (both real and made up) with strange names and qualities who each come to build their houses on his hat.

**Coming to England by Floella Benjamin**

**Summary:** This book tells the true story of Floella Benjamin's journey to Britain as a child from the Caribbean during the Windrush generation. It starts with descriptions of her life in Trinidad and how her family set sail to start a new life in London. When she arrived in England, Floella received a less than friendly welcome but was determined to persevere and create a better life.

**Mrs Noah's Pockets by Jackie Morris**

**Summary:** This book provides children with an alternative perspective on the story Noah's Ark and provides an opportunity to explore issues of inclusion, diversity and uniqueness. Whilst Noah is making plans for the ark and deciding on which animals will be allowed on it, Mrs Noah makes herself a coat with very deep pockets. As all the animals are loaded onto the ark, Mrs Noah goes on a purposeful walk wearing her new coat. Throughout the journey on the ark, the children believe they see things moving in Mrs Noah's deep pockets. When the ark returns to land, Mrs Noah lifts the creatures she has hidden out of her pockets and into freedom.

**The Rhythm of the Rain by Grahame Baker-Smith**

**Summary:** This book tells the story of the water cycle accompanied by beautiful illustrations. It begins with Isaac emptying a jar of water into a mountain pool. The reader then follows the water's journey across the planet, from rivers, to seas, to oceans and to the clouds as it interacts with humans, animals and the natural world. Finally, the water returns to its starting point. The

	<p>story puts meaning into how water is used and explores the global life cycle of water and weather. It also reminds us that our actions and experiences are an important part of the bigger picture.</p> <p><b>Little People Big Dreams - David Attenborough, Maria Isabel and Sanchez Vegara</b>  <b>Summary:</b> This biography is part of a series of books which explores the lives of children with a dream who go on to achieve incredible things. It tells a story but also finishes with a facts and photographs section at the back. This book teaches us about the life and work of David Attenborough. It celebrates how childhood ambitions can become reality and the importance of protecting our natural world.</p>
<p><b>English Writing</b></p>	<p><b>This term the pupils will be focusing on five writing units:</b></p> <ol style="list-style-type: none"> <li>1. Simple retelling of a narrative</li> <li>2. Non-chronological report</li> <li>3. Character description</li> <li>4. Formal invitations</li> <li>5. Recount from personal experiences</li> </ol> <p>Each writing unit identifies the key features of the genre to be taught. Each unit will create a context for the writing to provide a purpose and audience for the pupils. Pupils are encouraged to edit their writing throughout the writing process using their green editing pen.</p>
<p><b>STEM Subjects: Maths, Science, Design Technology and Computing</b></p>	
<p><b>Maths</b></p>	<p><b>This term the pupils will be learning:</b></p> <ul style="list-style-type: none"> <li>• Time (continued)</li> <li>• Fractions</li> <li>• Addition and subtraction of 2 digit number (regrouping and adjusting)</li> <li>• Money</li> <li>• Faces, shapes and patterns (lines and turns)</li> </ul>

<b>Science</b>	<p><b>Everyday Materials</b></p> <p>In this unit, pupils will identify and compare the suitability of everyday materials including wood, plastic, glass, brick, rock, paper and cardboard for particular uses. Pupils will also investigate how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p><b>Plants</b></p> <p>In this unit, pupils will observe how seeds germinate and bulbs sprout and grow into mature plants. They will also investigate and describe how plants need water, light and a suitable temperature to grow and stay healthy and explore what happens if plants do not get the things they need. Pupils will also be visiting Kew Gardens and taking part in an educational workshop to support their learning in this unit.</p> <p>In both units, pupils will also continue to develop their ‘working scientifically’ skills by asking simple questions and recognising that they can be answered in different ways Pupils will use their observations and ideas to suggest answers to questions and learn to gather and record data to help in answering questions. They will be using simple equipment and performing simple tests. Pupils will also be taught to identify and classify in different ways.</p>
<b>Design Technology</b>	<p><b>Cooking and Nutrition: We understand where food comes from (Curriculum Link - Personal Development)</b></p> <p>In this unit, pupils will explore the nutritional value of fresh food compared to processed food and the key nutrients found in healthy food. Pupils will describe various tastes and textures and how they can be adapted or improved. Pupils will look at healthy alternatives to processed food and how they can be made using fresh ingredients. There will be a focus on how the appearance and texture of potatoes can be altered. Pupils will taste a variety of fruit and explore ways this can be prepared (cut, grated, peeled, sliced). They will learn about the importance of health and safety when preparing food. After learning different preparation techniques we design, prepare and evaluate layered salads, potato rosti and fruit kebabs.</p>
<b>Computing</b>	<p><b>Programming: Robot Algorithms</b></p> <p>This unit develops pupils’ understanding of instructions in sequences and the use of logical reasoning to predict outcomes. They will revisit their English learning on writing command sentences to write effective instructions. Pupils will use given commands in different orders to investigate how the order affects the outcome. Pupils will also learn about design in programming. They will develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as programs and</p>

	debug them.
	<p><b>Data and Information: Pictograms</b></p> <p>This unit directly links with the pupils' unit on graphs in Maths this term where they will learn how to represent data in pictograms. Pupils will further develop their understanding of what data means and how this can be collected in the form of a tally chart. They will learn the term 'attribute' and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block diagrams using their chromebooks. Pupils will use the data presented to answer questions.</p>
<b>Art, Geography and History</b>	
<b>Art</b>	<p><b>Art Strand: Portraiture: Drawing &amp; Printing: Inspirational &amp; Significant People Who Changed the World for the Better (Curriculum Link - History)</b></p> <p>In this unit pupils will contemplate the minds of other people. This is through examining the clues provided by the artist's depiction of the person's features and expression, together with the style, tones and techniques used by the artist. Using their sketchbooks, they will look at portraits, being curious about portraiture, by looking, talking and imagining. They explore a variety of drawing starting points (stimuli) from The National portrait Gallery, of artists' depiction of Florence Nightingale and Mary Seacole by Sir George Scharf and Albert Charles Challen and discover how a painting was rediscovered. They also use close observation from secondary source material to create portraits of Nightingale and Seacole using soft and hard pencils, charcoal, chalk and ink pens. Using these skills, they then design and use styrofoam printing to create a portraiture monoprint of Florence Nightingale. Finally, pupils will use reflection bubbles to develop skills in verbally describing their work and the work of others, describing the formal elements of line, colour, shapes, textures and patterns, recording their thoughts, ideas and intentions about their work.</p>
	<p><b>Art Strand: World Art : Painting &amp; Drawing: Comparison study - South Africa Middleburg - Esther Mahlangu (Curriculum Link - Geography)</b></p> <p>In this unit pupils will be studying aspects of a country's heritage and art's history, learning about different artists across the world. Using their sketchbooks pupils will explore the 18th century Ndebele people of South Africa who created their own tradition and style of house painting. They will learn about the work of Esther Mahlangu, born in South Africa in Middelburg and her indigenous Ndebele heritage, its culture and its distinctive art style. Pupils will create their own Ndebele inspired geometric</p>

	<p>pictures, exploring greater skill and control when using the formal elements to draw, e.g. line and geometric shapes and identify and draw in detail, texture and pattern. Pupils will then revisit colour mixing and understand the relationship of primary and secondary colours. They will use this new colour mixing knowledge and transfer it onto material to paint a wall hanging Ndebele inspired geometric picture.</p>
<b>History</b>	<p><b>Inspirational and Significant People Who Changed the World for the Better</b></p> <p>In this unit, pupils will use timelines to learn about the key events in the lives of two significant and inspirational women: Florence Nightingale and Mary Seacole. Pupils will discover the ways that both women helped injured and unwell soldiers during the Crimean War. Pupils will also explore similarities and differences between the two women and compare medicine today with medicine during the Crimean War.</p>
<b>Geography</b>	<p><b>Place Knowledge: Comparison study (London and Nairobi)</b></p> <p>In this unit pupils will learn that London is the capital city of England, locate London on a map of the UK and name the four countries that make up the UK. They will look at the physical and geographical features of London and name some famous London landmarks, placing them on a map. Pupils will also explore where Kenya is in relation to London and will look at the physical and geographical features of Kenya and its capital, Nairobi. Finally, pupils will compare and contrast the two capital cities and will find out about the way of life for people who live in these cities, looking at jobs, education and culture.</p>
<b>Personal Development</b>	
<b>Personal Development</b>	<p><b>Dreams and Goals</b></p> <p>Pupils will learn about setting realistic goals and will also plan the steps to achieve them and discuss the importance of perseverance. They will learn to recognise who they work well with and who they find it difficult to work with and participate in a group project. After this they will evaluate how they managed to work within a group.</p>
	<p><b>Healthy me (Curriculum Link - Design &amp; Technology)</b></p> <p>In this unit, pupils will explore different ways to keep their bodies healthy including learning about how medicines work and eating a healthy balanced diet. After this, pupils will have the opportunity to create their own healthy snacks in class. Pupils will also learn to identify things that cause them stress and make them feel relaxed.</p>

## More Foundation Subjects: Music, PE, Religious Education

<b>Music</b>	<p>We work in partnership with <a href="#">Sing Education</a> to deliver our music curriculum.</p> <p>The school's music subject leader oversees the music curriculum and our work with Sing.</p> <p>This term pupils will be exploring the following units:</p> <ul style="list-style-type: none"><li>• Exploring pitch (dot notation)</li><li>• Creating music (musical conversations)</li></ul>
<b>Physical Education (PE)</b>	<p><b>Real PE Unit 4: Creative</b></p> <p>In this unit pupils will learn creative coordination ball skills and counterbalance skills with a partner. Pupils will implement these in games such as 'Bounce off' and 'Lean Away'. They will be able to link different movements together and begin to compare movements with others.</p>
	<p><b>Gymnastics: Flight and Rotation</b></p> <p>In this unit pupils will select footwork patterns and jumps, focussing on creating clear shapes during flight. The children will choose apparatus to add into their routine and work to keep the apparatus in motion throughout their movements. The unit progresses to focus on controlled rotation, firstly on the floor and then on apparatus.</p>
	<p><b>Real PE Unit 3: Cognitive</b></p> <p>In this unit pupils will continue to explore the cognitive skills of dynamic balance on a line and static balance stance through activities such as balance circuits and stance combinations to form a routine. They will begin to peer assess and explain what others are doing well when performing different activities.</p>
	<p><b>Games: Team Games</b></p> <p>In this unit pupils will practise their team building skills through team activities, tag rugby and football. They will learn to dodge and pass the rugby ball and dribble a football with control before passing to a team member.</p>
<b>Religious Education (RE)</b>	<p><b>Christianity: Easter</b></p> <p><b>Key Question:</b> How important is it to Christians that Jesus came back to life after his crucifixion?</p> <p>In this unit, pupils will explore the key question 'How important is it to Christians that Jesus came back to life after his crucifixion?'. They will learn and retell the Easter story and understand what Jesus' resurrection means for Christians. Pupils will</p>

express their own beliefs about what happens to you when you die and explore different ways that people are remembered. They will also suggest their own explanations as to what happened to Jesus after the empty tomb was discovered.