

St Dennis Primary Academy

Year: 2

Term: Spring 2

Curriculum Drivers

Big Question: Who would live in a habitat like this?

Stunning Start: Habitat and wildlife hunt and litter pick in the school grounds

Fabulous Finish: Beetle drive

Real life experiences

Visit to Newquay aquarium
Fieldwork on the beach
Bug hunt in the school grounds



English

RWI and Get Writing

Storytelling Text: Sharing a Shell by Julia Donaldson

Book/Novel Study Text: Dear Earth by Isabel Otter and Clara Anganuzzi

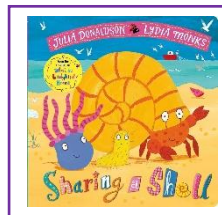


Assembly Theme: Teamwork

Emotional Literacy: Exploring Sensory Support Tools / Exploring Tools for Calming / Exploring Tools – Thinking Strategies

Wellbeing

Zones of regulation sessions
Daily mile
Go Noodle stretches, routines and breaths
Beach safety
Online safety



Mathematics:

Number: Multiplication and division (continued)

- Make equal groups-grouping and sharing
- The 2, 5 and 10 x table
- Divide by 2,5 and 10
- Doubling and halving
- Odd and even numbers



Measurement: Length and height

- Measure in cm and m
- Compare and order lengths and heights
- Four operations with length and height

Measurement: Mass, capacity and temperature

- Compare mass
- Measure in grams and kilograms
- Compare volume and capacity
- Measure in litres and millilitres

Number: Addition and subtraction

- Adding and subtracting 2-digit numbers

Key Skills Session:

Mastering Number: Weeks 16-21

Number bonds to 10 and 20

Maths jotter fluency

Oracy

Physical: To use gesture to point out different parts of their bug hotel when explaining it to others.

Linguistic: To use sentence stems in book study to build on or challenge others' ideas.

Cognitive: To ask questions to find out more about habitats.

Social and Emotional: turn and track the speaker, giving noddies of encouragement for them to share their ideas.







Drawing Club:

- Commas in a list
- Coordination using and, or, but
- Apostrophes for possession
- Past and present tense
- Progressive tense
- 6. Apostrophes for contractions





Environment and Community

School grounds clean-up for safe habitats for wildlife
Building bug hotels in the school grounds



	Science 	Geography 	RE 	Computing 
Unit title:	Subject: Biology Unit: Living things and their habitats	Themes: Physical features, Physical processes Unit: Coasts	Theme: Christianity – Salvation Unit: Why does Easter matter to Christians (Unit 16)	Area: Creating media Unit: Digital photography Natterhub: Chat it
Builds On:	Year: 1 Term: Spring 1 Unit: Animals including humans	Year: 2 Term: Autumn 1 Unit: Hot and cold places	Year: Reception Term: Spring 2 Unit: Why do Christians put a cross in an Easter garden? (Unit 4)	Year: 1 Term: Summer 1 Unit: Digital painting
Memory Master:	Grouping of animals activity, based on their features.	Name and locate the world's continents and oceans. Continent and Ocean locate and naming quiz. Remind children where we live.	Children explain why a palm cross is important to Christians.	Revisit tools and how they are used: paint program, tool, paintbrush, erase, fill, undo, shape tools, line tool, fill tool, undo tool, colour, brush style, brush size
Lesson Sequence:	I can explore and compare the differences between things that are living, dead, and things that have never been alive.	I can identify different types of settlements in the UK and identify some of the features of a seaside town.	What are the main events of the Bible story of Holy week and Easter?	I can use a digital device to take a photograph.
	I can identify and name a variety of plants and animals in their habitats, including microhabitats.	I can explore the physical and human features of a seaside town.	What are the six biggest moments in the story of Easter?	I can make choices when taking a photograph.
	I can identify and name a variety of plants and animals in their habitats.	I can use actual (or virtual) fieldwork to identify features at a seaside locality. Show what you know.	How do Christians feel about the main events of the Bible stories of Holy week and Easter?	I can describe what makes a good photo.
	I can observe closely and use my observations to answer questions (best conditions for woodlice).		Why do Christians say 'Good Friday' for the day Jesus died?	I can decide how photographs can be improved.
	I can identify that most living things live in a habitat to which they are suited.		What impact does the Easter story have on many Christians?	I can use tools to change an image.
	I can construct a simple food chain. Show what you know.		Why does Easter matter to Christians? Show what you know.	I recognise that photos can be changed.
Composite:	Drawings of simple food chains in a chosen habitat.	Create a leaflet to encourage people to visit the seaside.	Children explain that many Christians give each other Easter Eggs on Easter day as these are a symbol of new life and that, for Christians, Jesus gives them new life when he dies for their sins.	Learners will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real.
Impact:	Children know and can explain differences between things that are living, dead, and never been alive. They know most living things live in habitats they are suited to and can describe how different habitats provide for basic needs of animals and plants and how they depend on each other. They can name a plants and animals in their habitats, including micro-habitats. They can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain.	Children can use simple grid references to locate a place and describe its position in relation to another place. They can locate and describe where the coastal locality is on a map of Uk in relation to home. They can describe human and physical features of a seaside locality.	Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. They can tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation.	Children can explain some aspects of taking a good photograph and know that a photo can be portrait or landscape. They can take a photograph using a device that has been set up in camera mode and identify some of the reasons why a photograph may be good or bad. They can experiment with different light sources and identify a photo that has been enhanced using tools when asked questions. They can use different tools to change how a photograph looks

	Art and Design 	Physical Education 	Sport 	Design Technology 
Unit title:	Technique: Painting Artist: Axel Scheffler	Learning focus: Creative Unit: REAL Gym	Unit: Cricket	Area: Textiles Unit: Pouches
Builds On:	Year: Year 2 Term: Autumn 1, Spring 1	Year: 1 Term: Summer 1 Unit: Gym 2	Year: 1 Term: Spring 2 Unit: Cricket	Year: 1 Term: Autumn 2 Unit: Puppets
Memory Master:	N/A as this is new learning	N/A	What do we remember about cricket? How do we play safely?	Puppets quiz
Lesson Sequence:	Artist: I can recall key facts about illustrator Axel Scheffler.	Warm up games Grand prix On the mat Fundamental Movement Skills Co-ordination - Ball skills Counter balance - With a partner Skills Application Getting around us All routes Bounce off Lean away Lean on me Counter balance sequences	I can move confidently.	Research – I can research how stuffed toys are made
	Imitate: I can use line and shape to imitate characters that I can see.		I can use an underarm throwing technique.	Skills – I can use a running stitch I can use a template I can cut fabric
	Experiment: I can maintain brush control by painting carefully and neatly.		I can choose simple tactics in game.	Design – I can design a toy fish
	Plan: I can plan my woodland scene inspired by Axel Scheffler.		I can move into space.	Make – I can make a toy fish using running stitch to join pieces.
	Create: I can create my woodland scene inspired by Axel Scheffler.		I can strike a ball into space.	Evaluate – I can evaluate my toy by watching others play with it
	Evaluate: I can review and revisit my creation.		I can compete with others.	
Composite :	Children will be able to apply their knowledge and skills in painting to create their woodland scene inspired by Axel Scheffler.	Children will learn, develop and apply flight and rotation on the floor and apparatus.	Game - aim is for batter to hit ball and score points by running around as many bases before fielders return ball to the fielding cone.	Children will have a made a stuffed toy, appropriate for other children to play with. Show what you know.
Impact:	Children will be able to demonstrate brush control when painting their illustration. Children will have developed their understanding of an illustrator and used a sketchbook to develop their skills and ideas.	REAL Gym – Creative Children can begin to compare their movements and skills with those of others.	Children can perform a range of actions with control including catching, gathering, and hitting a ball with increasing accuracy. They can Throw/hit a ball in different ways e.g. high, low, fast, slow	Children will be able to understand the basics of sewing, using a template and cutting fabric to match a design. They will be able to evaluate their product by watching how others play with it.

	PSHE 	PSHE 	PSHE (Money and Careers Week) 	Music 
Unit title:	Brook Learn 1 Unit: Sharing Photos Online	Brook Learn 2 Unit: Online Interactions and Information Sharing	Theme: All About Money	Unit: Some bugs!
Builds On:	Year: 1 Term: Summer 2 Unit: Managing Our Time Safely Online	Year: 2 Term: Spring 2 Unit: Sharing Photos Online	Year: 1 Term: Spring 2 Unit: Where does money come from?	Year: 2 Term: Spring 1 Unit: London's burning
Memory Master:	Name different emotions and when they might experience them online.	Create a 'chain' to show what might happen if we share a picture online.	Name as many different forms of money as they can in a timed challenge.	Name the ways we can listen and appraise music.
Lesson Sequence:	I can describe what might happen if we share a picture.	I can describe what personal information is and the importance of not sharing this.	I can understand that money comes from different sources.	I can listen and appraise 'Some bugs'
	I can identify the effect of people's actions online and consider ways of keeping myself and others safe.	I can recognise different feelings they might encounter online and how the body might tell them something 'doesn't feel right'.	I can understand the difference between needs and wants.	I can begin to learn the song and play a beat
	I can recognise that I can be an 'upstander' by choosing not to join in.	I can identify up to four adults in my life who I trust and how to ask them for help if I have a problem online.	I can name different ways of looking after money.	I can sing the song Some bugs
	I can identify up to four adults in my life who I trust and how I can ask them for help if I have a problem online.			I can improvise my own instrumental parts of the song. I can sing the song and play the instrumental parts.
Composite :	Children create a list of trusted adults.	Create a whole class poster of rules for keeping safe online.	Draw and/or write a list of things we need and things we want.	Take part in an end of unit performance of Some bugs
Impact:	Children will make informed choices about how to keep themselves safe online and will know who to speak to if they are concerned.	Children will make informed choices about how to keep themselves safe online and will know who to speak to if they are concerned.	Children will understand the terms 'needs' and 'wants' to support them to make informed choices about spending money.	Children will learn about the use of syllables to keep a rhyme and how to create a graphic score to remember their compositions.