

Year 2		Explorers	Spring 2
<b>ROOTS Link:</b> Taking Care Why is it important we take care of our world?	<b>Whole School Project:</b>	<b>Ignites, Trips, Visits &amp; Visitors:</b>	Explorer day – travelling to Kenya. African tribes
<b>Vision:</b> The overall vision for this project is that the children will gain a wider understanding of our world. They need to compare the continents of Europe and Africa, then to do a comparison of Kenya’s Maasai tribe and Great Linford. The reasoning for the African focus is to ensure that Africa is covered during their primary school education. The small area focus of the Maasai tribe can be changed to suit your cohort’s interests but it must be a location in Africa.		<b>Key Texts:</b> <ul style="list-style-type: none"> <li>One night far from here</li> </ul>	
History/ Geography			
NC Links	Knowledge	Skills	
<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> <li>Identify the location of hot and cold areas of the world in relation to the Equator</li> </ul>	<ul style="list-style-type: none"> <li>That there are 7 continents North America, South America, Europe, Africa, Antarctica, Asia and Australasia.</li> <li>Africa: made up of lots of different countries, the Sahara Desert is in Africa and is the largest desert in the world, over 1 billion people live (1.2 billion) in Africa.</li> <li>Europe: made up of lots of countries, that Europe is made up on lots of mountains and rivers that are over 700 million people that live in Europe.</li> <li>That we live in England which is in the continent of Europe.</li> <li>That there are 5 oceans in the world; Pacific Ocean, Atlantic Ocean, Arctic Ocean, Indian Ocean and Southern Ocean.</li> </ul>	<ul style="list-style-type: none"> <li>Compare the locality and characteristics of two continents one being Europe</li> <li>Compare the local geographical features of with contrasting a small area of a non-European country</li> <li>Use a range of different resources to locate the world’s seven continents and five oceans including world maps, atlases, google earth and globes</li> </ul>	

- That Africa and Europe have different climates, wildlife, vegetation and these impact on how people live.

- That the Maasai tribe that live in Kenya

OL: - OL: Can I name and locate the world's seven continents?

OL: Can I name and locate the world's five oceans?

OL: Can use different geographical resources to locate the world's seven continents and five oceans?

OL: Can I describe the geographical location in relation to the 5 oceans of Europe and Africa?

OL: Can I identify the differences and similarities between the continents of Europe and Africa?

OL: Can I compare Great Linford to the Maasai tribe in Kenya?

OL: Can I understand how the geography impacts how people live in Africa and Europe?

English

**Writing Focus** Non Fiction Biography  
**Purpose and Audience:** To inform and share to those who are interested in the topic.  
**Cold Write:** Biography about Florence Nightingale  
**WAGOLL:** Amelia Earhart  
**Hot Write:** Biography about Miss Lovelock. (GDS Autobiography)

**Writing Focus** Fiction adventure tale  
**Purpose and Audience:** To entertain the reader and retell the story.  
**Cold Write:** Continue the desert story  
**WAGOLL:** Desert disaster  
**Hot Write:** write a story in an opposite location with a new character (GDS write a diary)

**Short Bursts Non-Fiction:**  
 Recount about an exploration journey (past tense)  
 Write a short story about Amelia’s first journey (third person)

**Short Bursts Fiction:**  
 Travel guide to the desert (adjectives, descriptive language)  
 Character description (conjunctions)

NC Links

Knowledge (Grammar)

Skills (Punctuation, Composition)

**Reading**

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related

**GPS**

**Plan and write:**

- consider what they are going to write before beginning by:
  - planning or saying out loud what they are going to write about
  - writing down ideas and/or key words, including new vocabulary
  - encapsulating what they want to say, sentence by sentence

- Using suffixes –ness, -er –ful and –less and compound words.
- Use of suffixes –er and –est in adjectives.
- Alliteration
- Similes
- Adverbs for description
- Past tense
- Subordinating conjunctions

Punctuation

- Inverted commas for speech
- Continue consolidating demarcation:
- Question marks
- Exclamation marks
- Capital letters
- Full stops

Composition

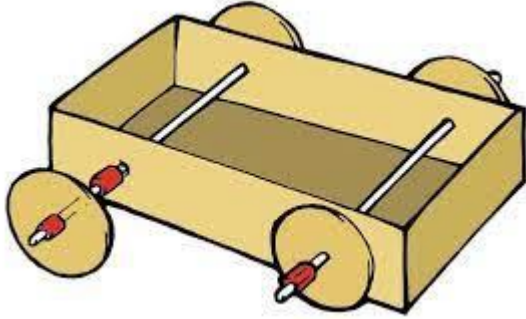
- Create descriptive setting using adjectives, similes and alliteration
- Use a variety of sentences such as complex and compounds.
- Use the past tense accurately and consistently
- Understand the third and first person
- Use a range of subordinating conjunctions.

<p><b>Evaluate and edit:</b> Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>evaluating their writing with the teacher and other pupils</li> <li>rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</li> </ul>		
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Speaking & Listening		
Speaking & Listening	Debating	
<ul style="list-style-type: none"> <li>speak with clarity and use intonation when reading and reciting texts</li> <li>tell real and imagined stories using the conventions of familiar story language</li> <li>explain ideas and processes using language and gesture appropriately</li> <li>listen to others in class, ask relevant questions and follow instructions</li> <li>listen to talk by an adult, remember some specific points and identify what they have learned</li> </ul>	<ul style="list-style-type: none"> <li>ensure everyone contributes, allocate tasks, and consider alternatives and reach agreement</li> <li>work effectively in groups by ensuring each group member takes a turn challenging, supporting and moving on</li> <li>listen to each other's views and preferences, agree the next steps to take and identify contributions by each group member</li> </ul>	
Spelling & Phonics		
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> <li>spell by: <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>learning new ways of spelling phonemes for which 1 or more spellings are already known,</li> </ul> </li> </ul>	<p>Phonics See phonics progression map</p> <p>Spelling</p> <ul style="list-style-type: none"> <li>The /l/ or /əl/ sound spelt '-el' at the end of words</li> </ul>	<ul style="list-style-type: none"> <li>Knowing set 1, 2 and 3 sounds.</li> <li>Alternative pronunciations</li> </ul> <p>Look cover write check</p>

<p>and learn some words with each spelling, including a few common homophones</p> <ul style="list-style-type: none"> <li>• learning to spell common exception words</li> <li>• learning to spell more words with contracted forms</li> <li>• learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>• distinguishing between homophones and near-homophones</li> <li>• add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly</li> <li>• apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul>	<ul style="list-style-type: none"> <li>• Adding endings '-ing', '-ed', '-er', and '-est' to words ending in '-y'</li> <li>• The /ɔ:/ sound spelt 'a' before 'l' and 'll'</li> <li>• The /ɔ:/ sound spelt 'ar' after 'w'</li> <li>• Suffixes '-ment' and '-ness'</li> <li>• The /ɜ:/ sound spelt 'or' after 'w'</li> <li>• The /l/ or /əl/ sound spelt '-al' at the end of words</li> </ul>	<ul style="list-style-type: none"> <li>• Segmenting</li> <li>• Blending</li> <li>• Highlighting</li> <li>• Using spelling journey</li> <li>• Sound mat</li> <li>• Proof reading</li> </ul>
Handwriting		
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> <li>• start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• use spacing between words that reflects the size of the letters</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to use horizontal and diagonal strokes to join Georgia and Harriet letters together</li> <li>• Know how to use horizontal and diagonal strokes to join Georgia and Rupert letters</li> </ul>	<ul style="list-style-type: none"> <li>• Form horizontal and diagonal strokes to join Georgia and Harriet letters together such as ch and sh</li> <li>• Correctly form horizontal and diagonal strokes to join Georgia and Rupert letters such as ay and au</li> </ul>

**Design & Technology**

NC Links	Knowledge	Skills
<p><b>Design</b></p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products</li> <li>evaluate their ideas and products against design criteria</li> </ul> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products</li> </ul>	<p><b>Focus: Wheels</b></p> <p>Children to create their own vehicle they can explore with. Could link to primary engineering project if running again.</p> <p>Know how different vehicle move Know that wheels must have axles Know what an axle is Know how to make a design Know how to follow a design brief Know why evaluation is important</p> <p>OL: Can I explore existing transport? OL: Can I explain what an axle is? OL: Can I design an explorer vehicle with wheels? OL: Can I begin to build my vehicle? OL: Can I finish my vehicle? OL: Can I test and evaluate my vehicle?</p>	<ul style="list-style-type: none"> <li>Generate ideas and simple design criteria.</li> <li>Develop and communicate ideas through drawings and mock-ups.</li> <li>Select a range of tools, equipment and materials to perform practical tasks.</li> <li>Explore wheels and axles</li> <li>Evaluate their ideas and products against original criteria.</li> </ul> <p><b>More Able:</b></p> <ul style="list-style-type: none"> <li>Design and make transport considering a particular location. Can children include a moving feature to their design?</li> </ul> 

Art & Design		
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>	<p><b>Focus: Pattern</b></p> <p>Know that shapes make up patterns Know that a pattern can be repeating Know that there are patterns in nature and where to find them Know what arranging, folding, overlapping, regular and irregular means</p> <p>OL: Can I explore natural and man-made patterns? OL: Can I explore the work of Rosalind Monks? OL: Can I explore regular and irregular patterns? OL: Can I design my African tribal mask? OL: Can I create an African tribal mask?</p>	<ul style="list-style-type: none"> <li>Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning.</li> <li>Look at natural and manmade patterns and discuss.</li> <li>Discuss regular and irregular – what does it mean?</li> </ul>

Science		
<p><b>Enquiry Questions:</b></p> <p>What do you think would happen if everything was rigid and nothing could be bent, squashed or squeezed? What would your school be like if everything in it was flexible?</p>	<p><b>Key Vocabulary:</b> Bend, Squash, Stretch, Twist, Elastic, Push , Pull</p>	
NC Links	Knowledge	Skills
<p><b>Work scientifically by:</b> comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs); observing closely, identifying and classifying the uses of different materials, and recording their observations.</p> <ul style="list-style-type: none"> <li>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> </ul>	<ul style="list-style-type: none"> <li>Understand the vocabulary being used in this topic and can demonstrate through movement</li> <li>Know what to do to bend, twist, squash or stretch an object</li> <li>know what a prediction is</li> <li>know what an experiment is</li> </ul> <p>OL: Can I demonstrate different vocabulary? OL: Can I explore how to manipulate different materials? OL: Can I sort materials based on their properties?</p>	<ul style="list-style-type: none"> <li>Bend, twist, stretch and squash an object</li> <li>Use scientific vocabulary to describe how a shape has been manipulated</li> <li>Say when a material has been changed</li> <li>Carry out a test</li> <li>Can record numerical data</li> <li>Say when they are doing different actions</li> <li>Record data in tables and graphs</li> <li>Compare results</li> <li>Make valuable predictions based on prior knowledge</li> </ul>

<ul style="list-style-type: none"> <li>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul>	<p>OL: Can I say what objects I could bend, twist, squash or stretch?          OL: Can I make a balloon animal?          OL: Can I explore which socks are stretchy?          OL: Can I make a model using squash, twist, bend and stretch?          OL: Can I explore how a rocket travels?</p>	
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Music		
<p><b>Termly Focus:</b></p>	<p>Various Singers/Singing Styles, Choir, Pop, Acapella, Operatic, Jazz, Beep Box, Rap.</p>	<p><b>Key Vocabulary:</b> Unison, canon, high, middle, low, scale, pitch, vocal, melody, diction, expression, confidence, arts, range, ostinato, accompaniment, verse, chorus, dynamics, loud, quiet.</p>
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> </ul>	<ul style="list-style-type: none"> <li>Know what pitch means</li> <li>Know how to change my voice</li> <li>Know what unison and cannon is</li> <li>Know the basic structure of a song</li> </ul> <p><a href="https://www.bbc.co.uk/programmes/articles/YTfwYWt7b3gMYzGD2M1mVv/1-columbus-and-magellan">https://www.bbc.co.uk/programmes/articles/YTfwYWt7b3gMYzGD2M1mVv/1-columbus-and-magellan</a></p> <p>Over the ocean song. Chn could create a new verse with a different explorer.</p>	<ul style="list-style-type: none"> <li>Copy changes in pitch vocally (Whole scale)</li> <li>Respond to H/M/L sounds with movement and hand signs</li> <li>Children sing and play in school performances and assemblies in unison, canon or simple two-part arrangements</li> <li>They sing with good diction, expression and confidence</li> <li>Children copy soh-me-lah and soh-me-doh phrases accurately in groups or individually.</li> <li>Some voices are not yet developed but follow the contours of the melody.</li> <li>Children sing songs from low B to C' confidently and accurately and explore a greater range through games</li> </ul>



		<ul style="list-style-type: none"> <li>• They sing in unison, canon and with a sung ostinato</li> <li>• Follow pictorial cues and puppets to show changes in pitch, duration and dynamics</li> </ul>
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Computing		
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> <li>• Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</li> <li>• Create and debug simple programs</li> <li>• Use logical reasoning to predict the behaviour of simple programs</li> <li>• Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>	<p><b>Focus: Programming A Robot Algorithms</b></p> <ul style="list-style-type: none"> <li>• Know what a clear instruction is</li> <li>• Know what an algorithm is</li> <li>• Know what a command</li> <li>• Know that a programming project includes code and artwork</li> <li>• Know how to design an algorithm</li> <li>• Know what debug means</li> </ul> <p>OL: Can I describe a series of instructions?            OL: Can I explain what happens when we change the order of instructions?            OL: Can I predict the outcome of a programme?            OL: Can I explain that a programming project includes code and artwork?            OL: Can I design an algorithm?            OL: Can I debug a programme I have written?</p>	<ul style="list-style-type: none"> <li>• Follow instructions given by someone else</li> <li>• Choose a series of words that can be enacted as a sequence</li> <li>• Give clear and unambiguous instructions</li> <li>• Create different algorithms for a range of sequences (using the same commands)</li> <li>• Use an algorithm to program a sequence on a floor robot</li> <li>• Show the difference in outcomes between two sequences that consist of the same commands</li> <li>• follow a sequence</li> <li>• Predict the outcome of a sequence</li> <li>• Compare my prediction to the program outcome</li> <li>• Explain the choices I made for my mat design</li> <li>• Identify different routes around my mat</li> <li>• Test my mat to make sure that it is usable</li> <li>• Explain what my algorithm should achieve</li> <li>• Create an algorithm to meet my goal</li> <li>• Use my algorithm to create a program</li> <li>• Plan algorithms for different parts of a task</li> <li>• Test and debug each part of the program</li> <li>• Put together the different parts of my program</li> </ul>

RE		
NC Links	Knowledge	Skills
See RE guidance non-statutory 2010	<p><b>Focus: Islam Community and Belonging</b></p> <p>Key Question: Does going to a mosque give Muslims a sense of belonging?</p> <ul style="list-style-type: none"> <li>• Know what the words belonging and community mean</li> <li>• Know what items can be found in a mosque</li> <li>• Know what Ummah is</li> <li>• Know the routine of prayer in the Islamic faith</li> </ul> <p>OL: Can I say where I feel like I belong?            OL: Can I explain the prayer routine in a mosque?            OL: Can I visit a mosque? (Arrange local visit?)            OL: Can I say what a mosque should have inside it?            OL: Can I say how prayer in a group makes people feel part of a community?            OL: Can I design a game that everyone could play?</p>	<ul style="list-style-type: none"> <li>• Understand how meeting in a certain place could make me feel like I belong.</li> <li>• Explain what happens when Muslims pray alone or at the mosque.</li> <li>• Talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be.</li> <li>• Create a game that creates a sense of belonging.</li> </ul>

PSHE		
NC Links	Knowledge	Skills
See non-statutory guidance NC	<p><b>Focus: Relationships</b></p> <ul style="list-style-type: none"> <li>• Know that families come in all shapes and sizes</li> <li>• Know that families have to work together to make sure everyone is happy</li> <li>• Know the difference between a good secret and a worry secret</li> <li>• Know what physical contact is</li> <li>• Know what a compliment is</li> </ul> <p>OL: Can I say what makes a happy family?</p>	<ul style="list-style-type: none"> <li>• Identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate</li> <li>• Accept that everyone's family is different and understand that most people value their family</li> <li>• Understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not</li> <li>• Explain which types of physical contact I like and don't like and can talk about this</li> </ul>

	<p>OL: Can I identify different types of physical contact and say which are appropriate?          OL: Can I solve friendship problems?          OL: Can I understand when it is appropriate to keep secret?          OL: Can I recognise and appreciate people around me?          OL: Can I express appreciation for the people in my life?          OL: Can I reflect on what I have learnt?</p>	<ul style="list-style-type: none"> <li>• Identify some of the things that cause conflict with my friends</li> <li>• Demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends</li> <li>• Understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret</li> <li>• Explain how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this</li> <li>• Recognise and appreciate people who can help me in my family, my school and my community</li> <li>• Understand how it feels to trust someone</li> </ul>
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PE		
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> <li>• To explore changes in size, speed, level and dynamics and use gestures to show meeting and greeting.</li> </ul>	<p><b>Indoor Focus:</b> Dance Friendships            Know what movements a penguin makes            Know how to link movements together            Know what dynamics means            Know different travelling movements            Know what movements represent friendship            Know how we can put our movements to music.</p> <p>OL: Can I perform a range of linked penguin actions with imagination and control?            OL: Can I copy, remember and repeat a taught movement phrase?            OL: Can I select and perform a variety of movements that show changes in speed and size?            OL: Can I travel using different ideas to meet a partner?</p>	<ul style="list-style-type: none"> <li>• Perform a range of linked penguin actions with imagination and control Have copied, remembered and repeated a taught movement phrase</li> <li>• Select and perform a variety of movements that show changes in speed and size</li> <li>• Travel using different ideas to meet a partner. Can link together different gestures to show greeting a friend.</li> <li>• Select and perform movements that show a 'magical friendship' between 2 different characters.</li> <li>• Perform linked sections of the dance that clearly show friendship gestures between 2 contrasting characters.</li> </ul>

	<p>OL Can I link together different gestures to show greeting a friend?          OL: Can I select and perform movements that show a magical friendship between 2 different characters?          OL: Can I perform linked sections of the dance that clearly show friendship gestures between 2 contrasting characters?</p>	
<u>Outdoor Focus</u>		

Maths		
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> <li>choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</li> <li>compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</li> <li>order and arrange combinations of mathematical objects in patterns and sequences</li> <li>use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)</li> </ul>	<p><u>Focus: Week 1 – 2 Length and height</u></p> <ul style="list-style-type: none"> <li>Know that length and height is measured in metres and centimetres</li> <li>Know that there are 100 cm in 1 m</li> <li>Know how to use the words longer, shorter, equal to</li> </ul> <p><u>Focus: Week 3 – 4 Position and direction</u></p> <ul style="list-style-type: none"> <li>Know what clockwise and anticlockwise is</li> <li>Know position vocabulary such as above, below, right, left</li> <li>Know what a full, half and quarter turn is.</li> <li>Know how to describe movements an object has made</li> </ul> <p><u>Focus: Week 5 – 6 Consolidation and Problem solving</u>  <i>See white rose problem solving section</i></p>	<ul style="list-style-type: none"> <li>Compare lengths and heights</li> <li>Measure length with non-unit equipment</li> <li>Measure length in centimetres</li> <li>Measure length in metres</li> <li>Compare lengths</li> <li>Order lengths</li> <li>Use the four operations in relation to length</li> <li>Describe position</li> <li>Describe movement</li> <li>Describe turns</li> <li>Describe movement and turns together</li> <li>Make patterns with shapes</li> </ul>