

Year 2		Garden Diversity		Spring 2
<b>ROOTS Link:</b> Taking Care Why is it important to take care of our biodiversity?	<b>Whole School Project:</b>	<b>Ignites, Trips, Visits &amp; Visitors:</b>	Planting seeds and creating a class vegetable box Parks trust talk?	
<b>Vision:</b> In this project, children will explore biodiversity around the world. They will learn what a climate is and how different places around the world will have different climates. Children will look at how plants are adapted to survive in different climates particularly looking at extreme hot and cold. Children will begin to learn about temperature. We will then explore the importance of plants to both humans and the environment. This project interlinks with our Young gardeners topic in science. Children will know how a plant grows and what it needs in order to survive. Children will take care of their own plants in our climate, thinking carefully at how the weather will impact the plants growth.			<b>Key Texts:</b> <ul style="list-style-type: none"> <li>The selfish giant by Oscar Wilde</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>To know how the location of a country impact the diversity of the vegetation that can grow.</li> <li>To know the meaning of this vocabulary: forest, hill, mountain, soil, vegetation.</li> </ul> OL: - OL: Can I explain why plant are different around the world? OL: Can I identify where different plants might grow around the world? (biomes) OL: Can I explain how plants survive in different environments? OL: Can I explain why plants are so important to us as humans? OL: Can I understand why plants are so important to our environment?		<ul style="list-style-type: none"> <li>Compare the local geographical features of with contrasting a non-European country.</li> <li>Describe the location of hot and cold regions of the world</li> <li>To use a world map to help identify if a country is hot and cold in relation to the Equator.</li> </ul>	

## English

**Writing Focus** Non Fiction Instructions

**Purpose and Audience:** To tell the reader how to achieve something through a step by step method.

**Cold Write:** How to make a bird feeder.

**WAGOLL:** How to trap a giant.

**Hot Write:** How to trap a villain (GDS How to trap a human written by the giant)

**Writing Focus** Fiction Conquering monster tale

**Purpose and Audience:** To entertain the reader showing good prevailing against evil.

**Cold Write:** Jenny and the beanstalk.

**WAGOLL:** The selfish giant

**Hot Write:** Create own monster to conquer and character that prevails. (GDS write from the monsters perspective)

**Short Bursts Non-Fiction:**

Letter to the giant (persuasion)

Diary from one of the children (temporal connectives)

**Short Bursts Fiction:**

Setting description (adjectives, descriptive language)

Problem advice/ agony aunt (characterisation)

### NC Links

### Knowledge (Grammar)

### Skills (Punctuation, Composition)

#### Reading

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read, and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far

- Using exclamation sentences and statement sentences.
- Writing in the correct tense including the progressive form
- Imperative verbs
- Temporal connectives
- Subheadings
- Headings

#### Punctuation

- Bullet points
- Exclamation marks
- Question marks
- Commas for a list

#### Composition

- Develop characters that show good and evil traits
- Create descriptive locations
- Plan and create stories that show the 5 key areas in structure
- Use subheadings and heading to structure instructions
- Know how to create a persuasive argument
- Paragraphing to create structure
- Use a range of complex and compound sentences

- sentences with different forms: statement, question, exclamation, command
  - expanded noun phrases to describe and specify [for example, the blue butterfly]
  - the present and past tenses correctly and consistently, including the progressive form
  - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- 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
- Evaluate and edit:**  
Make simple additions, revisions and corrections to their own writing by:
- evaluating their writing with the teacher and other pupils
  - 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
  - proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)

### Speaking & Listening

#### Speaking & Listening

- speak with clarity and use intonation when reading and reciting texts
- tell real and imagined stories using the conventions of familiar story language
- explain ideas and processes using language and gesture appropriately
- respond to presentations by describing characters, repeating some highlight and commenting constructively

#### Debating

- ensure everyone contributes, allocate tasks, and consider alternatives and reach agreement
- work effectively in groups by ensuring each group member takes a turn challenging, supporting and moving on
- listen to each other's views and preferences, agree the next steps to take and identify contributions by each group member

### Spelling & Phonics

#### NC Links

- spell by:
  - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
  - learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones
  - learning to spell common exception words
  - learning to spell more words with contracted forms
  - learning the possessive apostrophe (singular) [for example, the girl's book]
  - distinguishing between homophones and near-homophones
- add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidance, as listed in [English appendix 1](#)
- write from memory simple sentences dictated by the teacher that include words using the GPCs,

#### Knowledge

- Phonics  
See phonics progression map
- Spelling
- ɒ/ spelt 'a' after 'w' and 'qu'
  - /z/ spelt 's', segmentation and syllable clapping.
  - homophones (there, their, they're)
  - Adding '-es' to nouns and verbs ending in 'y'
  - The possessive apostrophe (singular nouns)
  - Adding suffixes '-ful', '-less' and '-ly'

#### Skills

- Knowing set 1, 2 and 3 sounds.
  - Alternative pronunciations
- Look cover write check
- Segmenting
  - Blending
  - Highlighting
  - Using spelling journey
  - Sound mat
  - Proof reading

common exception words and punctuation taught so far		
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 make horizontal and diagonal joins to join Harriet and Georgia letters together</li> <li>Join using up and over strokes two Georgia letters</li> </ul>	<ul style="list-style-type: none"> <li>Form horizontal and diagonal joins to join Harriet and Georgia letters together such as to and hg</li> <li>Form two Georgia letters using up and over strokes such as ss and oa</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</li> </ul>	<p><b>Focus: Structure</b></p> <p>Can children design and build a garden bird table.</p> <p>Know different properties of materials</p> <p>Know how properties are adapted for certain purposes</p> <p>Know what is needed to make a strong structure.</p> <p>Know what a bird table is for.</p> <p>OL: Can I explore materials properties?</p> <p>OL: Can I explore bird tables and what they are made of?</p> <p>OL: Can I design my bird table?</p> <p>OL: Can I build by bird table?</p>	<ul style="list-style-type: none"> <li>Generating design ideas</li> <li>Developing modelling and explaining using talk</li> <li>Create mock-ups and drawings.</li> <li>Planning, making, selecting tools</li> <li>Exploring new and recycled materials</li> <li>Using finishing techniques.</li> <li>Exploring existing freestanding structures</li> <li>Evaluating their own products against original criteria.</li> </ul> <p><b>More Able:</b></p>

example, cutting, shaping, joining and finishing]

- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

#### Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

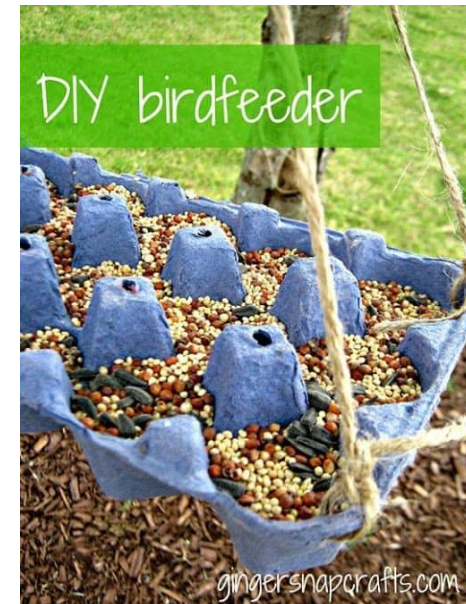
#### Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products

OL: Can I decorate my bird table?

OL: Can I evaluate my bird table?

- Chn to think about how they could create a mechanical bird feeder



Art & Design		
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> <li>to develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to use a range of materials creatively to design and make products</li> <li>know about the work of a range of artists, craft makers and designers, describing the differences and similarities between practices and disciplines, and making links to their own works</li> </ul>	<p>Focus: Art and Design skills</p> <p>Know what a print design is Know how to mix colours Know how to make a print design Know how to use different media to create designs Know that artists can tell different stories within their work</p> <p>OL: Can I design a print using lego? OL: Can I create different hues of green? OL: Can I create a print using shaving foam? OL: Can I draw using different media? OL: Can I explore the work of Louis Wain?</p>	<ul style="list-style-type: none"> <li>Work carefully and accurately to create patterns</li> <li>Understand that mixing different amounts of blues and yellows can create different hues of green</li> <li>Use a range of different printing techniques</li> <li>Experiment with different media and say which one I prefer and why</li> <li>Critique and reflect upon an artists piece of work</li> </ul>

Science		
<p><b>Enquiry Questions:</b> Do you think big seeds grow into bigger plants than smaller seeds?</p>	<p><b>Key Vocabulary:</b> Bulb, Corms, Germinate, Properties, Root, Stem, Tuber, Annual, Seedling</p>	
NC Links	Knowledge	Skills
<p><b>Work scientifically by:</b> observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy.</p> <ul style="list-style-type: none"> <li>observe and describe how seeds and bulbs grow into mature plants</li> </ul>	<ul style="list-style-type: none"> <li>Know the names of common plants found on the school grounds</li> <li>Know what a plants needs in order to grow and survive: water, light and correct temperature</li> <li>Know how not getting conditions right can impact the growth of the plant.</li> <li>Know why recycling is important for the environment</li> <li>Know how a bulb grows</li> <li>Know what germination is</li> </ul>	<ul style="list-style-type: none"> <li>Use identification sheets to find common plants within the school grounds.</li> <li>Be able to plant seeds</li> <li>Ask questions about seeds and growing</li> <li>Describe how a plant is growing using scientific vocabulary</li> <li>Plan and carry out measure tests on their plant</li> <li>Record data and draw a graph</li> <li>Can grow a healthy plant</li> <li>Make decisions about the plants condition.</li> </ul>

<ul style="list-style-type: none"> <li>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul>	<p>OL: Can I identify plants in the school grounds?          OL: Can I plant seeds?          OL: Can I say what a seed needs to germinate?          OL: Can I say what a plant needs to survive?          OL: Can I explore different materials for plant pots?  <i>Link to Design technology</i>          OL: Can I grow a salad?          OL: Can I grow bulbs?</p>	
--	---	--

### Music

<p><b>Termly Focus:</b>    <u>Composition</u>          Vivaldi spring section  <a href="https://www.youtube.com/watch?v=l-dYNttdgl0&amp;ab_channel=TheFeynmanParticle">https://www.youtube.com/watch?v=l-dYNttdgl0&amp;ab_channel=TheFeynmanParticle</a></p>	<p><b>Key Vocabulary:</b>    Sounds, score, pitch, sequence, timbre, duration, composer, composition. Notation, combine, pattern, combination, high middle, low, dynamics, loud, soft</p>
--	---

NC Links	Knowledge	Skills
<ul style="list-style-type: none"> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>experiment with, create, select and combine sounds using the interrelated dimensions of music</li> </ul>	<ul style="list-style-type: none"> <li>Know what timbre is</li> <li>Know what different sounds we can hear in our natural environment</li> <li>Know the names of different instruments</li> <li>Know what we need to do to layer sound in order to make a piece of music.</li> <li>Know what the structure of music looks like</li> <li>Know what instruments could represent spring</li> <li>Know how to sequence simple notes</li> </ul>	<ul style="list-style-type: none"> <li>Can use timbre to select and organise sounds into simple graphic scores e.g. tappers/shakers/scrapers</li> <li>Can use their knowledge of sounds to inform listening e.g. a drum plays a soldier's march</li> <li>To identify familiar environmental sounds e.g. door- bell/dog barking</li> <li>Select instruments of appropriate pitch for composition</li> <li>Create sequences of sound.</li> <li>Can organise sounds into a sequence or with a beginning/middle/end</li> <li>Begin to combine sounds and to select the timbre and duration of sounds</li> <li>Start to use graphic notation to mark down ideas in a sequence, in a pattern or in a combination of sounds.</li> </ul>



		<ul style="list-style-type: none"> <li>Use simple graphic representation of H/L and H/M/L sounds to notate their ideas and play those of other children</li> </ul>
--	--	--

Computing		
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> <li>use technology purposefully to create, organise, store, manipulate and retrieve digital content</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>Maths Curriculum links</p> <ul style="list-style-type: none"> <li>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: 'equal to', 'more than', 'less than' ('fewer'), 'most', 'least'</li> <li>interpret and construct simple pictograms, tally charts, block diagrams and simple tables</li> <li>ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</li> <li>ask and answer questions about totalling and comparing categorical data</li> </ul>	<p><b>Focus: Data and information pictograms</b></p> <ul style="list-style-type: none"> <li>Know that we can count and compare objects using tally charts</li> <li>Know that objects can be represented as pictures</li> <li>Know what a pictogram is</li> <li>Know that people can be described by attributes</li> <li>know that we can present information on a computer</li> </ul> <p>OL: Can I count and compare using a tally chart?            OL: Can I say what a pictogram is?            OL: Can I create a pictogram?            OL: Can I say what an attribute is?            OL: Can I compare people?            OL: Can I present information using a computer?</p>	<ul style="list-style-type: none"> <li>Record data in a tally chart</li> <li>Represent a tally count as a total</li> <li>Compare totals in a tally chart</li> <li>Enter data onto a computer</li> <li>Use a computer to view data in a different format</li> <li>Use pictograms to answer simple questions about objects</li> <li>Organise data in a tally chart</li> <li>Use a tally chart to create a pictogram</li> <li>Explain what the pictogram shows</li> <li>Tally objects using a common attribute</li> <li>Create a pictogram to arrange objects by an attribute</li> <li>Answer 'more than'/'less than' and 'most/least' questions about an attribute</li> <li>Choose a suitable attribute to compare people</li> <li>Collect the data I need</li> <li>Create a pictogram and draw conclusions from it</li> <li>Explain that we can present information using a computer</li> </ul>
RE		
NC Links	Knowledge	Skills
See RE guidance non-statutory 2010	<p><b>Focus: Christianity Easter Resurrection</b></p> <p>Key Question: How important is it to Christians that Jesus came back to life after His crucifixion?</p>	<ul style="list-style-type: none"> <li>Say what I believe happens to you when you die and tell you how I remember people close to me.</li> <li>Recall what Christians believe happened on Easter Sunday.</li> </ul>

	<ul style="list-style-type: none"> <li>• Know that Christians believe Jesus came back to life which showed He really was the Son of God. That's why some Christians wear a cross and why they give each other Easter eggs, to show new life after death.</li> <li>• Know the Easter story</li> <li>• Know how Christians celebrate Easter</li> <li>• Know the story of Jesus at the beach barbeque</li> </ul> <p>OL: Can I describe how seasons have changed?          OL: Can I retell the Easter story?          OL: Can I say what Christians believe happened to Jesus?          OL: Can I find out more about Easter? (invite Rev. Chuck in)          OL: Can I say why it is important to Christians that Jesus came back to life?          OL: Can I make an Easter card?</p>	<ul style="list-style-type: none"> <li>• Suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion.</li> </ul>
--	--	---

PSHE		
NC Links	Knowledge	Skills
See non-statutory guidance NC	<p><b>Focus: Healthy me</b></p> <ul style="list-style-type: none"> <li>• know what I need to keep my body healthy</li> <li>• know what relaxed means</li> <li>• know some things that make me feel relaxed and some that make me feel stressed</li> <li>• Understand how medicines work in my body and how important it is to use them safely</li> <li>• know which foods my body needs every day to keep me healthy</li> </ul> <p>OL: Can I say how we can stay healthy?          OL: Can I explain what relaxed means?</p>	<ul style="list-style-type: none"> <li>• Be motivated to make healthy lifestyle choices</li> <li>• Show or tell you what relaxed means and I tell you when a feeling is weak and when a feeling is strong</li> <li>• Feel positive about caring for my body and keeping it healthy</li> <li>• Sort foods into the correct food groups and have a healthy relationship with food and know which foods I enjoy the most</li> <li>• Make some healthy snacks and explain why they are good for my body express how it feels to share healthy food with my friends</li> </ul>

	<p>OL: Can I explain how medicines can keep us healthy?          OL: Can I sort foods into food groups?          OL: Can I make a healthy snack?          OL: Can I decide what food will keep me healthy?</p>	<ul style="list-style-type: none"> <li>Decide which foods to eat to give my body energy have a healthy relationship with food and know which foods are most nutritious for my body</li> </ul>
--	--	---

PE		
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> <li>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>participate in team games, developing simple tactics for attacking and defending</li> <li>perform dances using simple movement patterns</li> </ul>	<p><b>Indoor Focus:</b> Multi Skills Fundamentals 2</p> <ul style="list-style-type: none"> <li>Know how to bounce a ball</li> <li>Know how to kick a ball</li> <li>Know how to hit a ball</li> <li>Know what accurate and control means</li> <li>Know how to balance</li> <li>Know that moving around the space with accuracy</li> </ul> <p>OL: Can I change direction with control?          OL: Can I move around a space with speed and accuracy?          OL: Can I throw and catch a ball whilst moving?          OL: Can I pass and dribble the ball 3-4 metres away?          OL: Can I pass and dribble the ball 3-4 metres away with control?          OL: Can I throw, kick and dribble a ball accurately?</p>	<ul style="list-style-type: none"> <li>Move about the space changing direction with control, avoid others, stop and balance with control</li> <li>Move about the space with speed, changing direction with control, avoid others, and stop with control</li> <li>Move about the space and can throw and often catch a ball on the move.</li> <li>Pass the ball with control 3-4 metres apart and can dribble the ball showing control.</li> <li>Move about the space changing direction with control, avoiding others.</li> <li>Throw, kick and dribble a ball accurately</li> </ul>
<ul style="list-style-type: none"> <li></li> </ul>	<p><b>Outdoor Focus:</b></p>	

**Maths**

NC Links	Knowledge	Skills
<ul style="list-style-type: none"> <li>identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line</li> <li>identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li> <li>identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]</li> <li>compare and sort common 2-D and 3-D shapes and everyday objects</li> </ul> <ul style="list-style-type: none"> <li>recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</li> <li>write simple fractions, for example <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math></li> </ul>	<p><u>Focus: Week 7 – 9 Shape</u></p> <ul style="list-style-type: none"> <li>Know the names of 2D shapes</li> <li>Know the names of 3D shapes</li> <li>Know what vertices are</li> <li>Know what symmetry is</li> <li>Know what a face on a shape is</li> <li>Know what a side is</li> </ul> <p><u>Focus: Week 10 – 12 Fractions</u></p> <ul style="list-style-type: none"> <li>Know what a half, quarter, third is</li> <li>Know how to use concrete apparatus to help find fractions of a number</li> <li>Know what a unit fraction is</li> <li>Know what a non-unit fraction is</li> <li>Know that <math>\frac{1}{2}</math> is the same as <math>\frac{2}{4}</math></li> </ul>	<ul style="list-style-type: none"> <li>Recognise 2D and 3D shape</li> <li>Count sides on 2D shapes</li> <li>Count vertices on 2D shapes</li> <li>Draw 2D shapes</li> <li>Lines of symmetry</li> <li>Sort 2D shapes</li> <li>Make patterns with 2D shapes</li> <li>Count faces on 3D shapes</li> <li>Count edges on 3D shapes</li> <li>Count vertices on 3D shapes</li> <li>Sort 3D shapes</li> <li>Make patterns with 3D shapes</li> </ul> <ul style="list-style-type: none"> <li>Make equal parts</li> <li>Recognise a half</li> <li>Find a half</li> <li>Recognise a quarter</li> <li>Find a quarter</li> <li>Recognise a third</li> <li>Find a third</li> <li>Unit fractions</li> <li>Non-unit fractions</li> <li>Equivalence <math>\frac{1}{2}</math> and <math>\frac{2}{4}</math></li> <li>Find three quarters</li> </ul>