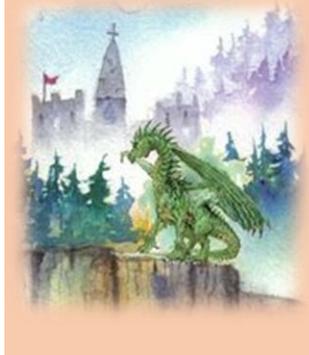




Year Two
Curriculum Information
Spring 2020

**Dungeons
and Dragons**



Phonics and Spelling

Knowledge and Key Skills:

- I can spell the 1st 100 common exception words correctly.
- I can spell words with alternative spellings, including a few common homophones.
- I can spell longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'.
- I can identify phonemes in unfamiliar words and use syllables to divide words.
- I can use apostrophes to show where letters are missing and to mark singular possession in nouns.

Reading

Knowledge and Key Skills:

- I can decode automatically and fluently.
- I can blend sounds in words that contain the graphemes we have learnt.
- I can recognise and read alternative sounds for graphemes.
- I can read accurately words of two or more syllables that contain the same GPCs.
- I read most words quickly and accurately when I have read them before without sounding out and blending.
- I can read further common exception words.
- I can talk about, and give an opinion on, a range of texts.
- I can discuss the sequence of events in books and how they relate to each other.
- I can read for meaning and check that the text makes sense. I go back and re-read when it does not make sense.
- I can find recurring language in stories and poems.
- I can talk about my favourite words and phrases in stories and poems.

Writing

Knowledge and Key Skills:

- I can write narratives about personal experiences and those of others, both real and fictional.
- I can write for different purposes, including real events.
- I use capital letters for names of people, places, days of the week and the personal pronoun 'I'.
- I use question marks and exclamation marks correctly.
- I can use commas to separate items in a list.
- I use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- I use spacing between words that reflects the size of the letters.
- I can use expanded noun phrases.
- I can evaluate my own writing independently, with friends and with an adult.

Mathematics

Knowledge and Key Skills:

- I can recall and use multiplication and division facts for the 2, 5 and 10x tables, including recognising odd and even numbers.
- I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication, division and equals signs.
- I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context.
- I can show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.
- I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.
- I can read and write numbers to 50 in numerals and in words.
- I recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity.
- I can write simple fractions.
- I recognise the equivalence of 2/4 and 1/2.

Science

Knowledge and Key Skills:

- I can ask simple scientific questions and I recognise my questions can be answered in different ways.
- I can use simple equipment to make observations.
- I can find out and describe what is required for a seed or bulb to germinate. N.B. most bulbs and seeds need water but not sunlight as they already have a store of food inside them.
- I can find out and describe what plants need in order to grow and stay healthy: water, light and a suitable temperature.
- I can observe and record, with some accuracy, the growth of a variety of plants as they change over time from seed or bulb.
- I can set up a comparative test to show that plants need light and water to stay healthy.
- I can describe how different habitats provide the basic needs of different kinds of animals and plants.
- I can describe how different kinds of animals and plants in the same habitat depend on each other.
- I can identify and name a variety of plants and animals in their habitat, including micro-habitats.
- I can describe how animals obtain their food from plants and other animals, using a simple food chain.

Activity Ideas:

Plant investigations
Allotment – maintenance, weeding, planting and harvesting
Research and compare the habitats of different animals
Create food chains of different animals

Art and Design

Knowledge and Key Skills:

- I can mix paint to create all the secondary colours.
- I can create brown with paint.
- I can create tints with paint by adding white.
- I can create tones with paint by adding black.
- I can make a clay pot.
- I can join two clay finger pots together.

Activity Ideas:

Make a medieval clay pot or goblet

Carefully colour mix to create desired colours, shades and tints

Geography

Knowledge and Key Skills:

- I can describe the key human features of a place from a picture using words like city, town, village, factory, farm, house, office, port, harbour and shop.
- I can name the capital cities of England, Wales, Scotland and Ireland.
- I can use simple compass directions e.g. north, east, south and west, to describe the location and routes on a map.

Activity Ideas:

Locate castles within the capital cities of the UK

Navigate around a map using compass directions

Orienteer around the school grounds using compass directions

Go on a learning walk around Great Lumley to spot human features

Computing

Knowledge and Key Skills:

- I can use different effects within an IT paint package. (Art link)
- I can use a range of instructions (e.g. direction, angles, turns).
- I can test and amend a set of instructions.
- I can find errors and amend. (debug)
- I can write a simple program and test it.

Activity Ideas:

Use subscription software to create, run and debug simple programs

Create a piece of digital artwork

Internet Safety Week – produce advert for Internet Safety rules (Oracy link)

Religious Education

Knowledge and Key Skills:

- I can identify some beliefs of Christianity.
- I can retell some stories within Christianity.
- I can identify some ways in which Christians worship and celebrate special events.
- I can express my views and give simple reasons in response to my learning about the beliefs, teachings and practises in Christianity.

Activity Ideas:

Hold a traditional Christian wedding for whole school to attend

Study of St Cuthbert's life and influence

Design and Technology

Knowledge and Key Skills:

- I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and, where appropriate, via computing.
- I can select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.
- I can explore and evaluate a range of existing products.
- I explore and use mechanisms [for example, levers, sliders, wheels and axles], in my products.

Activity Ideas:

In small groups, design, make and evaluate a castle model with working drawbridge

History

Knowledge and Key Skills:

- I can research events nationally and globally which took place beyond living memory with greater independence. (e.g. the Great Fire of London, first aeroplane flight).
- I can use words and phrases like: before, after, past, present, then and now.
- I can answer questions using books and the internet.

Activity Ideas:

Local history study of Lumley Castle

Research a castle from another city of the UK

Educational visit to Lumley Castle

Castle defences (DT link)



Personal Development

School values: D-R-E-A-M-S

E – Enthusiastic

Exploring difference: our likes and interests.

Celebrating difference: our achievements and knowledge.

E – Empathetic

Recognising and responding to the feelings of others.

Helping others less fortunate – friends in Uganda

A – Attitudes

Attitudes to learning and friendships.

Exploring feelings and dealing with emotions.

A – Aspirations

Going for Goals

The rights of every child.

Music

Knowledge and Key Skills:

- I can play simple rhythmic patterns on an instrument.
- I can order sounds to create a beginning, middle and an end.
- I can choose sounds which create an effect.

Activity Ideas:

Create a piece of music for a medieval inspired banquet

Select appropriate instruments for the time period

Use instruments which create a mood or effect

Physical Education – Spring Term 1 Dance, Spring Term 2 Gymnastics

Knowledge and Key Skills:

- I can respond appropriately to a variety of stimuli through movement
- I can move with appropriate actions and timing in response to a stimuli.
- I can move with rhythm and confidence when e.g. walking, hopping, jumping, landing.
- I can create a gymnastic sequence containing: a balance, a travelling action, a jump and a roll.