



# St Barnabas

Church of England Primary Academy

A member of **CTDARI**

**'That they shall have life, life in all its fullness!'** John 10:10  
**'Achieving great things through learning and growing together in a love-filled Christian family'**

## Year 2- Spring 1 Curriculum Overview Explorers

English	Maths	Science
<p><b><u>Stories by the same author - To write a story based on a model: The Disappearing Moon</u></b></p> <p>Key Learning:</p> <ul style="list-style-type: none"> <li>Sequence and discuss the main events in stories.</li> <li>Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions.</li> <li>Make inferences about characters and events using evidence from the text, e.g. what is a character thinking, saying and feeling?</li> <li>Use apostrophes for contracted forms e.g. don't, can't, wouldn't, you're, I'll.</li> </ul>	<p><b><u>Money</u></b></p> <p>Key Learning:</p> <ul style="list-style-type: none"> <li>Count money in pence and pounds, using coins and notes</li> <li>Compare money</li> <li>Find the total and difference</li> <li>Find change</li> </ul> <p><b>pence, pounds, coins, notes, change, amount, total, difference,</b></p> <p><b><u>Multiplication and Division</u></b></p> <p>Key Learning:</p> <ul style="list-style-type: none"> <li>Recognise, make and add equal groups</li> <li>Use arrays</li> <li>Make equal groups</li> <li>Odd and even numbers</li> <li>2, 5 and 10 times tables</li> </ul>	<p><b><u>Uses of Everyday Materials</u></b></p> <p>Key Learning:</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> <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><b>Materials- wood, plastic, glass, metal, water, rock, brick, paper, fabric, card, rubber,</b></p> <p><b>Properties- rough/smooth, flexible/rigid,</b></p>

- Use subordination for time using when, before and after.

**Non-chronological report- To write an information leaflet about Neil Armstrong**

Key Learning:

- Identify how specific information is organised within a non-fiction text, e.g. sub-headings, contents, bullet points, glossary, diagrams. Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts.
- Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions.
- Use present tense for non-chronological reports.
- Plan and discuss what to write about e.g. text mapping, collecting new vocabulary, key words and ideas.
- Write about real events.

**Full stop, capital letter, finger space, exclamation mark, question mark,**

- Divide by 2, 5 and 10  
**Array, column, row, equal, add, multiply, divide, times, odd, even, grouping, repeated addition,**

**Statistics**

Key Learning:

- Make tally charts
- Draw and interpret pictograms
- Block diagrams  
**Compare, count, label, list, pictogram, sort, represent, table, tally, total**

**strong/weak, reflective/non-reflective, transparent/translucent/opaque**

**Changing Shape- squashing, bending, twisting and stretching, pushing and pulling**

**Lessons**

- Understand how the properties of materials can be changed.
- Identify and compare the usefulness of certain materials when forces are applied.
- Explain why we use certain materials.
- Investigate squashing, bending, twisting and stretching.
- Compare the uses of everyday materials.

<p>comma, apostrophe, subordination, character, setting, fiction, non-fiction, adjectives, chronological order, expression, actions, author, sequence, present tense, facts, subheading,</p>		
History	Design Technology	Religious Education (RE)
<p><b><u>Significant people: Neil Armstrong and The Moon Landing</u></b></p> <p>Key Learning:</p> <ul style="list-style-type: none"> <li>• <b>Who is Neil Armstrong and what did he do?</b> -Recognise that their own lives are similar and / or different from the lives of people in the past.  -Talk about what / who was significant in simple historical accounts.</li> <li>• <b>How and when did Neil Armstrong land on The Moon?</b> -Ask and answer simple questions about the past through observing and handling a range of sources. -Consider why things may change over time.</li> <li>• <b>Why did people want to go to The</b></li> </ul>	<p><b><u>Textile Puppets</u></b></p> <p>Key Learning:</p> <ul style="list-style-type: none"> <li>• To investigate a range of puppets and their features.</li> <li>• To develop and practise sewing skills.</li> <li>• To be able to work with fabric to create a finger puppet.</li> <li>• To be able to follow a design to make a puppet.</li> <li>• To be able to evaluate a finished product.</li> </ul>	<p><b><u>Jesus, Friend to Everyone</u></b></p> <p>Key Learning:</p> <ul style="list-style-type: none"> <li>• What is a miracle?</li> <li>• Why are these stories important?</li> <li>• Why did Jesus welcome everyone?</li> <li>• I wonder how it felt to meet Jesus?</li> <li>• What did Jesus want us to learn from his behaviour?</li> <li>• What do these stories reveal about Jesus?</li> </ul> <p><b>Miracle, New Testament, Gospels, faith and trust</b></p>

**Moon?**

-Order and sequence events and objects.

-Use a variety of simple historical terms and concepts.

- **What was it like to walk on The Moon?**

-Ask and answer simple questions about the past through observing and handling a range of sources.

-Talk about what / who was significant in simple historical accounts.

-Use a variety of simple historical terms and concepts.

- **How do you become an astronaut?**

-Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements.

-Choose parts of stories and other sources to show what they know

<p>about significant people and events.</p> <p>-Order and sequence events and objects.</p> <ul style="list-style-type: none"> <li>• <b>Where can we go now because Neil Armstrong went to The Moon?</b></li> </ul> <p><b>Neil Armstrong, Space,Astronaut ,Apollo 11 ,July, Space race, Nevada, Russian, Buzz Aldrin ,</b></p>		
<p align="center"><b>Physical Education (PE)</b></p>	<p align="center"><b>Personal, Social &amp; Health Education (PSHE)</b></p>	<p align="center"><b>Junior Jam - Music, The Arts &amp; Computing</b></p>
<p><b><u>Dance- Explorers</u></b> Key Learning:</p> <ul style="list-style-type: none"> <li>• To learn basic dance movements and develop key travelling skills.</li> <li>• To create a short dance in a group.</li> <li>• To experiment with movement and ideas and create a duet using contact.</li> <li>• To work in pairs to create interesting shapes.</li> </ul>	<p><b><u>What jobs do people do?</u></b> Key Learning:</p> <ul style="list-style-type: none"> <li>• To explore how jobs help people earn money to pay for things they need and want.</li> <li>• To learn about a range of different jobs, including those done by people they know or people who work in their community.</li> <li>• Explore how people have different strengths and interests that enable</li> </ul>	<p><b><u>Music- Singing</u></b> Key Learning:</p> <ul style="list-style-type: none"> <li>• Singing Lite L1</li> <li>• The importance of warming up and cooling down before and after singing.</li> <li>• How to breathe within a song.</li> <li>• How to analyse recorded music in order to develop their own oral skills.</li> <li>• To perform from memory,</li> </ul>

- To share ideas, create and learn a new unison dance.

### **Gymnastics**

Key Learning:

- To demonstrate jumping actions with different shapes in the air.
- To show travelling actions using hands and feet and demonstrate balancing.
- To create and demonstrate a sequence using rolling, jumping and travelling.
- To create a sequence using travelling, balancing rolling and jumping.

them to do different jobs.

- Explore how people use the internet and digital devices in their jobs and everyday life.

responding to visual and verbal direction and cues.

- To pitch match with increasing accuracy within a set range.
- Sing through a range of popular songs within the singing module.
- To move to the music.

**diction, ensemble, performance, conductor.**

### **The Arts- Drama**

- Drama Lite L4

Key Learning:

- Name the four P's within performance: Pitch, Pace, Pause and Project.
- Explain why communication is important when working in a team and communicate well with their team.
- Improvise around given scenarios with some suggestions from the instructor or their peers.
- Know what a scene is and read lines from a script.
- Suggest props to be used within different scenarios.
- Interpret their own feelings toward

		<p>a piece of music using mood and colour.</p> <ul style="list-style-type: none"><li>● Explain how we build a character and suggest backstories for characters.</li></ul> <p><b><u>Computing</u></b></p> <ul style="list-style-type: none"><li>● iAnimate Lite L2</li></ul> <p>Key Learning:</p> <ul style="list-style-type: none"><li>● Know that stop motion is a type of animation.</li><li>● Animate two objects within one frame, without focusing on the size of the movement.</li><li>● Animate multiple objects within one frame, thinking about size of movement during animation</li><li>● Animate a 2D stop motion on a whiteboard focusing on one image.</li><li>● Understand how 'magic' is created through the means of stop motion.</li><li>● Plan and animate a simple stop motion animation.</li><li>● Say what quality control is.</li></ul>
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## Reminders & Homework

### **Homework**

#### Reading

Homework in Year 2 will consist of reading at least three times per week at home. Please can all parents/carers ensure that the school reading records are signed, dated and page numbers added, so that when following up in class, we know where the children are up to.

The children will have the opportunity to change home reading books twice a week, on a Monday and a Wednesday. Each child in class will also be sent home with a library book each week and this can also be changed every Wednesday.

#### Spelling

For spelling this term, we will be following a weekly spelling programme, where every Monday, the class will be introduced to a specific spelling focus for the week. For the rest of the week, each day the class will complete spelling sessions, based on the specific focus for the week. We will then complete a spelling quiz on Friday.

The class will receive a set of spellings every Monday, to take home and practice for the week. The spelling list will have a specific focus. I will also upload the spelling list onto class dojo every Monday, in case the children misplace spelling lists.

### **Reminders**

#### P.E

Our PE days for this half term will be on a Monday and a Thursday.

All children should come to school in full PE kit on these days. Hair which is past shoulder length must always be tied up and jewellery is not worn in school either.