Birchfield PRIMARY SCHOOL

Year 2 Curriculum Overview
Term 2.2

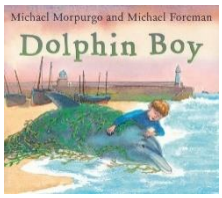
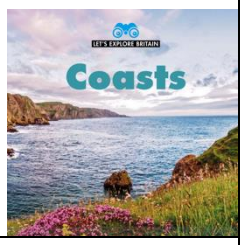
Teaching Team:
Miss Nguyen, Mr Chapman, Miss Bakalou
SLT: Miss Saboor

PE Days: Monday & Wednesday

Reading books are given to children every Monday. The children will need to bring their books into school on a daily basis.

Homework: Homework is set on Friday and returned by Wednesday.

Please see below an overview of the main themes, knowledge and skills we will be covering this half term.

Enquiry Question	Where can we sail to?
Significant People	Woni Spotts Captain James Cook
Class Texts	Dolphin Boy by Michael Morpurgo ***(Themes: Kindness, Friendship, Love, Generosity, Determination, Teamwork)***  Coasts by James Nixon ***(Themes: Information, Knowledge)*** 
Reading	**Reading Domain:** 1b – Identify and explain key aspects of fiction and non-fiction texts such as characters, events, title and information This half term, the children will continue to practise their fluency and accuracy when reading age-appropriate texts as automatic decoding is established. The children will continue to develop their comprehension skills through retrieval and will be introduced to a range of non-fiction texts by looking at the structure of these and understanding their purpose.
Writing	This half term, the children will be writing informal letters, using their whole class text, Dolphin Boy, as inspiration. They will take role of characters within the story and write about the events and how they felt. Children will then be introduced to their new whole class texts 'Coasts'. They will learn about the organisational and language features of a

	non-fiction text and understand its purpose. They will then use what they have learnt to create their own reports linked to their enquiry question. Children will implement sentence openers and informative, formal language in order to achieve their purpose for writing, to inform. Children will continue to use conjunctions within their writing to make their sentences more complex and give the reader as much information as possible.
Maths	At the beginning of this half term, children will learn about length and height. Children will be able to use appropriate standards of units to estimate and measure length and height in any direction (m/cm). They will use rulers and other measuring vessels. They will understand that smaller objects can be measured using a ruler and larger objects can be measured using a tape measure. Children will be able to compare the lengths and record the results using the inequality symbols (<,>,=). Towards the end of this half term, children will learn about mass capacity and temperature. Children will choose and use appropriate units to estimate and measure mass (g/kg), temperature (°C) and capacity (litres/milliliters) to the nearest appropriate unit using scales and thermometers. Children will also compare and order the mass volume and capacity using the inequality symbols.
Geography	This term children will use maps to learn about the location of the world's seas and oceans and use keys to learn about map symbols.

	They will also find out about the directions on a compass. They will learn about the human and physical features of a coastline, including the effects of erosion and how to stay safe when visiting the coast. They will have the opportunity to learn about the work of the RNLI, what happened to the SS Rohilla and about the coastal town of Whitby, including how Captain Cook is linked to the town. The children will also compare the coastal town, Weston Super Mare with a coastal town from Pakistan. They will then research the tourism industry and consider what features make a place a successful tourist destination.
History	During the half term, children will make historical links within their Geography lessons: comparing the past to the present, they will reflect on what Whitby was like; what people used to do on the coast; what jobs were like in the past. Pupils will also study significant individuals such as explorer Captain James Cook and learn of his importance, and how they have shaped the present.
Science	During Science this half term, children will revisit and build upon their knowledge of plant survival, learning where they like to grow and what they need to grow. They will also learn about 'Unusual Plants' that require different things to grow. Children will have the opportunity to plant their own seeds and observe them germinate and grow. Children will also continue to learn about the uses of everyday materials and how materials' properties make them suitable or unsuitable for specific purposes. They will also begin to

	explore how materials can be changed and manipulated.
D&T	Children will begin the half term by investigating beach huts, looking at what they are used for, what they are made from and what colours they are. They will experiment with different materials and joining equipment to discover what materials are good for strengthening, and which are appropriate for joining materials. Finally, they will design, create and evaluate their own beach huts against a design criterion.
Music	This half term, children will be exploring the song 'I Wanna Play in a Band' which is a rock song by Joanna Mangona. Throughout this unit of work, children will explore different rock songs and compare this to other genres they have been exposed to. They will identify instruments that are used within the song 'I Wanna Play in a Band' and the other style indicators of rock music. The children will use a variety of warm-up games to practise pulse, rhythm and pitch. Once they have learnt the song, children will use what they have learnt through their warm-up games to implement instruments using the notes F or F, D & C to play along with the song.
Computing	Learners will begin to understand what the term 'data' means, and how data can be collected in the form of a tally chart. They will also learn the term 'attribute' and use this to help them organise data. They will progress onto presenting data in the form of pictograms, and finally block diagrams. Learners will continually learn to use the data presented to them to help answer questions.

PSHE	This half term Year 2 will be looking at 'What helps us to stay safe?' and exploring the theme of health and wellbeing. Children will look at rules that help us to stay safe and they will identify unsafe situations, including online. Children will understand and learn they can resist pressure to do something that makes them feel unsafe or uncomfortable. They will learn how not everything they see online is true and children will understand how they can seek help. The children will also be exploring our school value 'ambition'. They will reflect on what this is, who in our lives shows ambition, and how we can be ambitious.
RE	At the beginning of this half term children will be looking at the theme of 'caring for others, animals and the environment.' Towards the end of this half term, children will look at the theme of 'being merciful and forgiving.'
PE	Within every P.E unit, all pupils develop their physical, social, emotional and thinking skills. **<u>Gymnastics</u>** The children will also continue their gymnastics topic. They will continue to develop basic gymnastic actions on the floor such as jumping, rolling, balancing and travelling. There will be a bigger focus on using apparatus throughout this half therm. The children will use the apparatus to create sequences. They will have to use different types of travel to link shapes on the mat and

	the apparatus to create a flow in their routine. They will learn how to use this safely on their own and with others. They will develop their feedback skills by recognising elements required for a high-quality performance. **<u>Ball Skills</u>** Throughout our ball skills unit, the children will develop their ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. The children will develop their social skills such as co-operation, communications leadership and supporting others as they work independently and with others. As the children progress to playing team games, they will have to think tactically, exploring different actions to achieve outcomes.

Enquiry

Key Vocabulary	Definition
Award	A prize given for good work or a good act.
Prejudice	Unfair dislike directed against somebody or a group because of some characteristic e.g. gender or race.
Discrimination	When people are treated differently (badly) because of their identity e.g. gender or race.
Tourism	The business of supporting tourists. Tourists are people that go on holiday.
Achievement	Achieving something through hard work, e.g. winning a race is an achievement.
Abolished	To put an end to something.
Job	Working and being paid for it.
Bathing Machine	A shelter with wheels where people could get changed at the beach.
Pier	A structure built out into the water as a place for boats to dock or for people to walk.
Similarities	The same.
Differences	When two or more things are not the same.

Where can we sail to?

Jobs in the past and present

Past
Fisherman
Puppeteer
Stall owner
Sailor
Lighthouse keeper





Present
Tour guide
Shopkeeper
Lifeguard
Water sports
Tour bus driver
Hotel and Campsite manager
Waiter/waitress
Litter picker





Tourism in Weston-Super-Mare

Grand pier
Donkey ride
Day at the beach
Gift shops
Amusement park
Bishop's Palace and Gardens




Weston-Super-Mare in the past

Hilary Lister born

Woni Spotts born 1964

Weston-Super-Mare in the present

Prehistoric ←BC	Ancient Civilisation 3000BC	Romans 43	Saxons 450	Vikings 793	Tudors 1485	Stuarts 1603	Industrial Revolution 1760	Victorians 1837	20th Century 1900	21st Century 2000

Comparison of Hilary Lister and Woni Spotts

Similarities	Differences
They were born in the 20th Century. 20th Century 1900	
Lister and Spotts both set world records.	Lister achieved her record in 2009 and Spotts achieved her goal in 2018.
They were both ambitious and inspiring women who had a strong desire to explore more of the world.	Lister was an English disabled yachtswoman and Spotts is an African-American traveller.
Lister and Spotts travelled around the UK.	Lister sailed around the UK on a boat, however Spotts arrived in the UK on an aeroplane.  

Where can we sail to?

Woni Spotts

Woni Spotts was born on January 6th 1964 in Los Angeles, California. She overcame gender discrimination and racism to become the first African-American woman to travel to every country and continent in the world. Woni has visited 195 countries of the world such as the United Kingdom, China, Egypt and India. As an avid traveller, she experienced a range of cultures, religions and lifestyles.

Following her parents' footsteps, Spotts became a musician, songwriter, pianist, and an actress. Her travels began as a child when she accompanied her parents on world tours. Later, Spotts hosted a travel documentary with the goal of visiting every country. Throughout her life, Spotts demonstrated great ambition and curiosity to see more of the world. She officially achieved her lifelong goal on September 28th 2018.


Woni Spotts in Greece and Argentina.

Woni Spotts Timeline Dates

1964- Woni Spotts was born on 6th January in Los Angeles.

1979- Aged 15, she agreed to participate in a documentary that visited every country.

1982- By now, Woni had visited 165 countries. She decided to return to education.

1999- Woni formed an eCommerce business which she used to fund her entire travel journey.

2013- She completed her education and started travelling again to complete her world tour.

2014- She visited Jordan, Australia, Tanzania, India, Cambodia, Samoa, Ecuador, Antarctica, Morocco, Peru and Chile.

2015- She arrived in Kazakhstan, Mongolia and China.

2016- Woni travelled to Belize and Bolivia.

2017- Woni visited London, Ireland, Switzerland and Greenland.

2018- She travelled to India, Spain and Greece.

2018- In September 2018, Woni arrived in Turkey which was the last country on her list.

2018- On September 28th, Woni officially became the first African- American woman to travel to every country in the world (195 countries and 22 territories) - verified by the Traveller's Century Club.

Science

Plant Survival

Germination

Germination is the first stage of plant growth when a seed starts to grow.
Seeds need warmth and water to germinate. Seeds do not need light to germinate because they start to grow underground in the dark. The food stored inside the seed helps it to start growing.

What plants need to grow:

sunlight to make food. In shady places, plants grow slowly.
warmth to help them make food and grow quickly.
nutrients to help them grow well and fight diseases. Nutrients are taken from the soil through the roots.
water through their roots. The water carries nutrients around the plant.
air to make food, as they take in carbon dioxide in through their leaves.
space to grow. If an area is overcrowded, the nutrients and water in the soil are used up. Overcrowding also blocks sunlight.

A healthy tomato plant

Some time after germination, a shoot appears above the soil. The shoot develops into a stem
and leaves. The leaves unfold and start to make food for the growing plant. The plant uses its roots to take in nutrients and water from the soil. The plant grows bigger over time. Some plants develop flowers and fruit.

Unusual Plants

Not all plants need the same things to grow well. Some unusual plants in the world have developed ways to survive in their habitats. Reindeer moss survives in cold polar habitats. It is inactive for long periods of time to save energy.

An unhealthy tomato plant

Glossary

Germinate: when a seed starts to grow.
Habitat: the place where a plant or animal lives, such as a woodland or desert.
Season: One of the four periods of the year, including winter, spring, summer and autumn.

PROPERTIES

- absorbent
- not absorbent
- opaque
- transparent
- bendy
- not bendy
- rough
- smooth
- hard
- soft
- stretchy
- not stretchy
- strong
- not strong
- waterproof
- not waterproof

MATERIALS

wood

rock

paper

metal

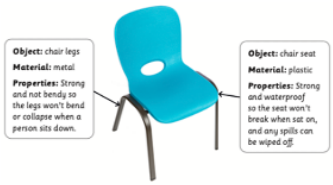
glass

fabric

baked clay

plastic

MATERIALS!



Reduce, Reuse, Recycle!

There are three ways we can save the Earth's
natural resources.

Reduce the number of objects we buy and the amount of packaging we use. Reuse items like carrier bags and envelopes. Recycle as much waste as possible

Glossary	
Absorbent	an absorbent material easily soaks up liquid.
Opaque	an opaque material stops light from travelling through it, so you cannot see through it
Transparent	A transparent material allows you to see through it.
Waterproof	a waterproof material does not let water pass through it.

bending

stretching

twisting

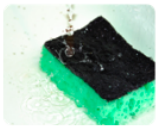
squashing

transparent vase

stretchy elastic

soft fabric

absorbent sponge



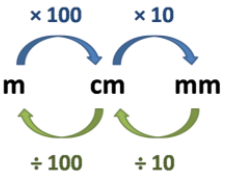
Maths

Maths Knowledge Organiser – Height & Length

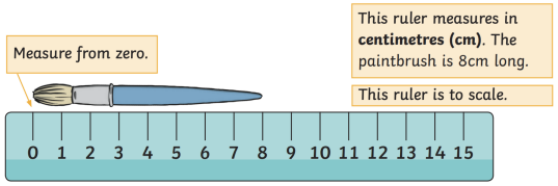
Topic Coverage

Height and Length
- Choose and use appropriate standards of units to estimate and measure length and height in any direction (m/cm) using rulers and other measuring vessels.
- Compare and order lengths and record the results using <, > =.

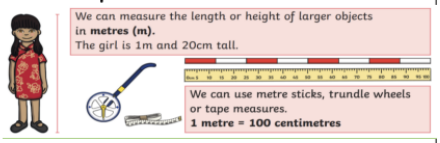
Important information/conversions
10mm = 1cm
100cm = 1m



Measuring in centimetres
If you are measuring smaller objects then you must use a ruler.
See the example below:



Measuring in metres
If you are measuring larger objects then you must use a metre ruler, trundle wheel or a tape measure.
See the example below:



Appropriate measuring tools
Use a ruler if you are measuring small objects such as:
Pencils, books, paper, rubber, buttons, key and dice.

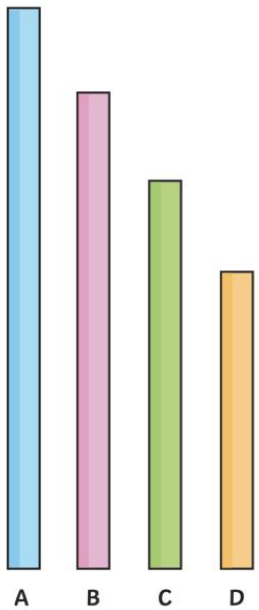
Use a metre ruler or tape measure if you are measure bigger objects such as:
People, table, chair, trolley and a door.

Use a trundle wheel if you a measuring large areas such as:
Playground, field, classroom and hall.

Key Vocabulary	
Length	Distance from one end to another end of an object.
Long	Length that is large.
Short	Length that is small.
Height	Vertical distance from the base of the object to the top.
Tall	Similar to height 'How tall something is'.
Measure	Giving something a number based on its size.
Ruler	A tool used to measure distances in cm or mm.
Tape measure	Flexible form of a ruler (can be made of plastic or metal.
Metre stick	A larger form of a ruler. Can measure up to 1 metre.
Millimetre (mm)	Measurements used for small lengths.
Centimetre (cm)	A unit of measurement (bigger than mm)
Metre (m)	A unit of measurement used for large lengths.
Compare	Looking at differences between numbers.
Order	Putting things in their correct place following some rule (e.g. smallest to largest)|.

Compare and order lengths and record the results using <, > =.

Ordering length



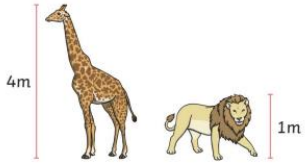
The straws are in order from **longest** to **shortest**.

A is the **longest**.
D is the **shortest**.
B is **longer** than C.
C is **shorter** than A.

Comparing height

The giraffe is **taller** than the lion because **4m is bigger than 1m.**
The lion is **shorter** than the giraffe because **1m is smaller than 4m**

4m > 1m The inequality symbol faces the larger number

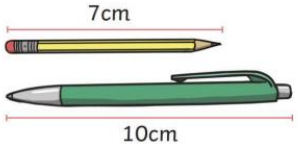


The animals are measured in **metres** because they are **large.**

Comparing length

The pencil is **shorter** than the pen because **7cm is smaller than 10cm.**
The pen is **longer** than the pencil because **10cm is bigger than 7cm**

7cm < 10cm The inequality symbol faces the larger number



The stationary are measured in centimetres because they are **small.**

Maths Knowledge Organiser – Mass, Capacity & Temperature

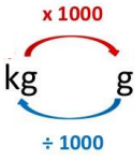
Topic Coverage

Mass, Capacity & Temperature
- Choose and use appropriate standard units to estimate and measure mass (g/kg); temperature and capacity (litres/ml) to the nearest appropriate unit, using scales and thermometers.
- Compare and order lengths, mass volume/capacity and record the results using < > +.

Key Vocabulary	
Mass	How much something weighs.
Gram	A measurement of mass (small).
Kilogram	A measurement of mass (large).
Lighter	Having a weight that is less than that of another object.
Heavier	Having a weight that is more than that of another object.
Capacity	The amount of liquid a container can hold.
Volume	How much liquid is in the container.
Millilitre	A measurement of volume (small).
Litre	A measurement of volume (large).
Temperature	How hot or cold something is.
Celsius Degrees	Measurement of temperature.

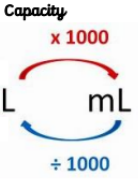
Important information/conversions

Mass



1000g = 1kg

Capacity



1000ml = 1L

Mass

Mass measures the weight of objects.

Comparing mass

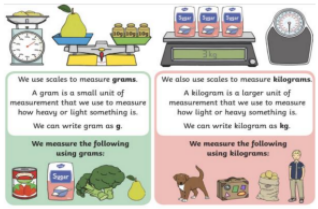
5g 3g

The pear is **heavier** that the tomatoes because **5g is bigger than 3g.**
The tin of tomatoes are **lighter** than a pear because **3g is smaller than 5g.**
5g > 3g

2kg 4kg

The sack of potatoes is **lighter** than the dog because **2kg is smaller than 4kg.**
The dog is **heavier** than the sack of potatoes because **4kg is bigger than 2kg.**
2kg < 4kg

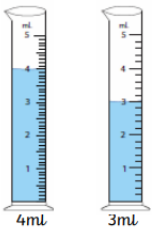
Appropriate measuring tools



Capacity and Volume

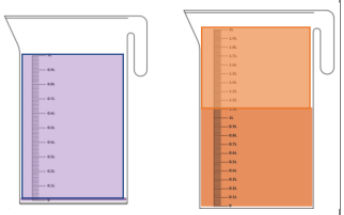
Capacity is the amount of liquid a container can hold
Volume is how much liquid is in the container.

Comparing Volume



4ml 3ml

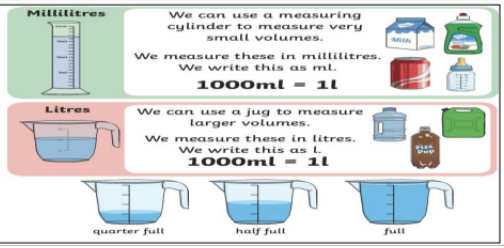
4ml is a larger volume that 3ml because 4ml is bigger that 3ml
3ml is a smaller volume than 4ml because 3ml is a smaller number than 4ml.
4ml > 3ml



1L 2L

2L is a larger volume that 1L because 2L is bigger that 1L
1L is a smaller volume than 2L because 1L is a smaller number than 2L
1L < 2L

Appropriate measuring tools



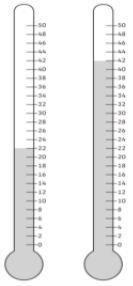
Temperature

Temperature is a measurement of heat.
We usually measure temperature in degrees Celsius (°C) but some parts of the world use degrees Fahrenheit (°F).

We measure the temperature of air, liquids or objects using a thermometer.

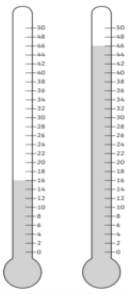
Most thermometers have small tubes and a bulb of liquid at the bottom. The hotter the temperature, the higher the liquid from the bulb rises in the tube. There are markings along the side of the glass tube (scale) that shows the temperature.

Comparing Temperature



22°C 42°C

22°C is **cooler** than 42°C because it is a smaller number than 42°C. (didn't rise as much).
42°C is **hotter** than 22°C because it is a bigger number than 22°C. (rose more)
22°C < 42°C



16°C 46 °C

16°C is **cooler** than 46°C because it is a smaller number than 46°C (didn't rise as much).
46°C is **hotter** than 16°C because it is a bigger number than 16°C (rose more).
46°C > 16°C

Home Learning and Useful Links:

Home Learning

Research Captain James Cook in preparation for a non-chronological report at school.

Create a fact file on Woni Spotts

Creating a poster on Weston-Super-Mare and what people can do there (written in the past).

Useful links

https://www.bbc.co.uk/history/historic_figures/cook_captain_james.shtml

https://www.ducksters.com/biography/explorers/captain_james_cook.php

https://www.google.co.uk/intl/en_uk/earth/

https://www.ncetm.org.uk/in-the-classroom/national-curriculum-resource-tool/?topic=1563&year=1450

https://www.bbc.co.uk/bitesize/topics/zpxnyrd/articles/zkp2jsg

https://www.bbc.co.uk/bitesize/topics/zsrfvwx/articles/zd9w8hv

https://www.bbc.co.uk/bitesize/topics/zsrfvwx/articles/z62txbk

https://www.youtube.com/watch?v=9Dzuu9DVv5M

https://www.youtube.com/watch?v=5qJAEudN-Yk

https://www.natgeokids.com/uk/