Birchfield PRIMARY SCHOOL

Year 2 Curriculum Overview
Term 3.1

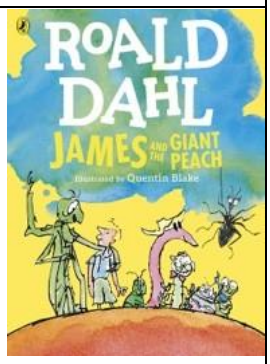
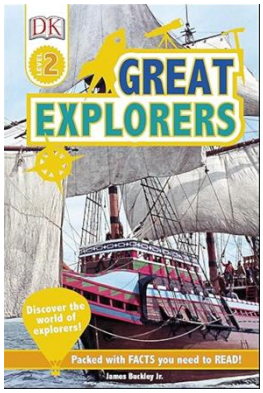
Teaching Team:
Miss Nguyen, Miss Naz, Miss Mazar
SLT: Mrs Sperrin

PE Days: Monday & Wednesday

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

Reading books are given to children every Monday.

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

Enquiry Question	Where would you rather live and why?
Significant People	Neil Armstrong
Class Texts	James and the Giant Peach by Roald Dahl ***(Themes: Bravery, Perseverance, Relationships, Adventure, Resilience)***   Great Explorers by James Buckley ***(Non-fiction)***
Reading	**Domain: 1d – Make inferences from the text/explain and justify inferences with evidence from the text** **1b – Retrieve and record information/identify key details from fiction and non-fiction** At the start of the term, children will use James and the Giant Peach to develop their inference skills by analysing characters' feelings, actions, and speech. They will explore how emotions are shown through behaviour and speech. Children will also build their reading comprehension skills by focusing on answering retrieval questions. These are questions that encourage children to find specific information in a text by identifying who, what, when, why, and how.

	During our guided reading sessions, children will practice answering questions about characters, events, and details from our whole class texts.
Writing	This half term, children will be learning about the structure of narratives and using their whole class text, James and the Giant Peach, to create their own. They will first innovate the character and fruit using a variety of descriptive language. They will then incorporate alternative verbs and adverbs to write the problem and resolution of their own version of the story. Children will also be learning how to write formal letters by first, identifying the features of formal letters then, exploring how to structure a letter correctly. When writing their formal letters, children will be linking their writing to their class text, James and the Giant Peach. Children will take on the role of James and write a formal letter to his cruel aunts, explaining how he feels about the way they treat him. The children will also pretend to be one of James's insect friends and write a formal letter to James, thanking him for helping them escape their troubles and sharing their excitement about the adventure in the peach.
Maths	At the beginning of this half term, children will continue exploring fractions. They will recognise, find and name a half as one of two equal parts of an object, shape or quantity. Children will also recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

	Towards the end of the half term, children will be looking at time. They will learn how to tell and write the time to five minutes including quarter past/ to the hour and draw the hands on a clock face to show the times. Children will know the number of minutes in an hour and the number of hours in a day. They will be able to compare and sequence intervals of time.
Geography	In geography, Year 2 will be learning about Antarctica and the UK, comparing the two places by exploring their climate, land, people, and animals. The children will use maps, photographs, and aerial images to identify physical and human features, and they will begin to understand how places like the North and South Poles can impact our climate. Throughout the topic, children will develop their geographical vocabulary and will learn how to describe, compare, and contrast different environments around the world.
Science	In the Habitats project, children will use spotting sheets to identify plants and animals by carefully observing their physical characteristics. They will research how a woodland habitat provides the things necessary for the survival of the animals that live there. Pupil's will learn about food chains and construct their own. They will investigate the different ways prey animals avoid being eaten, and investigate animal camouflage.
Art	In Art, children will explore the exciting world of printing in art. They will begin by learning

	what printing is and experimenting with a variety of printing tools and techniques, including pressing, rotating, rolling, rubbing, and stamping. Inspired by the work of Richard Quinn, the children will give opinions on different prints and create their own abstract printed pieces. They will then move on to creating their own printing blocks using polystyrene and string, exploring relief carving and the masking out method. As they build on their skills, they will design patterns using repetition, rotation, and overlapping. Finally, the children will have the opportunity to print onto both paper and fabric, evaluating their work and reflecting on their learning.
Music	This half term, children will be exploring the song 'Friendship Song' by Joanna Mangona and Pete Readman. They will identify instruments that are used within 'Friendship Song' which are: Keyboard, drum, bass, glockenspiel and female singer. 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 up to three notes C, E and G.
Computing	In this unit, learners will be using a computer to create music. They will listen to a variety of pieces of music and consider how music can make them think and feel. Learners will compare creating music digitally and non-digitally and look at patterns to purposefully create their own digital music.

PSHE	This half term Year 2 will be looking at 'What helps us to grow and stay healthy?' They will be exploring the theme of health and wellbeing. Children will look at the different things that help our bodies to be healthy, the impact of too much sugar and the benefits of physical activity and sleep. They explore the effects of screen time and how you can keep safe in the sun. The children will also be exploring our school value 'resilience'. They will reflect on what this is, who in our lives shows resilience, and how we can be resilient.
RE	At the beginning of this half term children will be looking at the theme of 'being silent and attentive to and cultivating a sense for the sacred and transcendence.' Towards the end of this half term, children will look at the theme of 'appreciating beauty.'
PE	Within every P.E unit, all pupils develop their physical, social, emotional and thinking skills. **<u>Ball Skills</u>** In Year 2, pupils will build on their Year 1 throwing skills, focusing on developing their accuracy with underarm throws. They will learn to collaborate in competitive settings, applying their throwing skills in games that involve attack vs defence principles. The learning will progress to introducing overarm throwing and culminate in mini-games where pupils will use their skills to compete effectively.

	<u>Health and Well being</u> Throughout this topic, pupils will focus on developing their agility, balance, and coordination through a series of circuits and activities. They will learn how to move at speed, balance on apparatus, and understand the importance of agility and coordination in sport. Pupils will work with partners to explore balance and motivation, enhancing their performance. The unit will also introduce feet-eye coordination through kicking and dribbling skills, helping students understand how coordination improves their sports abilities.

Knowledge Organiser:

Science

Animal Survival

Habitats

A habitat is a place where plants and animals live. There are different habitats, such as forests, polar regions, deserts, oceans, mountains and rainforests.

mountain habitat

Habitats have living and non-living parts. Living parts include the plants and animals that live there. Non-living parts include sunlight, air, water, soil and temperature. Each habitat varies in its living and non-living parts.

ocean habitat

All living things depend on the living and non-living things in their habitat to survive. This is called interdependence.

Invertebrates

Invertebrates are animals without a backbone. They can be sorted based on what they look like. Six invertebrate groups include arachnids, crustaceans, insects, molluscs, myriapods and worms.

mollusc

Microhabitats

A microhabitat is a small habitat contained within a larger habitat. There are different microhabitats.

rock pool

pond

hedgerow

under logs and stones

The living and non-living parts of a microhabitat can be very different to those in the surrounding larger habitat. For example, a pond is found within a larger garden habitat. It is different to the garden because it contains freshwater where frogs, pond snails and duckweed can live.

Survival

Habitats provide the food, water, air, shelter and space that animals need to survive. They need food and water for energy and growth. They need air to breathe. Animals need shelter for protection from weather or dangers. They need space to grow and reproduce.

Food chains

A food chain shows how living things depend on one another for food. All food chains start with a plant, which is a producer, followed by animals, which are consumers. Animals can be herbivores that only eat plants, carnivores that only eat meat or omnivores that eat plants and meat.

lettuce (plant)

slug (omnivore)

hedgehog (carnivore)

Humans and habitats

Humans can harm the habitats of other living things by using chemicals on their gardens, tidying green spaces and digging up habitats. Litter can also harm habitats.

Humans can help habitats in many different ways. They can feed wildlife and build microhabitats, such as ponds or insect hotels. They can leave wild, uncut areas in gardens or public places. They can also remove weeds by hand instead of using chemicals.

feeding wildlife

insect hotel

wild, uncut areas

weeding by hand

Animals and the seasons

Animals change their behaviour as the seasons change in the United Kingdom. In spring, animals reproduce and have offspring. In summer, young animals grow and develop. In autumn, animals prepare for winter. In winter, animals protect themselves from the cold weather by sheltering, hibernating or migrating.

Offspring

Adult animals reproduce to have young called offspring. Having offspring is important for the continued survival of all species of animals. Some offspring look like smaller versions of their parents. Others look very different to their parents.

calf

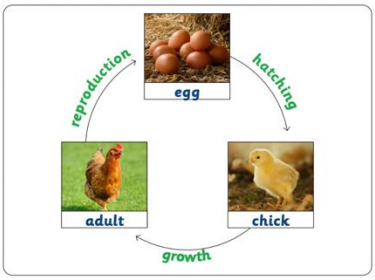
cow

tadpole

frog

Life cycles

All animals have a life cycle. Different animals have different life cycles. A life cycle shows the series of changes that happen to a living thing during its life. A life cycle starts again when adult animals reproduce and have offspring.



chicken's life cycle

Glossary

consumer	A living thing that feeds on other living things. All consumers are animals.
hibernation	A period of deep sleep and inactivity during winter.
producer	A living thing that makes its own food for energy. All producers are plants.
reproduce	The process of producing offspring.
survive	To continue to live or exist.

Maths

Maths Knowledge Organiser - Fractions

Topic Coverage

Fractions

- Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{2}$, $\frac{1}{4}$, 2/4 and $\frac{3}{4}$ of a length, shape, set of objects or quantity.
- Write simple fractions for example, $\frac{1}{2}$ of 6 = 3
- Recognise the equivalence of 2/4 and 1/2

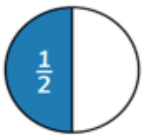
Important information

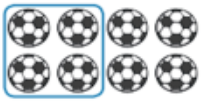
- A **unit fraction** is where the numerator is 1 and the denominator is a whole number.
- A **non-unit fraction** is where the numerator is larger than 1.
- When the numerator and denominator is the same, it represents a whole.

Recognising Unit and Non-unit Fractions

Half

A whole split into two equal parts.





$\frac{1}{2}$ of 8 = 4

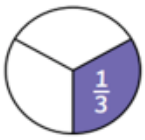
Quarter

A whole split into four equal parts.

$\frac{1}{4}$ of 12 = 3

Third

A whole split into three equal parts.



$\frac{1}{3}$ of 6 = 2

Non-unit Fractions

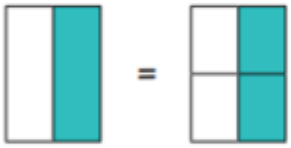
$\frac{2}{3}$

$\frac{3}{4}$

Key Vocabulary	Definition
Fraction	A fraction represents a part of whole.
Equal parts	Having the same piece of a whole.
Whole number	Numbers that represent whole things. Also known as counting numbers.
Share	To split into equal parts of groups.
Half (1/2)	A whole split into 2 equal parts.
Third (1/3)	A whole split into 3 equal parts.
Quarter (1/4)	A whole split into 4 equal parts.
Three quarters 3/4)	3 parts;each part is a quarter ($\frac{1}{4}$) of a whole.
Equivalent	Something that has the same value, though it may look different.
Numerator	The top number of a fraction. It shows how many parts we have.
Denominator	The bottom number of a fraction. It shows how many equal parts the item is split into.

Equivalent Fractions

$\frac{1}{2} = \frac{2}{4}$



Numerator and Denominator

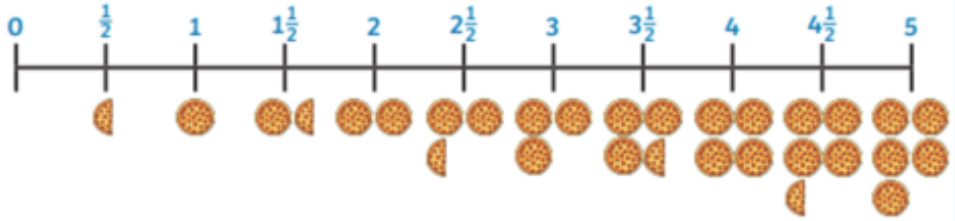
$\frac{3}{4}$

Numerator
How many equal parts of the whole are needed?

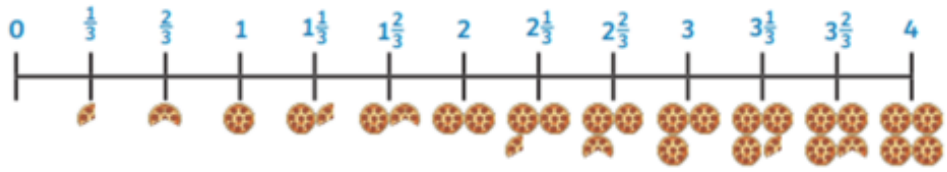
Denominator
How many equal parts are in the whole?

Counting in Fractions

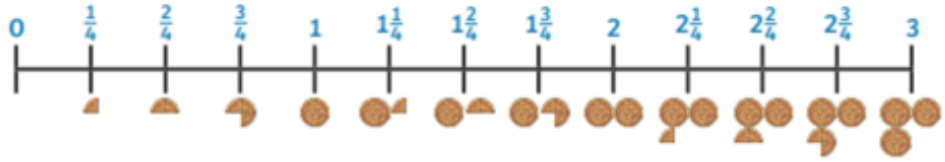
Halves



Thirds



Quarters



Maths Knowledge Organiser – Time

Topic Coverage

Time
- Tell and write the time to five minutes including quarter past/to the hour and draw the hands on a clock face to show the times.
- Know the number of minutes in and hour and the number of hours in a day.
- Compare and sequence intervals of time.

Important information
- The big hand indicates the minutes.
- The small hand indicates the hour.

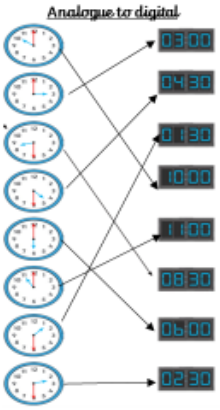
Key Vocabulary	
Time	Ongoing and continuous sequence of events.
Clock	Used to measure the time.
Hours	A period of time (See important information)
Minutes	
Day	
Week	
Month	
Year	
Hand	Two hands on a clock that move to show the time.
O'clock	Start of a new hour
Half past	Half way through the hour.
Quarter past	15 minutes past the hour.
Quarter to	15 minutes left till the new hour.
Duration	How long something takes
Shorter	Comparing (Small amount of time).
Longer	Comparing (Large amount of time).

Compare and sequence intervals of time
- A minute is shorter than an hour.
- A day is longer than an hour.
- A week is shorter than a month.
- A year is longer that a month.

Shortest. **Longest**

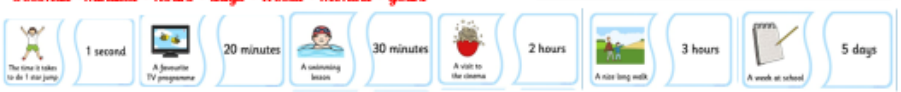
Seconds < minutes < hours < days < weeks < months < years

Analogue to digital



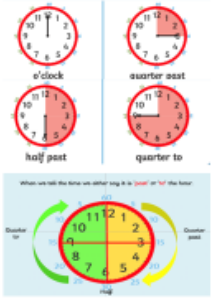
Know the number of minutes in and hour and the number of hours in a day.

- There are 12 months in a year.
- There are 4 weeks in a month.
- A leap year happens every 4 years. On a leap year we gain a day meaning that there are 366 days within the year.

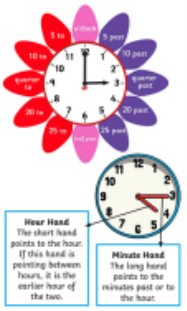


Tell and write the time to five minutes including quarter past/to the hour and draw the hands on a clock face to show the times.

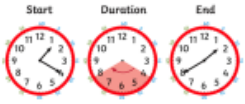
Where does the minute hand point at o'clock, quarter past, half past and quarter to?



Telling the time to 5 minute



Duration



20 minutes has passed.

Count from the start minute hand to the end minute hand (in 5s).

15 minutes have passed

Drawing the time

4 o'clock

Draw minute hand first (o'clock means it must point to 12). Then draw the hour hand pointing to the 4. REMEMBER: The minute hand is longer than the hour hand.

quarter past 10

Draw minute hand first (quarter past means it must point to 3). Then draw the hour hand pointing just past 10. REMEMBER: The minute hand is longer than the hour hand.

Telling the time

3 o'clock
The minute hand is on 12 and the hour hand is on 3.

Quarter past 2
The minute hand is on 3 and the hour hand is past 2.

Quarter to 7
The minute hand is on 9 and the hour hand is going to 7

25 minutes past 7
The minute hand is on 5 (which is before half past). Counting in 5s from o'clock to 5 = 25. The hour hand is past 7.

10 minutes to 4
The minute hand is on 10 (which is after half past). Counting in 5s from 10 to o'clock = 10. The hour hand is going towards 4.

Half past 4
The minute hand is on 6 and the hour is past 4.

7 o'clock
The minute hand is on 12 and the hour hand is on 7.

Half past 3
The minute hand is on 6 and the hour hand is past 3

20 minutes past 11
The minute hand is on 4 (which is before half past). Counting in 5s from o'clock to 4 = 20. The hour hand is past 11.

20 minutes to 12
The minute hand is on 8 (which is after half past). Counting in 5s from 8 to o'clock = 20. The hour hand is going towards 12.

Home Learning and Useful Links:

Home Learning

Nature Printing

Go on a nature walk and collect leaves, flowers, or twigs. Use paint to print them onto paper and create a nature-inspired picture.

Fruit & Veggie Stamps

Cut fruit or vegetables (like apples, potatoes, celery) in half and dip them in paint to create fun stamp prints at home.

Build an Antarctica Diorama

Use a shoebox to create a mini-Antarctica scene! Add animals, snow, icebergs, and maybe a research station!

Compare My Country Project

Create a poster comparing the UK to Antarctica. Include animals, weather, land, and clothes people wear.

Useful links

https://nrich.maths.org/10332/note

https://ictgames.com/mobilePage/hickoryDickory/

https://home.oxfordowl.co.uk/maths/primary-fractions/fractions-year-2-age-6-7/#:~:text=In%20Year%202%2C%20your%20child,%2C%20numerator%2C%20and%20number%20line.