



# **Bevendean Primary School Curriculum**

Year 2 Spring Framework

Topic focus: Life at Sea

# English

## National Curriculum Aims for Year 2

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

### Learning this term is linked to *Life at Sea*.

The children learn the poem *I wish* by Pie Corbett. They perform the poem using their voices for effect. They then write their own poem based on their own wishes about the sea.

The children take part in a treasure hunt where they follow a trail to find out more about the main character of a new story, *Kassim and the Greedy Goblin*. They explore the story and its themes in detail through drama activities, which include hot seating and role play. They then write their own story using their newly learnt knowledge about life at sea.

The children visit Portsmouth Harbour where they take part in workshops on board Admiral Nelson's ship, The HMS Victory. They find out about life on board a boat for both pirates and sailors and also learn about the Battle of Trafalgar. When they return to school, they write a recount of their trip.

After half term, the focus changes from The Battle of Trafalgar to pirates. In English the children learn, explore and perform sea shanties such as *The Drunken Sailor*. The children learn the rhythm of the poems and beat out the number of syllables before writing their own.

Finally, the children are told the story of *Peter Pan and the Neverland Pirates*. They explore this traditional tale through drama activities such as hot seating, freeze frames and a conscience alley. They then look at the various characters in the story, dress up in role and play lots of games to help deepen their knowledge of them. They create profiles, which give interesting facts about these characters.

# Mathematics

## National Curriculum Aims for Year 2

The national curriculum for mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

### Learning this term

The children explore the relationship between addition and subtraction by solving missing box problems. They deepen their understanding of number by learning new skills, solving puzzles and playing games linked to place value and number facts. The role play areas are themed as ships and children pretend to be Admiral Nelson's second in command, who is in charge of choosing the ships for the fleet.

Children are introduced to multiplication, using repeated addition as a starting point. They solve pirate themed problems as they calculate the treasure collected by the pirates. Children explore division and fractions through sharing out treasure.

In the second half of the term, the children design treasure maps and treasure hunts using coordinate points, compass directions and positional and directional language. They programme a Bee-Bot robot to help them to find buried treasure. The shape and features of 3-D *gems* are also explored.

# Science

## National Curriculum Aims for Year 2

The national curriculum for science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

### Living things and their habitats

- explore and compare the differences between things that are living, dead, and things that have never been alive
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- identify and name a variety of plants and animals in their habitats, including micro-habitats
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

### Plants

- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

### Animals, including humans

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

### Everyday Materials

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties.

### **Learning this term**

The children learn about plants and what they need in order to grow. The focus is on finding out these facts through investigations; the children grow their own plants from seeds, keeping them in a variety of conditions. They make predictions, design experiments, record results and draw conclusions about what a plant needs in order to survive. They also choose their own mystery seed and care for it using their newly-found skills. They keep a diary of how their plant grows. The children learn that many new plants were discovered when sailors explored the world. They also learn that sailors became sick as a result of a lack of vitamins found in vegetables and fruit. Links are made with countries that the children are familiar with and fruit and vegetables that originate from these places.

In the second half of the spring term, children learn about growing up and being healthy. They explore how different animals grow from a baby to an adult and study a variety of life-cycles in detail. They then look how to be healthy in terms of food and exercise. They compare their lifestyle to the lifestyle and diet of a pirate or sailor.

# History

## National Curriculum Aims for Year 2

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

### Key stage 1

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

### Learning this term

The children learn about the significance of invasions by invading the parallel class and then talking about the effects. They learn about The Battle of Trafalgar by taking part in a drama re-enactment. The children visit The HMS Victory and learn about life on board the ship. They experience a fun, fact-filled workshop, "Pirates versus Sailors". They study the life of Admiral Horatio Nelson by looking at a timeline of his life and his experiences. The children

compare his childhood with their own lives and timelines. Life on the ocean is discovered through looking at evidence about the diets and living conditions of people at that time.

The children design pirate ships, create wanted posters for known historical figures (Blackbeard and Anne Bonney) and design pirate menus. Finally, they apply for a job on board a pirate ship.

# Geography

## National Curriculum Aims for Year 2

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Key stage 1

### **Locational knowledge**

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

### **Place knowledge**

- 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

### **Human and physical geography**

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
  - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
  - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

### **Geographical skills and fieldwork**

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

### **Learning this term**

Children recap their knowledge about the continents and then learn the names of the oceans and where they are in the world. Links are made with the maps produced in mathematics and maps and symbols are also used to make pirate treasure maps.

# Design and Technology

## National Curriculum Aims for Year 2

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

### Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

### Make

- select from and use a range of tools and equipment to perform practical tasks [for 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.

## Learning this term

The children make a jinx frame, which must be strong and sturdy. They test their designs by making a mock up, use tools to cut wood and then secure it together. This frame holds their boat picture, which is created during art lessons.

Whilst learning about life on board a pirate ship, the children follow a traditional recipe to make ship's biscuits and porridge.

# Art and Design

## National Curriculum Aims for Year 2

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Key stage 1

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

## Learning this term

The children create a textured background of the sea using sponges for effect. They sketch the outline of a traditional ship and then create a 3D picture using art straws cut in various ways.

# Computing

## National Curriculum Aims for Year 2

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
  - can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
  - can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
  - are responsible, competent, confident and creative users of information and communication technology.
- 
- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
  - create and debug simple programs
  - use logical reasoning to predict the behaviour of simple programs
  - use technology purposefully to create, organise, store, manipulate and retrieve digital content
  - recognise common uses of information technology beyond school
  - 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.

## Learning this term

The children learn how to programme a Bee-Bot robot so that it can navigate a maze and help a pirate to find treasure. Links are made with mathematics and directional language. Children record and edit sounds to accompany their own sea shanty poems. They learn how to save and retrieve their performances.

# PSHE

## **National Curriculum Aims for Year 2**

The national curriculum for personal, social, health, economic and citizenship education aims to ensure that all pupils:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore clarify and if necessary challenge their own and others values, attitudes, beliefs, rights and responsibilities
- opportunities to learn and practice the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

## **Learning this term**

The first topic this term is *Going for Goals*, which has a focus on one of the school rules: “We focus during lessons and help each other to learn”. The children explore their preferred learning styles and discover how to become independent learners. Next, children learn how to be safe around medicines and what effect they have on the body. Children also learn about safe and unsafe choices and who to ask for help.

# Physical Education

## National Curriculum Aims for Year 2

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives
  
- 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
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

## Learning this term

Throughout this term, children learn how to carry out a variety of balances and other gymnastic skills, such as travelling on apparatus. They develop work from year one and learn to demonstrate control and co-ordination when travelling or balancing, to copy sequences and repeat them, to roll and travel in lots of different ways, to climb safely, to stretch and curl and how to land safely with control. They also play a variety of different games using a bat and ball and focus on the skills needed for throwing and catching.

# Religious Education

## National Curriculum Aims for Year 2

The local authority curriculum for religious education aims to ensure that all pupils:

- develop their knowledge and understanding of the nature of religious beliefs and practices and the importance of these in the lives of believers
- explore those aspects of human experiences which give rise to spiritual awareness and fundamental issues about beliefs and values.

## Learning this term

Judaism is studied throughout the year and, by deepening their understanding of other faiths, the children learn mutual respect and tolerance. This term, the focus is on learning about different Jewish artefacts and symbols. They learn about the Shabbat Festival and the importance of family life. Through role play, they re-create a Shabbat ceremony.

When learning about the Jewish festival of Hanukkah, the children make a replica Menorah candle and learn about its significance.

# Music

## National Curriculum Aims for Year 2

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and un-tuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

## Learning this term

The children explore the rhythm of sea shanties. They then play musical instruments and create sea sounds. The children edit the sounds using ICT.

During the spring term, the whole school participates in *sign2sing*, which is an annual, world record breaking event where the children collectively learn a song and the sign language to accompany the song. By taking part in *sign2sing*, the children learn some sign language in a fun and memorable way.