

## Maths

### National Curriculum Links

#### Measurement: Money

- Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.
- Find different combinations of coins that equal the same amounts of money.
- Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.

#### Multiplication and Division

- Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.
- Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs.
- Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.
- Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.

## Design & Technology

### Upcycled Treasure Box

#### National Curriculum Links:

##### 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 (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 in their products.

##### Learning Outcomes

Children will:

- Investigate different clasps and organisational features.
- Design a treasure box suitable for their stated purpose.
- Use equipment safely and accurately to measure, mark, cut out and shape suitable materials.
- Use correct vocabulary to name and describe tools and how they are used.
- Evaluate during and after the making process by referring back to their original designs to ensure it is meeting the purpose.

## English

### National Curriculum Links

#### Reading Comprehension

- Continue to apply phonic knowledge and skills as the route to decode words
- Read words containing suffixes.
- Become familiar with and discuss a wide range of Winter themed stories, poems and non-fiction texts (some beyond those that can be read independent)
- Discuss favourite words and phrases.
- Make inferences on the basis of what is being said/done

#### Writing

Consider what they are going to write before beginning by:

- Planning or saying out loud what they are going to write.
- Writing down key words, including new vocabulary.
- Encapsulating what they want to say, sentence by sentence.
- Proof read writing to check for errors.
- Know what verbs are and use suffixes correctly to ensure the tense is correct.
- Punctuate sentences with a capital letter, full stops, exclamation marks, question marks and commas in lists.
- Join sentences and ideas using connecting words.

Learn how to use: sentences with different forms.

#### Possible Texts

Environmental stories: The Messy Magpie, The Wombles, Dinosaurs and all that Rubbish, Somebody Swallowed Stanley.

Poems: Oh to be a Womble, poems with rhyming couplets

Non-fiction texts: Selection about recycling and environmental issues.

## Geography

### My World and Me – The United Kingdom

### My World and Me – The Oceans and Continents

#### National Curriculum Links:

- 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.

#### Learning Outcomes

Children will:

- Use maps with growing confidence.
- Use maps to locate the United Kingdom, its countries and their capital cities.
- Use maps to locate the continents of the world.
- Research a continent, using the information to create a fact file (countries, famous physical features, famous landmarks etc).
- Use maps to locate the oceans of the world (Pacific, Atlantic, Arctic, Southern and Indian) as well as some seas (North Sea, English Channel).
- Use positional language and the four points of the compass.



## Trash to Treasure

Year 2

Spring 1



## **Physical Education**

### **Gymnastics**

#### **National Curriculum Links**

Pupils should be taught to:

- Master basic movements including running, jumping, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.

#### **Gymnastics**

Children will:

- Learn and use basic jumps (tuck, star and pencil/line/straight)
- Learn and use basic balances (L, R, arabesque)
- Learn and use basic rolls
- How to perform these on the floor and on equipment

## **Music**

### **I Want to Play in a Band**

#### **National Curriculum Links**

Pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality and recorded music.

#### **Learning Outcomes**

Children will:

- Focus on keeping the beat/pulse.
- Listen to and appraise festive music.
- Accompany songs using tuned/untuned instruments.

## **RE**

#### **Northumberland Agreed Syllabus**

Theme: Passover

Religion: Judaism

Key Question: How important is it for Jewish people to do what God asks them?

#### **Learning Outcomes**

Children will:

- Understand the special relationship between Jews and God.
- Understand what a promise/agreement is and link this to making resolutions and the Ten Commandments.
- Listen to the story of Passover and learn about the special rituals Jews have to remember, such as the Seder Meal.

## **Computing**

### **Programming Robots**

#### **National Curriculum Links (CS)**

Pupils should be taught to:

- Understand what algorithms are and how they are implemented as programmes on digital devices.
- Understand that programs execute by following precise and unambiguous instructions.
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs

#### **Learning Outcomes:**

Children will learn to:

- Physically follow logical instructions
- Implement given programs using floor robots (BeeBot, Roamer, Sphero, Ozobots)
- Make predictions as to the outcome of given programs
- Write simple programs for floor robots that achieve a given aim
- Debug programs that contain bugs (errors)
- Apply these skills when programming on screen sprites (Scratch Jr)

## **PSHE**

### **Relationships**

Pupils should be taught:

- How to develop and maintain a variety of healthy relationships.
- How to recognise and manage emotions.
- How to recognise risky relationships.
- How to respond to risky relationships and how to ask for help.
- How to respect equality and diversity in relationships.

#### **Learning Outcomes**

Children will:

- Learn about the special people in their lives who look after them.
- Describe what constitutes a good friend and how they communicate their feelings to their friends.
- Work out strategies to help them work cooperatively and to help them respond to others when they are in uncomfortable situations.
- Recognise how their behaviour affects others and describe how to show they care for others.

## **Science**

### **Materials**

#### **National Curriculum Links**

- 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.
- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

#### **Learning Outcomes**

Children will be able to:

- Compare and identify different materials.
- Describe simple properties of materials using language such as hard/soft, rough/smooth, flexible/rigid, shiny/dull, waterproof/permeable etc.
- Sort materials according to various criteria.
- Identify the uses of different materials in and around school.
- Decide upon the suitability of materials for different purposes.
- Discuss and test how materials change through manipulation and changing temperature.



## Mastering English

### Opportunities for children to develop deep learning:

- Applying new topic vocabulary when writing across the curriculum.
- Using appropriate features when writing in different styles across topic areas.
- Using their speech and language skills to question, discuss and explain their thinking.
- Applying learnt grammar and punctuation conventions when writing across the curriculum.

### For example:

- *Writing instructions, such as how to make upcycled boxes (DT) or giving directions (Maths, Computing, Geography).*
- *Writing recipes for food at the Seder meal (RE).*
- *Writing a fact file for a continent (Geography)*

## Mastering Maths

### Opportunities for children to develop deep learning:

#### Geography:

- Using positional and directional language during map work.
- Examining currencies from around the world. How do they differ from our own coins and notes?

#### Computing:

- Using directional language to programme Beebots/Roamer/Ozobots.

#### Science:

- Measuring and recording how long it takes for water to soak through different materials.
- Measuring and recording how long it takes for ice to melt.

## Investigation Possibilities

### Science

- How many different ways can materials be sorted?
- How can we change the shape of different materials?
- Which material will make the most effective waterproof hat for Orinoco?

## Philosophy for Children

### Geography

- Does anyone own the oceans? Who?

### P.S.H.E.

- Should we always let people hug and kiss us even if we don't like it?

- What should we do if we don't agree with our friends?

### Science

- What should we do if we have litter and there is not a litter bin?
- Should people be punished for dropping litter?
- Should we use plastic if it cannot be recycled?

## Opportunities for Outdoor Learning

### RE

- Making a shelter for a Seder meal.

### Science

- Finding natural and man-made materials.
- Sorting materials.

### English

- Finding nouns, verbs, adverbs and adjectives on the school field.

### Geography

- Use compass directions to move around the school field.