



*Be all you can be*  
Hayes School

## Year 2 Curriculum Plan: Spring 2 2024

**The Big Question:** Can we help to change the way people think about caring for the environment?



Responsibility Success Aspirations Resilience Discovery Friendship



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At Hayes, we strive for our children to push beyond any perceived idea of potential, to be all they can be, regardless of background in order that they leave us as good human beings - happy, kind and responsible. Our curriculum is integral in shaping the children to become independent and life-long learners. At Hayes, we also aim to equip our children with the ability to 'think' in order to make sense of an ever-changing world. Our curriculum has been designed, with thinking at its heart, to achieve our ultimate vision - all children will live fulfilling and happy lives, being all they can be.



## **Early Reading**

**At Hayes, we strive to ensure that all children become confident and competent readers as well as developing a life-long love of reading. Through a rigorous daily phonics programme, all children develop their word reading and comprehension skills which they can apply across the curriculum. Here we also aim to develop children's vocabulary, allowing them to understand and make ambitious word choices.**

**As a parent/carer you play an important role in this journey and are actively encouraged to help and support along the way.**

## **Context of the learning experience:**

The children will be taught to build on their previous geography knowledge of their locality. This time, Y2 will be building a more detailed awareness of how our actions in our local environment can have a detrimental effect elsewhere in the world. We will be focusing on learning about the seven continents of the world with a particular emphasis on the Arctic - the habitat of the Polar Bear. Our English text Leaf will highlight the importance of looking after all animals and creatures that habit planet Earth and what will happen if we do not.

The children will retrieve words and phrases that describe their locality whilst learning specific technical vocabulary to compare and contrast the Arctic as an environment. Through asking and answering questions, the children will be encouraged to choose and use a wide variety of sources.

We will also be studying the work of Carol Gillan and using the Austin's Butterfly approach to imitate and improve our own artwork inspired by our visit to Paignton Zoo as part of our conservation curriculum.



# **Big Questions**

## **BIG Question**

**Can we inspire people to take more care looking after our environments?**

## **Geography Questions**

**Can we compare our local environment to that of a Polar Bear?**

**How can our actions have an impact on other environments?**

**Can we use key vocabulary to explain directions?**

**Can we describe features of our environment?**

**Can I create my own map and label key features?**

**Can I describe human and physical features?**

## **Art Questions**

**Can I use an artist's work to influence my sketch?**

**Can I use line and colour in my artwork?**

**Can I create a design for a sculpture?**

**Can I use materials creatively?**

## English- Texts

### Main text: Leaf by Sandra Dieckmann

**Leaf** - When a polar bear arrives unexpectedly in the woods, the animals fear and avoid him, suspecting him to be dangerous—and his habit of collecting leaves only adds to their distrust. Then one day, they watch as he attempts to fly over the water with wings made of colorful leaves, just trying to go home.







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### ENGLISH

**Narrative piece:** Y2 will be writing their own imitated text based on Leaf - considering two alternative environments where Leaf could land. We will also be focusing on different types of sentences e.g questions, statements, commands and exclamatory sentences.

**Writing in a role piece:** Y2 will create diary entries based upon their feelings towards Leaf when he first arrives and later on how the other animals see him once they have got to know him. The children will be writing in the third person from the perspective of another animal, revising the past tense, third person narrative. We will be inspiring the children to use descriptive sentences and paragraphs for both pieces of writing retrieving our prior Y2 learning.

### MATHS

#### Fractions

- Equal and unequal parts
- Recognise and find a half, quarter, third and whole.
- Unit and non-unit fractions.
- Recognise and find three-quarters.
- Count fractions up to a whole.

#### Shape

- Recognise 2-D and 3-D shapes
- Count vertices on 2-D shapes
- Use lines of symmetry to complete shapes
- Count faces, vertices and edges on 3-D shapes
- Make patterns with 2-D and 3-D shapes

# Geography

# Hayes Knowledge Organiser

Subject: Geography

Term: Spring 2

Year 2

Duration: Half a term

## Show Words (Tier 3)

Tourism Travelling for fun - Holidays

Continent A large solid area of land

Global Warming The rising temperature of earth

Habitat A home of an animal or plant

## Grow Words (Tier 2)

Physical The natural features of Earth

Human Features that have been built by people

Valley A long ditch in the Earth's surface

Beach A strip of land along the edge of an ocean

Travel Going from one place to another

Feature Something interesting or important

## Prior Knowledge:

- In Year 1 you learnt about geographical features where you live. You also learnt about features of hot and cold places in the world.
- In Year 1 you also learnt about where the equator, North and South pole is on the globe.

## Locational Knowledge:

You will be able to name and locate the **world's 7 continents and 5 oceans.**

## Place Knowledge:

Understand human and physical geography of Paignton and the Arctic.

## Human and Physical Knowledge:

**Weather patterns** in different places (Paignton and the Arctic) - hot and cold areas.

**Human features:** city, town, village, factory, farm, house, office, port, harbour and shop.

## Geographical Skills/Field Work:

Features of their school and its grounds and the key human and physical features.

**Physical features:** mountain, lake, island, valley, river, cliff, forest and beach.





## Hayes Knowledge Organiser



**Subject: Art**

**Term: Spring 2**

**Year 2023 - 24**

**Duration: Half a term**



### Show Words (Tier 3)

Thick	Deep, dense mass
Thin	Little thickness or depth
Soft	A subtle effect or contrast
Broad	A distance larger than usual from side to side



### Grow Words (Tier 2)

Pattern	A repeated decorative design
Environment	The surroundings or conditions in which a person, animal, or plant lives
Nature	The physical world collectively.
Still life	A painting or drawing of an arrangement of objects,
Detail	Give full information about.
Comparison	An estimate of the similarities or differences between two things.

### Prior Knowledge:

In Y1 you began to draw lines of varying thickness

In Y1 you began to use different materials to draw, for example pastels, chalk, felt tips to create different effects in your art work.

### Significant Artist:

Carol Gillan 1961 - was born in Lancashire in the North of England. She initially worked as an illustrator before deciding to build a career as a full-time artist.



### Style of Art:

Carol specialises in humorous animal and pet portraits, aiming to achieve an informal, composed painting which is both a realistic likeness and a uniquely distinctive interpretation. Although contemporary in style, her technique is classically influenced.



### Techniques:

#### Drawing

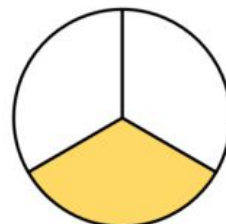
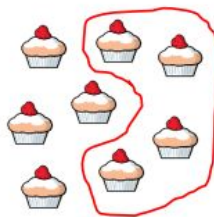
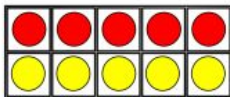
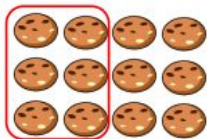
- show increasing pencil control (for example can draw selected details).
- produce a growing range of patterns and textures with a single pencil.
- work from direct observation and imagination.
- solidly infill shapes using colour pencils, pastels, etc.
- use soft pastels competently.

# Maths - models and images

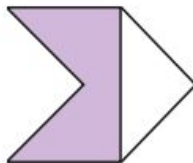
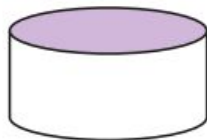
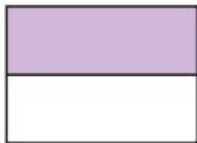
## Fractions:



Which pictures show  $\frac{1}{2}$ ?



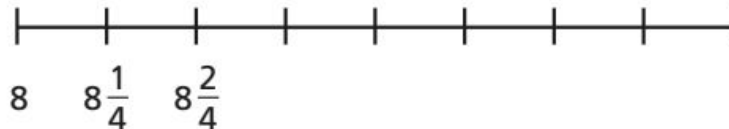
Which shape has  $\frac{1}{2}$  shaded?



a)



b)





# Maths - models and images

## Shape:



circle

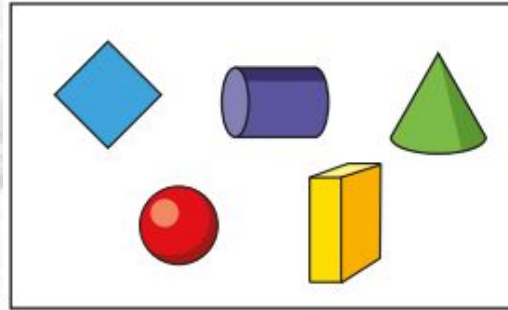
octagon

hexagon

triangle

pentagon

Which shape is the odd one out in each set?



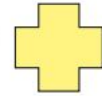
The triangle has \_\_\_\_\_ sides.

The rectangle has \_\_\_\_\_ sides.

The pentagon has \_\_\_\_\_ sides.

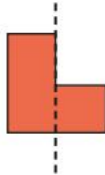
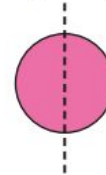
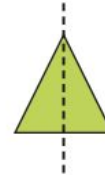
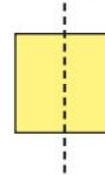
The \_\_\_\_\_ has \_\_\_\_\_ sides.

How many sides does each shape have?



Do all shapes with the same number of sides look the same?

Which shapes have a vertical line of symmetry?



How do you know if a shape has a vertical line of symmetry?



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**Driver Subject: Geography**

- Compare our local environment to a contrasting environment
- Look at the impact of global issues on the environment
- Use observational skills
- Use compass directions
- Identify and name human and physical features
- Identify the 7 continents and 5 oceans
- Look at and create maps with simple keys

**Driver Subject: Art**

- Study the work of Carol Gillan and how her work can influence ours.
- Use line and colour to create sketches
- Evaluate work by considering what they like or could have improved





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**Driver Subject: Geography STEM**  
**SENTENCES**

- I have observed...
- Here, I know that...
- There, I know that...
- ..... is different because...
- ... is similar because..... I have observed...
- Here, I know that...
- There, I know that...
- ..... is different because...
- ... is similar because...
- These problems can cause ...
- The importance of caring for the environment...
- The following issues mean...
- The effect of... on the environment ...
- There have been major changes ...
- It can be suggested that...
- Looking toward the future...

**Driver Subject: Art STEM SENTENCES**

- The artist used .... to create...
- The style of ... is similar/different to ... they use...
- When planning my project I could use...
- In this piece I can see ...
- This picture reminds me of...
- The layout of the text shows me that...
- Reflecting on my work I could improve by...
- The next step in developing my work is...



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### SCIENCE - Habitats

- Recognise whether things are alive, dead or have never lived.
- Identify different plants and animals and recognise that they are suited to their different habitats, including micro-habitats.
- Recognise how different habitats provide for the basic needs of animals and plants.
- Understand that animals get their food from other animals and/or from plants.
- Recognise that a food chain is made of a series of plants and animals that eat each other and shows how energy is transferred from one organism to another via food.

### COMPUTING

- The children will find out that the information provided on pictograms is of limited use beyond answering simple questions as pictograms cannot be used to answer more complicated questions.
- Y2 will use yes/no questions to separate information and follow a range of yes/no questions to separate different items.
- The children will understand what is meant by a binary tree and how this can be used to separate different items and pictures to answer questions.





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### R.E

- Discuss communities and the importance of them
- Learn about what Jesus and other religious leaders said about loving others
- Discuss the meaning of Easter and how Christians celebrate it.

### PSHE

- To learn what pollution is and think about how small steps to reduce it can make a big difference
- To learn about global warming and what we can do to help make a difference in slowing it down
- To understand the problems that waste plastics cause and consider how encouraging recycling can make a difference

### PE

- Net games: To roll a ball to hit a target, and develop co-ordination and to stop a rolling ball
- To develop technique and control when dribbling a ball with their feet and their hands
- To develop control and technique when kicking a ball
- To develop co-ordination and technique when throwing and catching

### Music

- Learn 3 songs; Sparkle in the sun, Listen and the Orchestra sing
- Listen and respond to a range of music
- Compose and improvise to the tunes