



# 'In my own little bubble'



## Year 2 Spring term



### Key Drivers

#### Spiritual, Moral, Social and Cultural, including British Values

Through their spiritual, moral, social and cultural awareness, pupils will be looking at our local community, and celebrating the differences around us. We will also look at the Britain as a whole, and will be practising tolerance and respect for our own and others' beliefs.

#### Environment

As people concerned with their environment, pupils will be looking at our local surroundings, and compare our area to a city. We will also be looking at the features of the landscape.

#### Enterprise

As enterprising people pupils will be researching pioneering people from the local area, and significant events local to us. This will show that inspirational things are possible right here!

#### Life Long Learners

As lifelong learners pupils will show respect and reciprocity through developing group work and collaboration skills in personal development. Resilience, reasoning and resourcefulness will be demonstrated through perseverance when faced with new challenge. We will take Responsibility by becoming ambassadors for our school when in the surrounding area.

#### As a Musician:

##### Performing

**I can** perform as part of a small group by singing or playing in front of the school.  
**I can** describe why rehearsal is important to improving performance.  
**I can** make changes when rehearsing to improve a final performance.

#### As a Sportsperson:

**I can** master basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination, and begin to apply these in a range of activities.

**I can** participate in team games, developing simple tactics for attacking and defending.

#### As an Artist:

**I know** 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.

**I can** I can use drawing, painting and sculpture to develop and share my ideas, experiences and imagination.

#### As a Historian:

##### People from the past

**I can** I can identify changes in my own life since birth.  
**I can** recognise significant historical people from local area.  
**I can** compare the lives of historical people; identify similarities and differences between them.  
I can recognise how famous people from the past have changed people's lives today.

##### Events and Places from the Past

**I can** recognise significant historical events that have taken place in the local area. .  
**I can** recognise historical places in the local area.  
**I know** and can talk confidently about the local history .

#### As a good citizen:

**I can** describe aspects of my identity, and recognise some similarities and differences between myself and others.

**I know** about some similarities and differences in people's lifestyles, including different groups myself and other people belong to.

**I can** describe places in my community, how I and others might use them, and who is available to help me.

**I can** understand how I can help look after the school environment, and make a contribution to doing so.

**I know** what animals and plants need to survive, and how they can help look after them.

#### In Computing

##### Programming

**I can** explain to others the order needed to make something happen.

**I can** give and receive instructions to and from another child, and follow in physical actions these instructions.

**I can** program a robot or screen sprite with sequential tasks to make it move.

**I can** store and retrieve a program for editing later.

**I can** look at a program written by someone else and explain what will happen by reading the instructions.

##### E-Safety

**I am** able to keep a password and user-name safe and private.

**I can** explain why people need to keep passwords and personal information private.

**I can** identify several different parts of an online identity which need to be kept safe.

**I can** describe examples of things that may be seen or witnessed online that should be shared with an adult. I

**I can** understand that not everyone is who they say they are on the Internet.

**I can** list online rules that others should obey when using the internet.

### As a Mathematician:

#### Number - Fractions

**I can** recognise, find, name and use fractions of a length, shape, set of objects or quantity.

**I can** write simple fractions, for example  $\frac{1}{2}$  of  $6 = 3$ .

**I can** recognise the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$ .

#### Geometry—shape

**I can** identify and describe properties of 2d shapes, including the number of sides and line symmetry.

**I can** identify and describe properties of 3d shapes, including the number of edges, faces and vertices.

**I can** identify 2d shapes on the faces of 3d shapes.

**I can** compare and sort common 2d and 3d shapes and everyday objects.

**I can** order and arrange mathematical objects in patterns and sequences.

#### Measurement

**I can** recognise and use the £ and p and combine amounts to make a particular value.

**I can** find different coins that total the same amount of money.

**I can** solve problems involving money, including giving change.

#### Graphs

**I can** interpret and construct simple pictograms, tally charts, block diagrams and simple tables.

**I can** ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.

**I can** ask and answer questions about totalling and compare different categories of data.

#### Multiplication and Division

**I can** recall multiplication & division facts for the 2, 5 and 10 times tables

**I can** solve multiplication and division problems using different strategies.

**I can** understand that multiplication of two numbers can be done in any order and division cannot.

### As a Writer:

**I can** use phonetically plausible strategies to spell or attempt to spell unknown polysyllabic words.

**I can** write for different purposes

**I can** learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).

**I can use** expanded noun phrases to describe and specify [for example, the blue butterfly].

**I can write** sentences with different forms: statement, question, exclamation, command.

**I can** use subordination (using when, if, that, or because)

**I can** spell common exception words

**I can** spell more words with contracted forms

**I can** use the possessive apostrophe (singular) [for example, the girl's book]

**I can** distinguish between homophones and near-homophones

**I can** add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly

**I can** begin to show evidence of joining handwriting.

### As a Reader:

**I can** continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.

**I can** read words containing common suffixes

**I can** read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered

**I can** discuss and clarify the meanings of words, linking new meanings to known vocabulary.

**I can** make inferences on the basis of what is being said and done

**I can** answer and ask questions.

### As a Scientist:

#### Plants

**I can** observe and describe how seeds and bulbs grow into mature plants

**I can** find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

#### Animals including humans

**I can** notice that animals, including humans, have offspring which grow into adults.

**I can** find out about and describe the basic needs of animals, including humans, for survival (water, food and air).

**I can** describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

#### Working Scientifically

**I can** ask simple questions and recognise that they can be answered in different ways.

**I can** observe closely, using simple equipment.

**I can** perform simple tests.

**I can** identify and classify.

**I can** use my observations and ideas to suggest answers to questions.

**I can** gather and record data to help in answering questions.

### In Religious Education:

**I can** name some of the main artefacts in a church.

**I know** that a church is a special place for many Christians.

**I can** talk about and reflect on my own special places.

**I can** retell and suggest meaning for Sikhs of the story about the founding of the Khalsa

**I can** identify the 5 Ks.

**I can** identify ways in which Sikhs express their religion nowadays

**I can** talk about what it means to belong to a community such as a school or a club.

**I can** express what it felt like to join a group and commit to something e.g. cubs, beavers etc.

**I can** express a view about the value of belonging to a community.

**I can** ask questions about belonging, commitment and identity.

**I can** recognise that people have different values for what they will fight for.

### As a Designer:

#### Design

**I can** research in detail the needs and wants of users for a pre-specified product, and present them to others.

**I can** create a design criteria from the above.

#### Make

**I can** measure, mark out, cut and shape a range of materials.

**I can** assemble, join and combine a range of materials.

**I can** apply a range of more advanced finishing techniques to increase the function and appeal of a product.

#### Evaluate

**I can** create an annotated diagram of key features of a design.

### As a Geographer:

#### Geographical skills and fieldwork

**I can** use world maps, atlases and globes to identify the United Kingdom and its countries.

**I can** 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.

**I can** 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

**I can** use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.