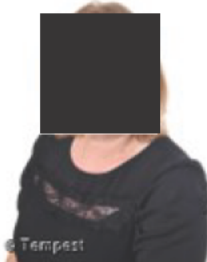


Brownlow Fold Primary School



Year 2: Curriculum Information Spring

Information for parents/carers

Class Teacher  Mrs Leeming	Class Teacher  Mrs Clarkson
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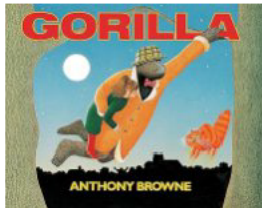
Homework: Homework books will be given out each **Friday** and work should be completed in the homework book and handed in to the class teacher by the following **Wednesday**.

Reading: Children will read weekly in school and the younger children will be supervised to change finished reading books in school. Parents/carers are expected to listen to their child read daily and to sign their reading record.

PE: PE will take place every week on **Mondays** with the class teacher and **Tuesdays** with 'Commando Joe'. Please ensure that your child has their PE kit in school on these days. Children will get changed in and out of their PE kit in school.

Please keep this booklet for future reference

On the following pages, there is a summary of the key curriculum information and expected outcomes so that you are aware of what your child will be learning during this term.

	Spring 1	Spring 2
English	<u>Class text</u> The Bear and the Piano by David Litchfield  <u>Writing outcome:</u> Narrative <u>Mini Outcomes:</u> Speech bubbles letters of advice Postcards Diary Retell Information poster	<u>Class text</u> Gorilla by Anthony Browne  <u>Writing outcome:</u> Persuasive leaflet to visit the Zoo <u>Mini Outcomes:</u> Character descriptions Labels for house Inference bubbles A new ending
		<u>Class text</u> Ocean Meets Sky by The Fan Brothers  <u>Writing outcome:</u> An adventure story <u>Mini Outcomes:</u> Setting descriptions Character descriptions Diary entry Postcards Captains log Instructions Inference thought bubbles
Mathematics	Measurement: Money Number: Multiplication and Division	Measurement: Length and Height Measurement: Mass, Capacity and Temperature

	Prime Learning Challenge	Subsidiary small questions
Science:	Do you know where different animals live?	- Do you know how to describe a range of different local habitats? - Do you know how to describe how plants and animals are suited to their habitat? - Do you know how to match certain living things to the habitats they are found in? - Do you know how to describe some of the life processes common to plants and animals, including humans?

Design and Technology	Do you know how to make a Chinese stir-fried noodle dish?	• Research different foods eaten in China. • Research the famous Chinese chef, Ken Hom. • Plan what vegetables to accompany your Chinese stir fry e.g. carrot, cabbage, beansprouts and mangetout. • Choose a sauce to accompany your Chinese stir fry e.g. Soy Sauce. • Plan what utensils will be needed to prepare your Chinese stir fry prior to making e.g. wok, chopping board, knife and wooden spoon. • Plan the order that ingredients need to be added to the wok. • Develop the final ingredient list for the recipe. • Clean the area that is going to be used to prepare and cook the dish. • Wash hands thoroughly and tie long hair back. • To know how to use a knife safely with adult support to chop vegetables. • Make the stir fry. • Reflect on what worked well and what new skills you learnt whilst making your Chinese stir fry. • Identify what changes you would make to improve your stir fry dish, and explain your reasoning.
Geography	Do you know how places in China look different to places in the UK?	• Label China, Beijing and Asia on the world map. • What are the human features of Beijing, China? • What are the physical features of Beijing, China? • Describe how living in Beijing is different to living in Bolton.
History	Do you know why Warburton's is important to Bolton?	• When did Warburton's first open and can you sequence this on a timeline? • Who founded Warburton's and why is it so important in our town of Bolton.? • Which jobs at Warburton's are the same and which are different today compared to the past? • Where was the first Warburton's factory and why do they now have more across the UK?
Computing: Creating Pictures & Making Music	Do you know how to use and apply the skills you have learnt across multiple application programs?	• Do you know about the work of Impressionist artists and can you recreate them using the Impressionism template? • Do you know how to recreate pointillist art using the Pointillism template? • Do you know about the work of Piet Mondrian and can you recreate it using the Lines template? • Do you know about the work of William Morris and can you recreate it using the Patterns template? • Do you know about surrealist art and can you create your own using the eCollage function in 2Paint A Picture? • Do you know how to explore, edit and combine sounds using 2Sequence? • Do you know how to add sounds to a tune to improve it? • Do you know how to upload a sound from a bank of sounds into the Sounds section?
Music	How does rhythm help us to	• Grandma Rap:

	create and perform together?	• Can children show the durations 'walk' (crotchet) and 'jogging' (quavers) with actions? • Can children chant and play rhythms ('walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation? • Can children perform a clapping game to Hi lo chicka lo that shows the rhythm? • Can children compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app? • Can children chant Grandma rap rhythmically and perform to the accompaniment they created? • Orawa: • Can children improvise and compose, structuring short musical ideas to form a larger piece? • Can children sing and play, performing composed pieces for an audience? • Can children listen and appraise, with focus and attention to detail, recalling sounds and patterns? • Trains: • Can children listen to and analyse four pieces of music inspired by travel/vehicles? • Can children learn a simple rhythmic pattern and perform it with tempo and volume changes? • Can children learn about the musical terms crescendo, diminuendo, accelerando, ritenuto? • Can children begin to understand rhythmic duration and notation? • Can children follow signals from a conductor? • Can children structure musical ideas into a whole-class composition?
Physical Education	Spring 1: Gymnastics: Do you know how to use movement, direction, speed and equipment to complete a gymnastics sequence?	• Do you know how to explore different skills using hand apparatus? • Do you know how to incorporate gymnastics movements when using the equipment? • Do you know how to start to build sequences?
	Spring 2: Dance- Under The Sea: Do you know how to perform a dance using a sequence of shapes and body movements?	• Do you know how to move your body in response to a beat? • Do you know how to use a variety of direction, levels and speed when moving to music? • Do you know how to perform a short sequence using different body shapes and movements? • Do you know how to work together to create different movements? (Pairs, groups etc.) • Do you know how to transition from one dance movement to another?

Religious Education	Spring 1: What is the 'good news' Christians believe Jesus brings?	- Do you know how to tell stories from the Bible and recognise a link with the concept of 'Gospel' or good news? - Can you retell the story 'Matthew the Tax collector'? - Do you know that Jesus gives instructions to people on how to behave? - Do you know at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace? Can you give two examples of how Christians put these beliefs into practice? - Can you think, talk about and ask questions about whether Jesus' 'good news' is only good news for Christians, or is there things for anyone to learn?
	Spring 2: Why does Easter matter to Christians?	- Do you know that Incarnation and Salvation are part of a 'big story' of the Bible? - Can you tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation? - Can you give three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter? - Can you think, talk about and ask questions about whether the Easter story only has something to say to Christians, or if it has anything to say about sadness, hope or heaven?
Physical, Social, Health and Economic education (PSHE) (EJ) Needs changing to Kapow	Spring 1 Health and Wellbeing	- Experiencing different emotions - Being active - Relaxation and breathing - Steps to success - Developing a growth mindset - Healthy Diet - Looking after our teeth
	Spring 2 Safety and the Changing Body	- Introduction to the internet - Communicating Online - Secrets and Surprises - Appropriate contact - My personal boundaries - Road safety - Crossing roads safely - Staying safe with medicines
Key Texts	<i>The Bear and the Piano by David Litchfield</i>	<i>Gorilla</i> by Anthony Browne - Ocean meets Sky by The Fan Brothers
Empowered Learner Focus The 'Empowering Learning' skills play a vital role in developing the ability of learners to enjoy and reflect on their learning across the curriculum.	Resourceful Thinker 	- I know how to leave an activity and go back to it if it takes a long time to solve. - I know how to generate questions linked to your learning challenge. - I know how to use my imagination to generate ideas. - I know how to explain what I have learnt to someone else. - I know how to ask sensible questions about my work.

	Reflective Learner  • I understand what I need to do next to improve. • I know how to recognise where my learning could have been done better. • I know what helps me learn well. • I know how to pick the best time to talk to someone about my learning. • I know how to share my learning with others. • I am happy to make changes from original ideas.
Commando Joe's	 Commando Joe's curriculum helps children develop resilience, tolerance, and strong decision-making skills, both in and outside of school. Using the RESPECT framework, staff guide students through engaging lessons based on inspiring characters and their life stories. Children are then given exciting missions to solve, helping them build essential life skills while having fun. Top of FormBottom of Form
Cultural Enrichment/Competence Our themes involve learning to live well in a diverse society	Throughout Year 2, children will explore cultural diversity through assemblies and lessons that highlight the importance of embracing differences within our community. In PSHE and RE, they will learn to recognise and celebrate what makes each of us unique, including differences in gender, race, ethnicity, religious beliefs, age, customs, place of birth, and cultural backgrounds, all in an age-appropriate way.
Growth Mindset Instilling a Growth Mindset ensures that children are committed to their learning, know how to study effectively, are resilient to setbacks and take pride in their achievements	Children will be encouraged to have a growth mind-set in their daily learning and will be supported to develop a positive attitude to learning- I can do it! They will be supported to become confident, ambitious learners who are willing to give everything a try. We have a class focus of 'reaching for the stars' and having a 'can do attitude', especially as the children move into a new environment. 
Vocational Experience Our themes involve learning about the world of work and about the wide range of choices available to children in their futures	Within Year 2, children are given the opportunity to explore and learn about different job roles and responsibilities. Each in school is given the opportunity hold roles and responsibilities to help prepare them for future tasks and challenges that may arise. Children will have access to <i>My Pathway</i> resources, which introduce them to the world of work in a fun and engaging way, tailored to their level of understanding. These resources help them explore different careers and the skills needed, laying the foundation for future learning about the workplace.
Home Learning	Home learning is a very important part of a child's education. One of the aims of teaching is for children to develop as independent learners. Home learning is an integral part of the curriculum and is planned and prepared alongside each classes theme and ongoing learning in school. Below is an example of some of the Homework tasks that your child will receive (this is dependent on the year group they are in and differentiated accordingly). • Daily reading – <i>Verbal task – parents are expected to sign their child's diary so that we know that they have read at home</i> • Weekly spellings - <i>Verbal task to consolidate learning from school</i> • Half term activities/tasks – <i>Creative task - This is once every 6/7 weeks and you</i>

are able to choose which task/s to complete and consolidates learning from school

- Additional Maths, Handwriting or Spelling activities – *Written Task - This will be determined by the class teacher each week and consolidates learning from school*