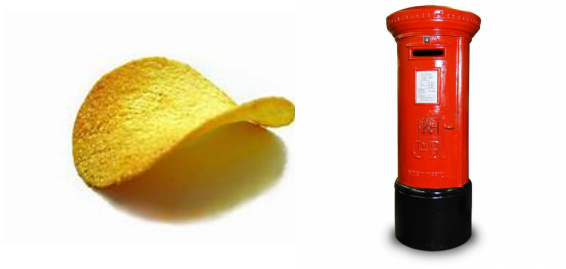
YEAR 2 CURRICULUM
SPRING TERM

‘POST A PRINGLE AND OTHER MEGASTRUCTURES’



Longhill Primary School Year 2 Spring Curriculum

Theme – Post a Pringle and other megastructures

Driving the Theme:

Design and Technology
As designers we will learn about structures. We will discover how to make structures stronger, stiffer and more stable.
Programmes of Study
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. • 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.

We will begin our project with a challenge to post a Pringle crisp to school so that it arrives in one piece with no crumbs. We will need to investigate how to stiffen and strengthen card so that it forms a safe package for our Pringle. We will also need to think about how we can stop the Pringle rattling around in its packet.

We will then move on to investigate how we can strengthen and stiffen everyday materials to create structures. We will find out about rolling paper, gluing strips of wood, strong shapes and weak shapes. We will discover that shapes are very important in building a strong, stiff and stable structure. We will carry out a few class projects such as the great pyramid challenge and the great bridge challenge where we use lots of dowel 50cm in length to create our strong, stiff and stable structures.

We will then use our knowledge of structures to build models that we refine and improve. Our final challenge will be the Megastructures Challenge where will create our own structures, such as towers or bridges.

Writing	Reading	SPaG
Instructions Narrative	One Spies session followed by two Mini Missions a week. Domains for SPIES S- Share the mission: objective for the lesson P- Prove the text - 2a: Give and explain the meaning of words in context. I- Investigate Further- 2b: Retrieving and recording answers from text. E- Extend the learning- 2d: Inference questions to explain and justify with evidence from the text. S- Looking at other domains: Eg 2c- summarise main ideas 2e- Predict what might happen from detail and implied 2f- Identify and explain how information/narrative content is related and contributes to meaning as whole. 2h- Make comparisons within the text 2g- Identify/ explain how meaning is enhanced through choice of words/phrases. Mini Mission Both mini missions will focus on the same domain selected form the last S section of SPIES. One of the mini missions will be completed during a reading session and the other one will be done during continue provision.	Formation of nouns using suffixes – ness, er Formation of nouns by compounding – whiteboard Formation of adjectives using suffixes – ful, less Use of suffixes – er and est in adjectives. Use of suffix – ly to turn adjectives into adverbs. Use of subordination – when, if Use of co ordination – or, but Use of expanded noun phrases for description and specification. How grammatical patterns in a sentence indicate its function (statement, question, exclamation, or command) Correct choice of present tense and past tense throughout writing. Use of progressive form of verbs in the present and past tense. Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Use of apostrophes to mark where letters are missing. Use of apostrophes to mark singular possession in nouns. Use of commas to separate items in a list.

	<u>Big Read Texts</u> Flat Stanley Meerkat Mail	

Science	Art	Music
<u>Working Scientifically</u> During years 1and 2, pupils should be taught to work scientifically by: • Asking simple questions and recognising that they can be answered in different ways. • Observing closely, using simple equipment • Performing simple tests. • Identifying and classifying • Using observations and ideas to suggest answers to questions. • Gathering and recording data to help in answering questions. <u>Use of everyday materials</u> • To know that some materials are more suitable than others for specific uses. • To know how the shape of some solid objects can be changed in different ways. <u>Conscious Connections/CP</u> Look at the suitability of a range of materials. Can you make the package waterproof? Can you make the package float?	<u>Awesome Art –</u> Swimming Reindeer <u>Spring 1</u> <u>Collage</u> Can select with thought, different materials from the teachers resources, considering content, shape, surface and texture Can select, sort and modify by, cutting, tearing with care before adding other marks and colour to represent an idea Can sort and use according to specific qualities, e.g. warm, cold, shiny, smooth Can engage in more complex activities, e.g. control surface decoration of materials with clear intentions Can use paste and adhesives to select and place cut and torn shapes onto a surface to convey an idea <u>Spring 2</u> <u>Textiles</u> Can select organise and use materials such as threads, cottons, wool, raffia, paper strips and natural fibres to make a simple craft product Can sort, select and control colour, line, shape, texture to make and control fabric and textile surfaces from the study of a craft artist	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 live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music. <u>Charanga</u> I wanna play in a band. Zoo time <u>Continuous Provision</u> Focus on a particular style of music to listen to over time. Display posters that use musical terminology. Sing songs and rhymes for pleasure throughout the school day. Provide apps and devices with music composing functions.

Can you make the package lighter than a desired weight? Can you make a parcel rigid? Can you make a parcel rigid and lighter than a desired weight? Can children read scales, do they know which weights are less than 500g etc (Maths)?	Can collect, deconstruct, discuss and use fabrics and cloth to reassemble new work Can cut threads and fibres, stitch, sew together and surface decorate using adhesive and bead or buttons Can weave in a simple loom and build constructed textile surfaces	

Geography

Locational Knowledge

Follow the journey of the pringle and map out some of the cities which it will pass through to the reach the school
Identify these on maps

Human and Physical Geography

Identify seasonal and daily weather patterns in the UK- Look at how the time of year would have an impact on the pringle e.g. if we posted it in the winter/summer what would happen? Compare the seasons and how they differ- Start the topic with Postman pat's windy day

PE	RE	PSHCE
The PE HUB **Spring 1** Netball basic skills • 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 **Gymnastics** • develop balance, agility and co-ordination, **Spring 2** Striking and fielding skills • master basic movements including running, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Netball basic skills	**Discover RE** **Spring 1** **Theme** Passover **Key Question:** How important is it for Jewish people to do what God asks them to do? **Religion:** Judaism **Spring 2** **Theme** Easter - Resurrection **Concept:** Salvation **Key Question:** How important is it to Christians that Jesus came back to life after His crucifixion? **Religion:** Christianity	**Dreams and Goals** I can choose a realistic goal and think about how to achieve it. I can carry on trying (persevere) even when I find tasks difficult. I can recognise who it is easy for me to work with and who it is more difficult for me to work with. I can work well in a group. I can work cooperatively in a group to create an end product. I can tell you some ways I worked well in my group. I know how to share success with other people. **Healthy Me** I know what I need to keep my body healthy. I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed. I understand how medicines work in my body and how important it is to use them safely. I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy.

• 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		I can decide which foods to eat to give my body energy. I can make some healthy snacks and explain why they are good for my body.

Computer Science

Mr Andrews Online – Key Stage One Projects – Computing: Programming: Getting Started (https://mrandrewsonline.co.uk/programming-getting-started/)

Computer Science

- Create simple programs.
- Debug an error in a simple algorithm.
- Understand that instructions in an algorithm need to be precise and unambiguous.
- Use logical reasoning to predict the behaviour of simple programs.
- Use basic selections in programs and explain using the language if … then.

Try New Things

Continuous Provision

Use a Saw

Build a ship