

Spring Term 2 Small Steps Sequence

Year Two

'Together we can make a difference'



St Marys CE Primary

Our Value— Generosity

'God loves a cheerful giver.' 2 Cornithians 9:7

Science

Living Things and Their Habitats

Prior learning

Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.

Vocabulary for learning

Living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed. Names of local habitats e.g. pond, woodland. Names of micro-habitats e.g. under logs, in bushes.

Small step progression

- To be able to explain that living things live in habitats to which they are suited.
- To be able to identify and name a variety of plants and animals in their habitats
- To be able to describe how animals obtain their food from plants and other animals.
- Construct a simple food chain.

Outcome

The children will be able explain what a habitat is and what living things live there. They will also be able to construct simple food chains.

Geography/History

What made Cornish men travel thousands of miles?

Prior learning

I live in Penzance, Cornwall. I know there are four countries in the UK, their capital cities and surrounding seas

Vocabulary for learning

Ocean, sea, continent, country, Past, present, century, Cornwall, Victorian times, Queen Victoria, Cornish lugger, The Mystery, fishermen, county, mining, copper, emigration, journey, voyage, gold rush, evidence, artefact, historical sources, timeline, eye-witness, reliable, Australia, aborigine, new life, similarities, differences, equality, century, gold rush

Small step progression

- To be able to sequence events and recount the voyage of the Mystery
- To name and locate the 7 continents and 5 oceans
- To be able to understand what life was like aboard the Mystery
- To be able to compare Melbourne to Newlyn
- To be able to compare Australia's climate to the UK
- To be able to compare the physical features of England and Victoria

Outcome

The children will be able to explain the similarities and differences of climate, geography, settlements, industry and culture that the Newlyn fisherman would have experienced in Australia compared to the UK

RE

Why does Easter matter to Christians?

Prior learning

Easter is very important in the 'big story' of the Bible.
Christians believe Jesus rose again, giving people hope of a new life.

Vocabulary for learning

Crucifixion, resurrection, Passover, salvation, Palm Sunday

Small step progression

- Recognise that Incarnation and Salvation are part of a 'big story' of the Bible.
- Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).
- Recognise that Jesus gives instructions about how to behave.
- Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.
- Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.

Outcome

The children will be able to express their thoughts and ideas during the Easter service.

PSHE

Rights and Respect

Prior learning

Year 1 have previously described how the there are safe and unsafe situations.

Vocabulary for learning

Responsible bills afford saving first aid risk accident danger hazard emergency
Share take turns erupt control uniform

Small step progression

- To identify strategies in cooperation.
- To identify strategies in self-regulation.
- To name ways to stay safe when using the internet.
- To understand sometimes people behave differently online.
- To learn about saving and spending money.
- To recognise that they have a responsibility to help care for their immediate and broader environment.

Outcome

Recognise how to work with each other and how to respect others in the wider environment and on the internet.

Computing

Programming A—robot algorithms

Prior learning

Learners will have had experience of creating short programs using floor robots and predicting the outcome of a simple program.

Vocabulary for learning

Instruction, sequence, clear, unambiguous, algorithm, program, order, prediction, artwork, design, route, mat, debugging, decomposition

Small step progression

- To describe a series of instructions as a sequence
- To explain what happens when we change the order of instructions
- To use logical reasoning to predict the outcome of a program
- To explain that programming projects can have code and artwork
- To design an algorithm

Outcome

The children will be able to create and debug a program that they have written.

Books linked to our learning





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DT

Food: A balanced diet

Prior learning

In Year 1 the children will have explored the characteristics of fruits and vegetables.

Vocabulary for learning

balanced diet, balance, carbohydrate, dairy, fruit, ingredients, oils, sugar, protein, vegetable, design criteria

Small step progression

- To know what makes a balanced diet
- To taste test food combinations
- To design a healthy wrap
- To make a healthy wrap

Outcome

Children will be able to design and make a healthy wrap, explaining which food groups they have included to support a balanced diet.



Music

Zoo Time

Prior learning

The children can recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music.

Vocabulary for learning

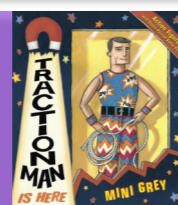
Keyboard, drums, bass, electric guitar, reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo

Small step progression

- Learn to sing our class song.
- Use the recorder in my performance of our class song.
- Improvise with pulse and rhythm.
- Compose a musical section to add to our performance.
- Practice and develop my skills to create a class performance.

Outcome

The children will learn to sing the song in parts. They will be able to play simple accompaniments on glockenspiels.



PE

Ball Skills: Hands 2

Prior learning

The children will know why we need to look at the target when thrown and why we move into space to move away from an opponent.

Vocabulary for learning

Attacker, defender, batting, fielder, space, throwing, catching

Small step progression

- To develop pupils' execution of an underarm throw and to extend their understanding of why we need to be accurate when we throw.
- Consolidate pupils' execution of an underarm throw
- To work in a team, applying their understanding of underarm throwing and the basic principles of attack vs defence to win a game.
- Apply their understanding of underarm throwing to beat their opponent.
- To introduce overarm throwing, applying their understanding of overarm throwing to win a game.

Outcome

Develop their underarm throwing skills and be able to apply this in a game situation.



PE

Dance: Explorers

Prior learning

The children will know how to create a variety of freeze positions and how to vary big and small body movement in a simple sequence. They will know how music can help us move.

Vocabulary for learning

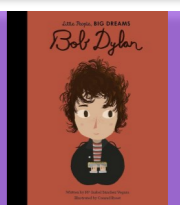
Champion dancers, control, rhythm, expression, emotion, choreography, unison, motif

Small step progression

- To respond to the stimulus using a range of different, controlled movements.
- To develop our character work, adding movements, expression and emotion to our motif.
- To develop our character work, adding movements, expression and emotion to our motif.
- To extend our sequences as our characters (explorer and jungle animal).
- To consolidate our learning from previous suggested sequences of learning performing a sequence with extended movements.

Outcome

Children will perform a sequence with motifs using different elements of choreography, demonstrating movement, expression and emotion in their characters.



Books linked to our learning