

# Spring Term 1 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 explore and compare the differences between things that are living, dead and things that have never been alive.

To be able to identify and name animals and plants in their habitats.

To be able to identify and name animals in their habitats including microhabitats.

To be able to explain that living things live in habitats to which they are suited.

###### Outcome

The children can name things that are alive, dead and have never been alive. They will also be able to name animals and plants in their habitats.

#### Geography

##### What makes the UK Unique?

###### Prior learning

Our school is in Penzance, Penzance is in Cornwall, Cornwall is in the United Kingdom, name important Penzance landmarks.

###### Vocabulary for learning

beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, port, harbour, shop, Great Britain, United Kingdom, British Isles, England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast

###### Small step progression

Name the four countries that make up the UK and locate them on a map

Create a map of our school playground.

Name the capital cities and seas of the United Kingdom and locate them on a map.

Locate and identify characteristics, including human and physical geography, of:

England

Scotland

Wales

Northern Ireland.

###### Outcome

Children can compare the characteristics of the countries than make up the UK and identify what makes them unique.

#### RE

##### Who is Muslim and how do they live?

###### Prior learning

This unit is the children’s first sustained encounter with Muslims.

###### Vocabulary for learning

Muslims, Shahadah, Allah, Prophet, Tawhid, Iman, Muhammad, ibadah, salah, five pillars

###### Small step progression

Give examples of how Muslims use the Shahadah to show what matters to them

Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)

Give examples of how Muslims put their beliefs about prayer into action.

Think, talk about and ask questions about Muslim beliefs and ways of living

###### Outcome

Children can talk about how Muslims believe in God (Allah) and follow the example of the Prophet Muhammad. They can talk about three important things Muslims believe about God/Allah, using the Shahadah and some of the 99 Names of Allah.

#### PSHE

##### Keeping safe

###### Prior learning

In year 1 the children learned about possible risks and dangers.

###### Vocabulary for learning

Trust loss lost nervous worried scared tired oxygen

**New Vocab:** Surprise secret safe permission consent

###### Small step progression

To explain simple issues of safety and responsibility about medicines and their use.

To identify situations in which they would feel safe or unsafe

To identify situations when they would say yes or no.

To recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation

To identify inappropriate touch, how it can make someone feel and that people don't like the same types of touch.

###### Outcome

Children can recognise ways of keeping safe and the feelings associated with feeling safe.

#### Computing

##### Digital Photography

###### Prior learning

This unit begins the learners’ understanding of how photos are captured and can be manipulated for different purposes. Following this unit, learners will develop their photo editing skills in Year 4

###### Vocabulary for learning

Device, camera, photograph, capture, image, digital, landscape, portrait, framing, subject, compose, light sources, flash, focus, background, editing, filter, format, lighting

###### Small step progression

To use a digital device to take a photograph

To make choices when taking a photograph

To describe what makes a good photograph

To decide how photographs can be improved

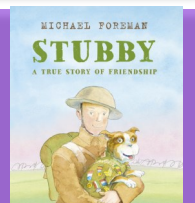
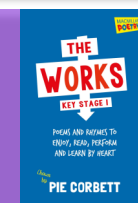
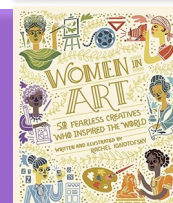
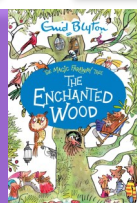
To use tools to change an image

To recognise that photos can be changed

###### Outcome

Children can use digital devices to take and edit good quality photographs.

### Books linked to our learning



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#### Art

##### Explore the World Through Mono Print

#### Prior learning

Introduction to making simple prints using objects found around you.

#### Vocabulary for learning

Experiment, Explore, Graphite, Handwriting pen, Soft B Pencil, Coloured Pencils, Chalk, Life size, Scale, Form, Shadow, Ground, Mono

#### Small step progression

Record what I can see in photos and films through close looking and drawing.

Show an awareness of the relationship between drawing, looking and mark making when drawing small.

Understand what a mono print is and to make my own mono print using carbon paper.

Make a mono print that explores playful narrative or Invention.

Display the work made through the half term and reflect on the outcomes

#### Outcome

The children will be able to create their own mono prints for a narrative.

#### Music

##### I wanna play in a band

#### 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, rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo

#### Small step progression

Sing the song, ‘I want to play in the band’

Sing the song and play instrumental parts within it

Sing the song and improvise using voices within the song

Sing the song and improvise using instruments within the song

Sing and perform compositions for a class performance.

#### Outcome

The children will be able to work as a group using instruments and their voices.

#### PE

##### Ball Skills: Feet

#### Prior learning

The children will know how to dribble with the inside or outside of their foot. They will know why we keep our heads up when we dribble and why we have to be accurate when we pass.

#### Vocabulary for learning

Attacker, defender, possession, space, dribbling, passing

#### Small step progression

Develop dribbling using our feet to keep possession.

To develop passing and receiving using our feet in order to keep possession

To combine dribbling, passing and receiving using our feet

To develop dribbling using our feet in order to keep possession and score a point.

To combine dribbling, passing and receiving using our feet.

#### Outcome

The children will be able to combine dribbling, passing and receiving using their feet.

#### PE

##### Gymnastics: Linking

#### Prior learning

The children will know how to create wide, narrow and curled balances on the floor and on apparatus. They will know why it is important to perform each movement balance like a champion. They will understand the importance of safety.

#### Vocabulary for learning

Champion gymnastics, linking, flow, transition, jump, roll, sequence

#### Small step progression

Apply 'champion gymnastics' to explore different movements that can be linked together.

Develop the different movements that I can link together on apparatus

Explore different ways I can perform the sequence. Jump, Roll, Balance.

Develop the different ways I can perform a sequence on apparatus, jump, roll and balance.

Create my own sequences.

Perform a completed sequences.

#### Outcome

Children apply ‘champion gymnastics’ to perform their own complete sequence of linked movements using apparatus.

### Books linked to our learning

