

Year Two

Spring Term – 'Pit Boots and a Snap Tin'

As readers, our children will use the following texts to support their learning:



Fiction

'Daisy Saves the Day' by Shirley Hughes

'Town by the Sea' by Joanne Schwartz

'Polonius The Pit Pony' by Richard O'Neill

Non-Fiction

'You Wouldn't Want to be a Victorian Miner' by John Malam

Poetry

'The Collier Lad' by Joseph Skipsey

'The Collier Lass' (song) by Frank Kidson

Our children will use the texts and the links to the curriculum to develop our skills as writers of:

- **descriptive texts** – character descriptions
- **recount** – based on the trip to The Coal Mining Museum
- **information texts** – informed by visit from Miners' Association
- **poetry** – performance poetry
- **instructions** – how to make a sandwich

Marshland Moments

21. Visit a coal mine
22. Have a carpet picnic

Key Events

The National Coal Mining Museum Educational Visit

Moorends Local History Association Visitors

Engaging Parents

What do Year Two tests look like?

Presentation of Learning – open invitation to grandparents

As mathematicians, our children will access the 'Mathematics Mastery' programme and study:

- **Time** - tell and write the time to five minutes; compare and sequence intervals of time
- **Fractions** – recognise, find, name and write simple fractions of objects and quantities; recognise equivalences between fractions
- **Addition and subtraction of 2-digit numbers (regrouping and adjusting)** – solve problems involving numbers, quantities and measures; estimate and check calculations
- **Addition and subtraction of 2-digit numbers** - consolidating their knowledge of number bonds to 20 and using known facts to derive new facts; applying their knowledge to perform mental addition and subtraction calculations
- **Addition and subtraction word problems** - consolidating knowledge of place value, number bonds, mental addition and subtraction strategies; representing addition and subtraction word problems
- **Money** - recognise unit symbols (£, p); explore combinations of money; solve simple problems, including giving change
- **Faces, shapes and patterns; lines and turns** – identify and describe properties of 2-D and 3-D shapes; compare and sort common shapes and objects; describe position and movement in mathematical language

<p>As scientists, our children will work scientifically:</p> <ul style="list-style-type: none"> - 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 their observations and ideas to suggest answers to questions - gathering and recording data to help in answering questions 	<p>The children will also study the following two units:</p> <table border="1"> <tr> <td data-bbox="1126 233 1579 539"> <p>Humans Keeping Healthy</p> <ul style="list-style-type: none"> - describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene </td> <td data-bbox="1579 233 2027 539"> <p>Plants</p> <ul style="list-style-type: none"> - observe and describe how seeds and bulbs grow into mature plants - find out and describe how plants need water, light and a suitable temperature to grow and stay healthy </td> </tr> </table>		<p>Humans Keeping Healthy</p> <ul style="list-style-type: none"> - describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene 	<p>Plants</p> <ul style="list-style-type: none"> - observe and describe how seeds and bulbs grow into mature plants - find out and describe how plants need water, light and a suitable temperature to grow and stay healthy
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<p>As designers and users of technology, our children will develop their cooking skills and understanding of nutrition by:</p> <ul style="list-style-type: none"> - evaluating existing healthy pasties - designing and making a healthy pasty for a miner's snap tin - evaluating their own work against design criteria - understanding where food comes from 	<p>As artists, our children will:</p> <ul style="list-style-type: none"> - use a range of materials creatively to design and make products - develop their knowledge and skills when sculpting with malleable materials 			
<p>As geographers, our children will:</p> <ul style="list-style-type: none"> - identify human and physical features within the community - use simple compass directions to describe the location of features and routes in a map - use aerial photographs - use simple fieldwork and observational skills 	<p>As historians, our children will develop an understanding of:</p> <ul style="list-style-type: none"> - changes within living memory, with a focus on the development of the mining community 			
<p style="text-align: center;">In Personal, Social and Health Education, our children will study: Dreams and Goals - <i>talk about working co-operatively in a group to create an end product.</i> Healthy Me - <i>making healthy snacks and explaining how they are good for our bodies</i></p>				
<p>Developing their knowledge and skills in physical education, our children will:</p> <ul style="list-style-type: none"> - develop balance, agility and co-ordination within gymnastics - perform traditional dances from the United Kingdom 	<p>As musicians, our children will:</p> <ul style="list-style-type: none"> - use their voices expressively and creatively, looking at the reggae genre of music - explore the genre of rock music through improvisation and playing instruments 			
<p>Investigating world religions through the Doncaster Agreed Syllabus for Religious Education, our children will follow the lines of enquiry:</p> <ul style="list-style-type: none"> - what makes some places sacred? – <i>focus on 'expressing'</i> - how and why do we celebrate sacred times? – <i>focus on 'expressing'</i> 	<p>As computers and users of technology, our children will investigate:</p> <ul style="list-style-type: none"> - online safety - effective search engines - creating pictures 			