



## Year Two

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	Autumn Term	Spring Term	Summer Term
Theme	<b>Looking at London</b>	<b>Pit Boots and a Snap Tin</b>	<b>Hot and Cold Places</b>
Key Events	<b>The Purple Pig Company</b> Visitors	<b>The National Coal Mining Museum</b> Educational Visit <b>Moorends Local History Association</b> Visitors	
Engaging Parents	<b>Poetry Performance</b>  <b>Christmas Concert</b>	<b>What do Year Two tests look like?</b>  <b>Presentation of Learning – open invitation to grandparents</b>	<b>Make a bug hotel</b>  <b>Art Exhibition</b>
Marshland Moments	19. Perform a poem for an audience 20. Learn how to look after an animal	21. Visit a coal mine 22. Have a carpet picnic	23. Grow a sunflower and give it as a gift 24. Make a bug hotel for a garden
Texts	<b>Fiction</b> 'Katie in London' by James Mayhew 'Claude in the City' by Alex T. Smith 'Toby and The Great Fire of London' by Margret Nash 'The Princess and the Pig' by Jonathan Emmett <b>Non-Fiction</b> Samuel Pepys' diary <b>Poetry</b> Nursery Rhyme - London's Burning, London's Burning Nursery Rhyme – Oranges and Lemons	<b>Fiction</b> 'Daisy Saves the Day' by Shirley Hughes 'Town by the Sea' by Joanne Schwartz 'Polonius The Pit Pony' by Richard O'Neill <b>Non-Fiction</b> 'You Wouldn't Want to be a Victorian Miner' by John Malam <b>Poetry</b> 'The Collier Lad' by Joseph Skipsey 'The Collier Lass' (song) by Frank Kidson	<b>Fiction</b> 'The Way Back Home' by Oliver Jeffers 'The Penguin Who Wanted to Find Out' by Jill Tomlinson 'The Great Explorer' by Chris Judge <b>Non-Fiction</b> 'The Big Book of Bugs' by Yuval Zommer <b>Poetry</b> 'Cricket in the Thicket' – collection of poems by Carol Murray
Writing Genres	<b>Narrative – 2 weeks</b> Retelling main points of a story (text link – 'Katie in London') <b>Poetry – 2 weeks</b> Perform, then write own verses (text link – 'London's Burning') <b>Letter – 2 weeks</b> main character form history unit studied <b>Newspaper report – 2 weeks</b> Linked to main event in history unit studied <b>Information text – 2 weeks</b> Linked to science/ animals <b>Narrative – 2 weeks</b>	<b>Diary – 2 weeks</b> (text link – 'Polonius the Pit Pony') <b>Description – 2 weeks</b> Character description of Daisy Dobbs (text link – 'Daisy Saves the Day') <b>Recount – 2 weeks</b> Trip to National Coal Mining Museum <b>Information Text – 2 weeks</b> Visit from local colliery workers from the past <b>Poetry – 1 week</b> Learn and perform the song and poem <b>Instructions – 2 weeks</b> How to make a healthy sandwich (link to D&T)	<b>Narrative – 2 weeks</b> Alternative problem for a familiar character to resolve (text link – 'The Penguin Who Wanted to Find Out') <b>Autobiography – 1 week</b> Information to pass to their next teacher for transition <b>Information Text – 2 weeks</b> Write about an insect (text link – 'The Big Book of Bugs') <b>Newspaper Report – 2 weeks</b> Write an account of the Moon landing in 1969 <b>Narrative – 2 weeks</b>

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	Tales with a twist (text link 'The Princess and the Pig')			A story with a Quest (text link – 'The Great Explorer') <b>Poetry – 2 weeks</b> Minibeast poems (text link – 'Cricket in the Thicket')		
Mathematics	<ul style="list-style-type: none"> <li>- Number within 100</li> <li>- Addition and subtraction of 2-digit numbers</li> <li>- Word problems</li> <li>- Measures – length</li> <li>- Graphs</li> <li>- Multiplication and division 2, 5 and 10</li> </ul>		<ul style="list-style-type: none"> <li>- Fractions</li> <li>- Time</li> <li>- Addition and Subtraction of 2-digit numbers</li> <li>- Money</li> <li>- Faces, shapes and patterns, lines and turns</li> </ul>		<ul style="list-style-type: none"> <li>- Number within 1000</li> <li>- Measures – capacity and volume</li> <li>- Measures – mass</li> <li>- exploring calculation strategies</li> <li>- Multiplication and division x3 and x4</li> </ul>	
Science	<b>Everyday Materials</b>	<b>Animals Life of an Animal</b>	<b>Humans Keeping Healthy</b>	<b>Plants</b>	<b>Living things and their Habitats</b> Life Cycles	<b>Living Things and their Habitats</b> Minibeasts
Art and Design	<b>Painting and Printing</b> Artist: Mark Ashkenazi <b>Outcome: Painting / Silhouette of the London Skyline</b> <a href="#">Link: History – The Great Fire of London</a>		<b>Sculpture</b> <b>Outcome: Sculpture using malleable materials</b> <a href="#">Link: Science - Plants</a>		<b>Drawing and Sketching</b> Artist: Van Gogh <b>Outcome: Still life drawing of a sunflower</b>	
Computing	<b>Questioning (databases) – 5 weeks</b> <b>Presenting ideas – 4 weeks</b> <b>Art/Drawing - 2 weeks</b>		<b>Online safety – 3 weeks</b> <b>Effective searching – 3 weeks</b> <b>Creating pictures – 5 weeks</b>		<b>Questioning (databases) – 5 weeks</b> <b>Presenting ideas – 4 weeks</b> <b>Art/Drawing - 2 weeks</b>	
Design and Technology	<b>Mechanisms – Slider and Levers</b> <b>Existing Products: story books with moveable parts</b> Can children create a moving scene to tell a part of the story of The Gunpowder Plot or the Great Fire of London? <a href="#">Link: History – The Great Fire of London</a>		<b>Cooking and Nutrition</b> <b>Existing Products: a healthy pasty</b> Can children make a healthy pasty for a miner's snap tin? <a href="#">Link: Local History and Science</a>		<b>Textiles</b> <b>Existing Products: variety of fabric mittens and muffs</b> What can children make to keep their hands warm when they are exploring polar regions? <a href="#">Link: Geography - Hot &amp; cold places, History - Explorers and Science - Materials</a>	
Geography	<b>Contrasting non-European country</b> Compare London & Cairo <b>Continents &amp; Oceans</b> <a href="#">Link: History – The Great Fire of London</a>		<b>Local Geography</b> Human and Physical Features in the Locality Focus on Housing <a href="#">Link: Local History – The Mining Industry</a>		<b>Hot and Cold Places</b> Continents & Oceans <a href="#">Link: History - Explorers</a>	
History	<b>The Gunpowder Plot or The Great Fire of London</b> <b>Events beyond living memory (national)</b>		<b>Local History</b> <b>Changes within living memory</b> How has my community changed over time? Focus on Mining		<b>Explorers</b> <b>The Lives of Significant individuals globally</b> e.g. Amundsen / Scott, Neil Armstrong, Christopher Columbus	



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Music	<b>Hands, Feet, Heart</b> Genre: South African Skill: Appraising and Singing	<b>Ho Ho Ho</b> Genre: Various linked to Christmas Skill: Singing and Performing	<b>I Wanna Play in a Band</b> Genre: Rock Skill: Playing and Improvising.	<b>Zootime</b> Genre: Reggae Skill: Singing and Playing.	<b>Friendship</b> Genre: Pop Skill: Improvising and Performing	<b>Reflect, Rewind &amp; Replay</b> Genre: Various Skill: Consolidating learnt skills and revisiting rhymes/songs
PSHE	<b>Being in my World</b> Setting a fair learning environment and recognising the contributions of others.	<b>Celebrating Difference</b> Identifying some ways in which others are different from us.	<b>Dreams and Goals</b> Talk about working co-operatively in a group to create an end product.	<b>Healthy Me</b> Making healthy snacks and explaining how they are good for our bodies.	<b>Relationships</b> Identifying some of the things that cause conflict amongst friends.	<b>Changing Me</b> Recognising the physical differences between boys and girls, using the correct vocabulary, and appreciating some parts of the body are private.
Physical Education	<b>Unit Title</b> – Kicking and Dribbling <b>Focus</b> – Invasion <b>Sports</b> – Hockey and Football	<b>Unit Title</b> – Striking for accuracy <b>Focus</b> – Net games <b>Sports</b> – Tennis, badminton and volleyball	<b>Unit Title</b> – Balance and co-ordination <b>Focus</b> – Gymnastics	<b>Unit Title</b> – Dance the UK, Traditional dances <b>Focus</b> – Dance	<b>Unit Title</b> – Rule making <b>Focus</b> – Outdoor adventure	<b>Topic Title</b> - Movements <b>Focus</b> – Athletics
RE <i>Doncaster Agreed Syllabus</i>	<b>Who are Muslims and what do they believe?</b> Unit 1.3 <b>Strand: Believing</b>		<b>What makes some places sacred?</b> Unit 1.5 <b>Strand: Expressing</b>	<b>How and Why do we celebrate sacred times?</b> (Islam) Unit 1.6 <b>Strand: Expressing</b>	<b>How should we care for others and the World, any why does it matter?</b> Unit 1.8 <b>Strand: Living</b>	