



MARSHLAND  
PRIMARY ACADEMY

## Year Two

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	Autumn Term	Spring Term	Summer Term
Theme	<b>Pit Boots and a Snap Tin</b>	<b>Looking at London</b>	<b>Let's Explore</b>
Key Events	<b>The National Coal Mining Museum</b> Educational Visit <b>Moorends Local History Association</b> Visitors	<b>The Purple Pig Company</b> Visitors <b>National Emergency Services Museum</b> Educational Visit	<b>Yorkshire Wildlife park/The Deep</b> Educational visit
Marshland Moments	Visit a coalmine	Meet a new animal Have a carpet picnic Perform a poem for an audience	Make a puppet Go on a bug hunt
Texts	'Polonius the Pit Pony' by Richard O'Neill 'Daisy Saves the Day' by Shirley Hughes 'Town is by the Sea' by Joanne Schwartz 'Boy of the Deeps' by Ian Wallace	<b>Wordless Picture</b> 'Flotsam' by David Wiesner <b>Non-Fiction</b> Letters <b>Fiction</b> 'Toby and The Great Fire of London' by Margaret Nash 'Katie in London' by James Mayhew 'Paddington London's Story Treasury' by Michael Bond	<b>Poetry</b> 'Please Mrs Butler' by Janet & Allan Ahlberg <b>Non-Fiction</b> Persuasion Discussion <b>Fiction</b> 'The Secret of Black Rock' by Joe Todd Stanton 'The Great Explorer' by Chris Judge
Writing - Composition	Narrative character profile Instructions Setting description Letter – recount Diary entry Information text Narrative – story	Setting description Storyboard Diary entry Newspaper report Letter/post card – recount Poem	Narrative character profile Setting description Narrative stories Letter/email – persuade Non-chronological reports Setting description Diary entry
Writing - Transcription Spelling	See spelling scheme Suffix - ness/ less/ ful/ ly Homophone and near homophones Common exception words Contractions Dictation	See spelling scheme Suffix - er /est Apostrophes Dictation	See spelling scheme Dictation Recap of previous content



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Writing - Transcription Handwriting	Position and pre-cursive <b>Autumn 1 - l i u t y j</b> <b>Autumn 2 - n m h, forming digits 0 - 9</b> Capital letters		Position and pre-cursive <b>Spring 1 - k b p r c o</b> <b>Spring 2 - a d e s, forming digits 0 - 9</b>		Position and pre-cursive <b>Summer 1 - g f q</b> <b>Summer 2 - z v w x</b> Assessments	
Punctuation and Grammar	- learning how to use both familiar and new punctuation correctly (Full stop, capital letter, exclamation mark) - sentences with different forms: statement, question, exclamation, command -the present and past tenses correctly and consistently - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)		- learning how to use both familiar and new punctuation correctly (commas for lists and apostrophes for contracted forms and the possessive) - expanded noun phrases to describe and specify		- the present and past tenses correctly and consistently including the progressive form - recap of previous content	
Mathematics (White Rose Scheme)	Place Value Addition and subtraction Shape		Money Multiplication and division Time Shape		Fractions statistics Position and Direction Length and Height Time	
Science	<b>Humans</b>	<b>Uses of Everyday Materials</b>	<b>Animals</b> Life of an Animal	<b>Plants</b>	<b>Living things and their habitats</b>	<b>Living things and their habitats</b> Life cycles
Art and Design	<b>Drawing and Sketching</b> Artist: Alice Fox/Rosie James <b>Outcome: Still life drawings of natural materials with wax resist</b>		<b>Painting and Printing</b> Artist: Michael Tompsett <b>Outcome: Silhouette of the London Skyline</b> Link: History – The Great Fire of London		<b>Sculpture</b> <b>Outcome: Class Arctic diorama scene using clay</b> Link: Geography – Hot and Cold Places Science – Living things and their habitats	
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>	



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Design and Technology	<b>Cooking and Nutrition</b> <b>Existing Products: healthy pasty</b> Can children make a healthy pasty for a miner's snap tin? <a href="#">Link: Local History and Science</a>		<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 Great Fire of London? <a href="#">Link: History – The Great Fire of London</a>		<b>Textiles</b> <b>Existing Products: variety of fabric puppets</b> Can children make a monster puppet linked to The Secret of Black Rock? <a href="#">Link: English – The Secret of Black Rock</a>	
Geography	<b>Local Geography</b> Human and Physical Features in the Locality Focus on Housing <a href="#">Link: Local History – The Mining Industry</a>		<b>Contrasting non-European country</b> Compare London & Cairo Continents & Oceans <a href="#">Link: History – The Great Fire of London</a>		<b>Hot and Cold Places</b> Continents & Oceans <a href="#">Link: History - Explorers</a>	
History	<b>How has Moorends changed over time?</b> <a href="#">Significant historical events in the locality</a> Focus on Mining		<b>What changes happened after the Great Fire of London?</b> <a href="#">Events beyond living memory</a>		<b>Explorers</b> <a href="#">The lives of significant individuals</a> Captain Scott	
Music	<b>Pulse, Rhythm &amp; Pitch</b> <a href="#">How does music help us to make friends?</a>	<b>Playing in an Orchestra</b> <a href="#">How does music teach us about the past?</a>	<b>Inventing a Musical Story</b> <a href="#">How does music make the world a better place?</a>	<b>Recognising Different Sounds</b> <a href="#">How does music teach us about our neighbourhood?</a>	<b>Exploring Improvisation</b> <a href="#">How does music make us happy?</a>	<b>Our Big Concert</b> <a href="#">How does music teach us about looking after our planet?</a>
	<b>Untuned instruments &amp; resonator bells</b>					
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 – Kicking and Dribbling</b> <b>Focus – Invasion Sports – Hockey and Football</b>	<b>Unit Title – Striking for accuracy</b> <b>Focus – Net games</b>	<b>Unit Title – Balance and co-ordination</b> <b>Focus – Gymnastics</b>	<b>Unit Title – Dance the UK, Traditional dances</b> <b>Focus – Dance</b>	<b>Unit Title – Rule making</b> <b>Focus – Outdoor adventure</b>	<b>Topic Title - Movements</b> <b>Focus – Athletics</b>



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		<b>Sports</b> – Tennis, badminton and volleyball				
RE <i>Doncaster Agreed Syllabus</i>	<b>Who are Jewish people and what do they believe?</b> <b>Strand: Believing</b>		<b>What makes some places sacred?</b> <b>Strand: Expressing</b>	<b>How and why do we celebrate sacred times?</b> <b>Strand: Expressing</b>	<b>How should we care for others and the World, any why does it matter?</b> <b>Strand: Living</b>	