

Innovation & Legacy

Year 2 Spring 1



History: Romans in Britain

- To locate the Roman Empire on a timeline and explore concurrence with Ancient Egypt.
- To understand that the Romans built an empire and what an empire is.
- To know that the Romans had several large armies with many soldiers.
- To know that Romans invaded Britain & to explore the reasons for this.
- To understand that there was resistance to the invasion from the Celts.
- To understand the impact of the Roman invasion on settlement, including Binscombe.
- To explore archaeological evidence of Romans in Binscombe.
- To explore the legacy of the Romans in Britain.

Science: Electricity

- To identify common appliances that run on electricity.
- To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
- To identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.
- To recognise that a switch opens and closes the circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors.
- To know the difference between a conductor and an insulator; giving examples of each.
- To understand safety when using electricity.

Geography: Europe & the Roman Empire

- To use maps, globes & atlases to locate Rome and the Roman Empire.
- To investigate Roman settlements in the local area.
- To locate Roman settlements on maps of Britain.

English:

Reading: (*Texts; The owl who was afraid of the dark and Owl Babies*)

- Read with more fluency, pace and expression.
- Re-read if the text doesn't make sense.
- Use phonics knowledge to help sound out unfamiliar words.
- To read many Y1 and Y2 common exception words.
- Listen to, discuss and express views about texts.
- Discuss sequences of events.
- Identify features of fictions and non-fiction text.
- Identify patterns and language used in poetry.
- Answer questions to check for understanding.
- Make sensible predictions on what might happen next based on what has been said and done so far.
- Make inferences based on what is being said and done.

Writing: Focus on narrative - character and setting descriptions, story writing using *Orion and the dark*; poetry using *The Dark*.

- To write simple, coherent narratives about personal experiences and those of others (real or fictional) and about real events.
- To use capital letters, full stops and question marks correctly.
- To use spacing between words that reflects the size of the letters.
- To use present and past tense mostly correctly and consistently.
- To use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses.
- To make phonically-plausible attempts at spelling unfamiliar words.
- To spell many Y1 and Y2 common exception words.
- To form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.

Mathematics:

- To revise number bonds to 10, 20 and 100, to begin to count in steps of 2 and 5 from 0 to tens from any number, forward or backward with support, to know 2 more/less and 10 more/less
- To know halves and doubles of even numbers to 20, to add/subtract 10 to 2-digit numbers, to add/subtract 1-digit numbers from 2-digit numbers, to know addition and subtraction facts to 20 and to begin to know 2 x tables at speed.
- To recognise the place value of each digit in a two-digit number.
- To identify and read numbers to at least 50 in numerals and in words.
- To add numbers with support using concrete objects, pictorial representations including: TO+O, TO+T & TO+TOA
- Adding three one-digit numbers
- To recognise symbols for pounds (£) and pence (p): combine simple amounts to make a particular value.
- To solve simple problems in a practical context involving addition of money of the same unit, with support.
- To partition two 2-digit numbers in order to add.
- To solve problems involving multiplication, with support, using materials, repeated addition and multiplication.
- To identify 2-D and 3-D shapes and some of their properties, including the number of sides and faces.
- To choose and use appropriate standard units to estimate and measure length/height, capacity and temperature.

Art:

- To develop a wide range of art and design techniques in using colour, pattern and texture, line, shape, form and space.
- To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
- To use a range of materials creatively to design and make products such as murals, textiles and patterns.
- Famous artists - Leonardo Da Vinci, Paula Rego and William Hogarth.

Computing: Creating media – making music

- To explore how music can make them think and feel.
- To make patterns and use those patterns to make music with both percussion instruments and digital tools.
- To create different rhythms and tunes, using the movement of animals for inspiration.
- To share creations and compare creating music digitally and non-digitally.



DT: Cooking

- To develop design ideas through discussion, drawings and modelling.
- To identify a purpose for what they intend to design and make.
- To identify a simple design criteria.
- To make simple drawings and label parts.
- To follow procedures for food safety and hygiene.
- To choose and use appropriate finishing techniques.
- To evaluate against design criteria.
- To evaluate products as they are developed, identifying strengths and possible changes they might make.
- To talk about ideas, saying what they like and dislike about them.

PE:

realPE – Unit 3 Cognitive Skills Cog

Fundamental movement skills:

Dynamic balance

Static balance

realGym – Park Life and The Big City

flight and rotation



RE:

- To learn what Christians believe about God, the person of Jesus and the world around them, and be introduced to some things that Jews and Muslims believe.
- To encounter and respond to a range of stories, artefacts and other religious materials, such as art and music.
- To learn to recognise that peoples' beliefs are expressed in a variety of ways, and begin to use subject specific vocabulary.
- To begin to understand the importance and value of religion and belief, especially for other children, their families and the communities they belong to.
- To ask relevant questions and develop a sense of wonder about the world, using their imagination.
- To ask questions and express their own views about what is important to themselves and to others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

PSHE: Living in the wider world

Belonging to a community

- What rules are; caring for others' needs; looking after the environment

Media literacy and Digital resilience

- Using the internet and digital devices; communicating online.

Money and Work

- Strengths and interests; jobs in the community.

Music:

Singing - "I Wanna Play In The Band"

- Use voices expressively and creatively and to sing with a sense of shape of the melody.

Reading and writing notation

- Recognise how graphic notation can represent created sounds. Explore and invent own symbols

Play tuned and untuned instruments musically

- To begin to play the recorder with a small range of notes.