

# YEAR 2



# CREATORS

# Year 2 Creators

Autumn term: Cleopatra  
"Cleopatra - coming at ya!"

## Cleopatra

In Year 2 our learning is centred around how, over thousands of years, people have worked together to create great things. We begin in the Valley of the Kings with an introduction to Tutankhamun. Pupils use the discovery of his Tomb by Howard Carter in 1922 to build a picture as to what life was like as a Pharaoh and in Ancient Egypt. They explore sources of information around key Ancient Egyptian artefacts & discoveries such as: the Great Pyramids, The Rosetta Stone and Howard Carter's Journal.

As we approach our study of the Greeks, we learn more about the timeline of ancient civilisations and how Cleopatra is closer to us in time than she was to the creation of the Great Pyramid of Giza. We learn about her life and her significance as a leader.

Spring term: Olympia

"Each of us is carving a stone, erecting a column, or cutting a piece of stained glass in the construction of something much bigger than ourselves."

## Adrienne Clarkson

This term, pupils are introduced to a different ancient civilisation: the Greeks. They explore creations that define the era, beginning with the stories told in artefacts such as pottery. We then learn about ancient architectural creations such as Olympia and the Acropolis, discovering the religion, politics and homelife of Ancient Greece through its buildings. Through our study of Olympia, pupils trace the modern Olympic Games back to its origins and draw links between life in Ancient Greece and our lives in the UK today.

Summer term: "dummer

"And I think to myself, what a wonderful world....."

## Louis Armstrong

In the summer term, we look at structures that humans have created: ancient and modern, international and local. We call upon our learning from across the year, thinking about the Great Pyramids and the Acropolis but also other creations such as Wainhouse Tower, Scamonden Dam & the Burj Khalifa. We think about their location and construction and ask questions about why, throughout history, humans have created such structures. We identify other local and global constructions (obelisks, amphitheatres and aqueducts, for example) and consider their intended purpose and impact on the people of the time. Pupils then take back the streets becoming young architects and town planners and design their own urban play space.



# English

## Autumn 1

### Creating stories

Creating their own stories and poems in year two, we get lost in the wonderful world of books – delighting in the creations of our favourite poets, authors and illustrators and of, course, creating and sharing stories from our own imaginations. Pupils are becoming confident readers and making the transition from picture books to reading chapter books, discovering how reading can transport them into world full of laughter and adventure.

Beginning with the words and pictures of Anthony Browne, we go 'Into the Forest' (the long way round!) before sharing Hannah's magical trip to the zoo in 'Gorilla.' We don't sit still for long...Aaron Becker's 'Journey' awaits. We escape through a mysterious door into a world where wonder, adventure and danger abound. Inspired by the girl's red marker and her creation of boats, kites and flying carpets, we talk through our journey before picking up our pens and imagining our own wonderful stories.

### Read:

Anthony Browne: Gorilla and Into the Forest  
 Aaron Becker: Journey  
 Humphrey Carpenter: Mr Majeika



“Creativity is intelligence having fun” Albert Einstein

Students spend year two creating more formal structures to their mathematical understanding. They remain within the familiar bounds of numbers up to 100 most of the year. They are for example, introduced to the idea of bonds to 10 and bar modelling

### Numbers within 100

- Read, write, represent, partition, compare and order numbers to 100.
- Explore patterns including, odds and evens, tens and ones

### Addition & Subtraction of 2-digit Numbers

- Apply number bonds to add and subtract
- Represent and explain addition and subtraction of two 2-digit numbers.
- Add three 1-digit numbers

### Addition & Subtraction Word Problems

- Introduction to bar models as a representation
- Create, label and sketch bar models

By the end of the half term pupils are beginning to see how we can create structures to solve problems more swiftly and efficiently.



# Maths

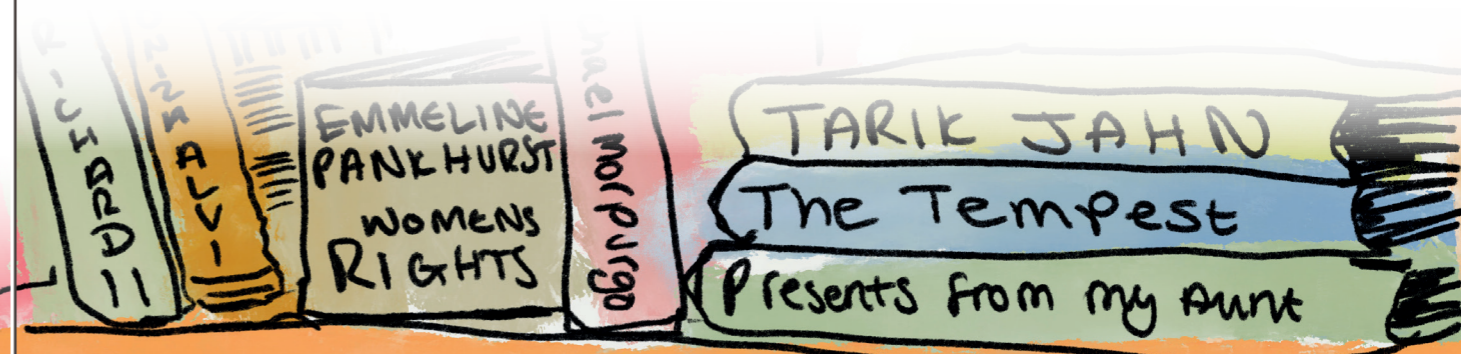
## Autumn 2

### Creating change

More beautiful books provide the inspiration for our English lessons in half term two: The Proudest Blue and Fantastically Great Women Who Changed the World. We learn about people who have created change – flying through the sky with intrepid explorer Amelia Earhart and the exploring the colourful creations of Frida Kahlo. Of course, we couldn't end a term about beautiful books and inspirational women without sharing some of the well-loved tales of Beatrix Potter.

**Read:** The Proudest Blue by Ibtihaj Muhammad  
 Usbourne Famous Lives: Cleopatra by Katie Daynes  
 Fantastically Great Women Who Changed the World by Kate Pankhurst  
 Beatrix Potter tales.

**Write** biographies and information texts about the lives of Cleopatra, Emilia Earhart and Beatrix Potter.



‘This is the sign of the times’ Belle Stars

The concept of times tables is established this year by building upon the concept of doubling and counting in steps of 5 and 10. They learn how to measure accurately and compare using the correct mathematical symbols. They are also provided with tools to organise and present their ideas in charts and tables.

### Measure: Length

- Draw and measure lengths in centimetres
- Use <> and = to compare and order lengths in metres and centimetres

### Graphs

- Represent and interpret: pictograms, block diagrams, tables and tally charts.

### Multiplication & Division: 2, 5 and 10

- Calculate the times tables of 2, 5, and 10 by skip counting
- Relate the 2 times table to doubling
- Explore representations of multiplication and division
- Commutativity

By the end of the term pupils have started to create structures to help them with all four operations, allowing for further work on this in term three.





## Autumn

### Creation Station - Let's go fly a kite!

Inspired by the girl's kite creation in our class book, Journey, we consider how to make a kite. What material will we use? Which kind of kite tail will work best? We get busy in our Creation Station, experimenting with different materials and structures. What better way to test our predictions than by chasing our kites around the school field...

Back in class, our Year 2 scientists then explore the properties of materials with a range of investigations involving absorbency, flexibility and malleability. Pupils name and understand everyday uses for familiar materials such as wood, metal, plastics, glass, brick, rock, paper, cardboard. We learn to describe their properties: soft, hard, rough, smooth, flexible and rigid. Throughout their investigations, pupils create lines of enquiry, identify patterns and draw conclusions.

**Read:** How Things Work: Materials (Science in Action) by Anna Claybourne.  
Write up and present findings to scientific investigations.

# Science



### What did the Egyptians create?

In Year 2 our learning is centred around how, over thousands of years, people have worked together to create great things. This half term we begin with Ancient Egyptian sites and artefacts: The Great Pyramids, masks, shields, statues and canopic jars. Pupils take part in a workshop that brings the Valley of the Kings to life. Here we are introduced to the famous Egyptologist, Howard Carter and learn about how he, after years of searching, discovered the tomb of King Tutankhamun. Pupils become mini-archaeologists, posing questions and solving mysteries: why was Tutankhamun buried in a rush? Was he killed? Did he die from natural causes?

We then explore further afield, sailing down the River Nile and understanding its importance in Egyptian life. We learn how Egyptians discovered that they could plant seeds in the rich soil of the river banks, meaning that they did not need to move around and hunt for food. This led to the construction of towns and cities – the creation of Egyptian civilisation.

In anticipation of our study of the Greeks in the spring term, we learn more about the timeline such ancient civilisations and how Cleopatra is closer to us in time than she was to the creation of the Great Pyramid of Giza. Of course, our Creation Station is now filled with blocks and sand so that we can get busy creating our own pyramids.

**Read:** Temple Cat by Andrew Clements.

Ancient Egypt: Tales of Gods and Pharaohs by Marcia Williams.

The Egyptians (Hide and Seek History) by Chaaya Prabhat & Jonny Marx.

**Write:** information texts with labels and captions which detail different aspects of Ancient Egyptian beliefs in life and death.  
Mummify a tomato, subsequently writing instructions on how to mummify a Pharaoh.

# Humanities





# Art & Design

## Autumn

Create, create, create!

In Year 2, we want pupils to use a range of materials creatively to design and make wonderful things!

- Inspired by 'March of the Penguins,' pupils learn how to walk like a penguin before creating, crafting and sculpting their own majestic bird from clay. A collaborative project will run alongside the year; creating a sensory space from recycled milk containers. We reuse, we reinvent, we reimagine.
- Pacita Abad's work leads us to creating with found objects: ribbons, sequins, beads, buttons, tin, mirrors. We learn about how she collected materials throughout her travels in Africa, Middle East, Asia and Latin America to create an elongated personal tribe and haberdashery to match.
- Sara Fanelli inspires us to create oversized mythical monsters and an exploration of Jeff Koons' work finds us with balloons in our hands, creating our own balloon inspired sculptures.
- Plants are the focus of our Anna Zemankova project – creating a collaborative 'Gardeners' guide,' pupils plant and grow their own wild flora and fauna before using them to press and encapsulate nature in its truest form.
- For our final work, we draw on our English lessons and the beautiful books we have read to create our own narrative; creating brightly coloured Totem Poles of words and pictures that form an enchanting lighting installation.

**'If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.'**

**Nelson Mandela**

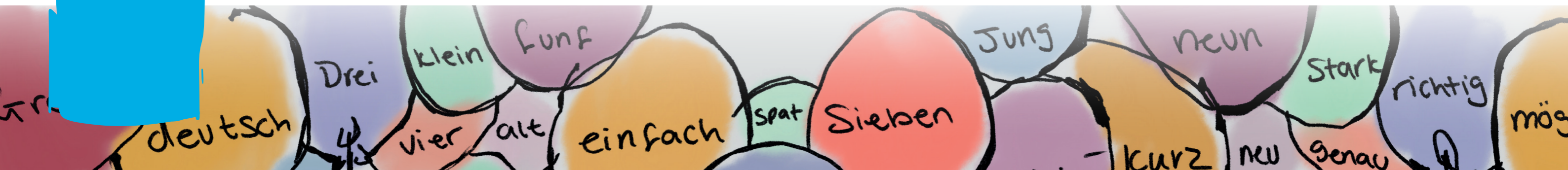
# MFL

¡Bienvenidos! Willkommen! In the UK, it is often overlooked that over half of the world's population is bilingual. We want to challenge this, ensuring that all of our pupils become confident communicators with a love of languages. Pupils study both Spanish and German throughout their time at Primary school, starting with weekly, specialist MFL lessons from Year 3. Our vision is clear - we want our pupils to take delight in being able to communicate in different languages and be knowledgeable about the world, its people and cultures.

So, how do we teach?

**Pupils:**

- develop excellent phonics knowledge through repetition, rhyme, tongue-twisters and songs
- understand and apply vocabulary from a range of word classes through language games and authentic materials (e.g. songs, stories and media)
- enjoy the culture of Spanish and German speaking countries through food tasting, cooking, festivals, music and sport
- communicate in a variety of ways: poems, songs, puppet shows, role-plays and age-related writing





RE

## Believing and Belonging: Hinduism

We begin RE in year 2 by thinking about the relationship between religions and faith, focusing in particular on the Hindu religion. Pupils explore the ancient stories of Hinduism and how ancient Indian communities built their values and shaped their traditions. We explore Hindu belief and find out about the deities – Shiva, Vishnu, Brahma and Ganesh.



PE

## 'ABC; It's Easy as 1,2,3...'

In year two we create opportunities for pupils either in groups, pairs or alone to explore their Agility, Balance and Coordination. We explore different equipment and maybe throw, propel, push, pull, strike ..... who knows! Pupils play freely pursuing their own interests and using their imagination to create their own activities. Chasing, tagging and dodging games are gradually introduced so we can experience the thrill of the chase and the danger of being caught! Dance is up next as we discover different ways we could move to music and how we could use music to show feelings and emotions.





## Spring 1

# English

### Greek theatre – Creating our Own Performance

Welcome to a world where monsters and mortals collide! Pupils begin their study of Ancient Greece through an interactive workshop full of on-your-feet activities and performances.

We learn about how about how the Ancient Greeks created hillside theatres; spaces to bring incredible tales to life through dance, music and drama. We explore Ancient Greek story-telling through two myths: The Trojan War & Theseus and the Minotaur. We re-tell stories and create our own Greek Theatre; taking centre stage to recite stories and poems. Our Creation Station is put to use once again as we get creative making theatre masks and props for our spectacular class performance.

Alongside epic tales of ancient times, we share modern day legends too. We learn the 'Secret of Black Rock' and come face to face with giants, wolves, witches and beasts in 'Inside the Villains.'

We learn how to mesmerise an audience through dramatic story telling and performing powerful poetry by Joseph Coelho. From individual performances which whisper in the audience's ear to group and class performances where everybody has a line and everybody takes part in speaking with confidence.

**Read:** Poems Aloud by Joseph Coelho  
The Secret of Black Rock by Joe Todd Stanton  
Billy and The Beast by Nadia Shareen  
Inside the Villains by Clotilde Perrin  
Orchard book of Greek Myths by Geraldine McCaughrean  
Meet the Ancient Greeks by James Davies

### 'Time Waits for No One'

This half term builds on Year 1 by extending work on time into actual calculations. Students also more strongly begin to relate fractions to division. They also work with informal addition and subtraction methods, before formalising methods into "column work" in term 3

#### Time

- Tell the time on an analogue clock: quarter past, quarter to and five minute intervals
- Calculate durations of time in minutes and seconds
- Sequence daily events
- Minutes in an hour and hours in a day

#### Fractions

- Part-whole relationships
- Fractions as part of a whole or a whole set
- Relate to division
- Equivalent fractions

#### Addition & Subtraction of 2-digit numbers

- Illustrate, represent and explain addition and subtraction involving regrouping including 'Make Ten', 'Round and adjust' and near doubles strategies

Pupils then take a break from pure number work, working instead on shape and money for half term 4.ions, which then leads neatly into their natural partners, namely decimals.

# Maths

## Spring 2

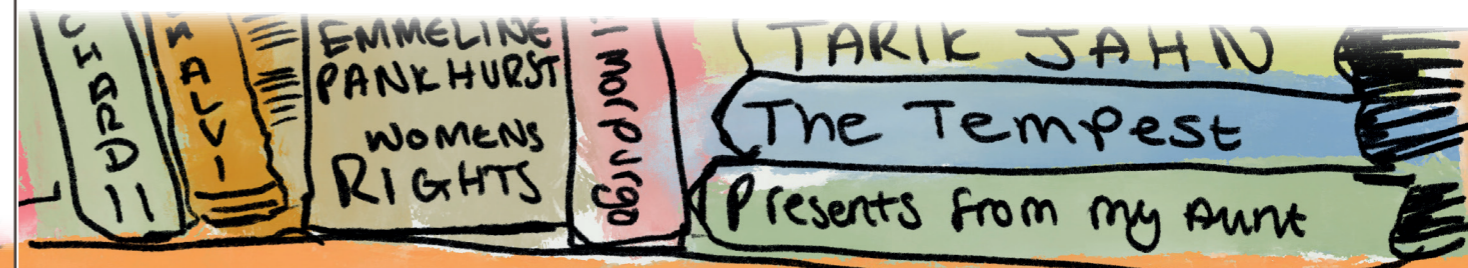
### Myths and legends – Creating Curious Creatures

From the West African fable of 'Anansi the Spider' to 'Michabo' the enchanted hare, 'Mythopedia' tells us of legends, tales and myths from around the world. Each turn of the page introduces new countries, cultures and wonderful creatures.

Linking to our learning in science, we pick up more animal inspired tales – this time less mythical but just as magical. We head for the woods, the forest and the zoo, making animal friends along the way. We get lost with Emily Gravett's meerkats, meet a Bear with a Piano and realise 'no book ever ends when it's full of your friends' in The Giraffe and the Pelly and Me. With our heads full of animal adventures, we create our own stories and poems about creatures great and small.

#### Read:

Mythopedia by Becky Bolton and Louise Chappell  
The Giraffe and the Pelly and Me by Roald Dahl  
Meerkat Mail, Too Much Stuff and Tidy by Emily Gravett  
The Bear and The Piano by David Litchfield



This half term focusses more on shapes and measures before students return to number work in the last term. They learn about use of money as well as the properties of 2D shapes such as symmetry.

#### Money

- Recognise coins and notes
- Use £ and p accurately
- Add and subtract amounts
- Calculate change

#### Face, shapes and patterns: lines and turns

- Explore, sort and describe 2-D shapes
- Lines of symmetry in 2-D shapes
- Identify 2-D shapes on 3-D shapes
- Compare and sort 2-D and 3-D shapes
- Use language to describe position, direction and rotation to follow a route

By the end of the term, pupils will have used their number skills in a range of contexts, still working informally at times, before formalising methods in term 3.





## Spring

# Science

### We're going to the zoo zoo zoo!

'Welcome to a museum unlike any you've ever visited before' – welcome to 'Animalium.' We wander through the pages of the museum, each chapter leading us to a different animal groups: mammals, birds, reptiles, fish and amphibians. We pause to inspect each exhibit carefully. How many legs? What does it eat? Where does it live?

We then turn to our 'Atlas of Animal Adventures' to learn about the incredible ways in which animals survive in the wild. We learn about some of nature's most amazing creatures, their behaviours and their epic migrations across the world. Our class trip to the zoo allows us to meet some of the animals up close – which will be our favourites? Penguins or Pandas? Lions or Lemurs?

**Read:** Animalium curated by Katie Scott and Jenny Broom  
Atlas of Animal Adventures by Rachel Williams and Emily Hawkins & illustrated by Lucy Letherland

Create informative texts & presentations which detail the characteristics, habitats and diets of animals from around the world.



# Humanities

### Ancient Greek creations – how did they shape our world?

Linking to our learning in English, this term sees us discover another ancient civilisation: The Greeks. Pupils explore creations that define the era, beginning with the stories told in artefacts such as pottery. Our Creation Station is filled with clay so that we can experiment with making our own story-telling pots and figures.

We then learn about ancient architectural creations such as Olympia and the Acropolis, discovering the religion, politics and homelife of Ancient Greece through its buildings. Through our study of Olympia, pupils trace the modern Olympic Games back to its origins and draw links between life in Ancient Greece and our lives in the UK today.

**Read:**  
Meet the Ancient Greeks by James Davies







## Spring

### Believing and Belonging: Hinduism

During the spring term, pupils continue their discovery of the Hindu gods of Shiva, Vishnu, Brahma and Ganesh. They also find out about what it means to live as a Hindu today including how they pray and worship. This includes knowing about the shrine, murtis and meditation – puja and arti. We explore how daily ritual helps to show love, gratitude and devotion.

RE



### Catch you later!

Year Two are always quick to catch on and this term pupils learn how to use their body to track, catch and throw objects of different sizes, weights and textures. We even have a go at striking them with sticks and bats. In small groups, we begin to pass and receive objects and start to take part in different games where we can keep score and work as a team. We also get involved with inclusion sports, having a go at new age curling, boccia and goalball.

PE





## Summer 1

## Summer 2

# English

### Creating Community

As always, our class texts have been carefully chosen to support our learning in humanities and the wider curriculum. Like 'Journey' in term 1, 'Belonging' is a beautiful book that allows pupils to create their own narrative. The stunning illustrations of changing streets prompt important discussions about family, community, the environment and how we can create change. With each turn of the page, we see the re-greening of the city and the significance of children in changing the urban environment for the better – what great inspiration for our young architect project later in the term.

We then step indoors 'In Every House in Every Street.' The story prompts us to think about the houses in our community – behind every door there is a family with a story to tell. We discuss our similarities and differences, traditions and experiences.

Linking to our young architect theme, we turn to two fictional characters who love to create: 'Iggy Peck' and 'Izzy Gizmo.' Iggy Peck is a young boy with a passion for building. No matter what materials he has to hand (from apples to nappies), he manages to use them to construct another new amazing creation. Meanwhile, Izzy Gizmo is 'a girl who LOVED to invent and carried her tool bag wherever she went!' Like them, we experiment with different tools and materials in our Creation Station and write and talk about what we, and others, create.

From African folklore we experience the lives of people from Nigeria. We meet Anna Hibiscus and join her in celebrating 'family, community, and environment'. Anna returns to her grandparents 'ancestral village where she learns to live without electricity and the comforts of city life. Whilst celebrating family and cultural traditions, Anna also learns about poverty and how positive actions can help others. Using Anna as inspiration, we are inspired to read a range of stories which help celebrate community and family.

**Read:** Love from Anna Hibiscus & Go Well Anna Hibiscus by Lauren Tobia / In Every House in Every Street by Jess Hitchman / Iggy Peck by Andrea Beaty



# Maths

### 'Measuring Up'

In the final term, pupils extend their number work up to 1000, which in turn allows for work with new units of measure such as millilitres and grams. Much of this work is done within the context of measures. Addition and subtraction are also formalised into column methods.

### Numbers with 1000

- Represent in different ways
- Compare using symbols
- Read scales

### Measures: Capacity and volume

- Read and measure temperature
- Estimate, measure and understand litres and millilitres
- Compare and order capacities

### Measure: Mass

- Weigh and compare masses in kilograms and grams

### Exploring calculation strategies

- Apply addition and subtraction strategies to solve equations
- Illustrate and explain addition and subtraction using column method

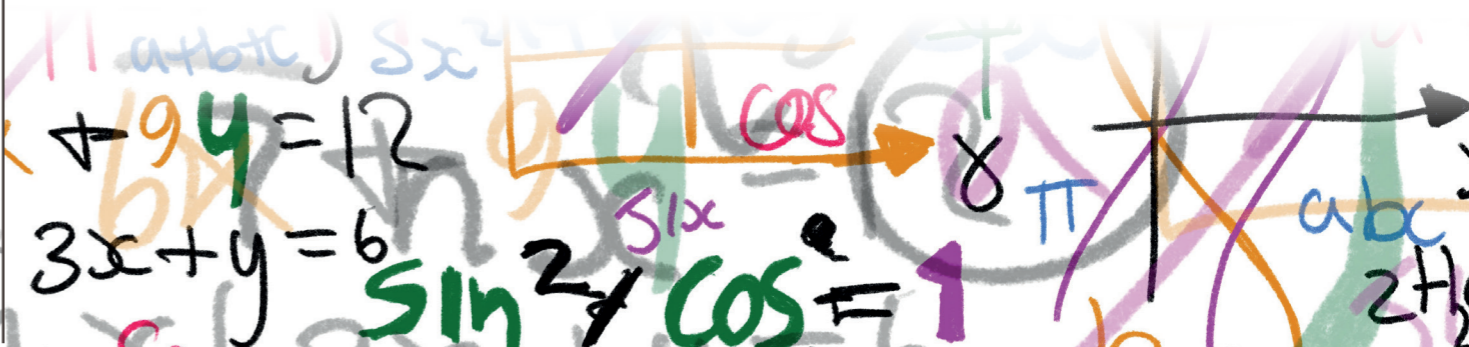
This half term is significant as it ties off and formalises a significant portion of numeracy, namely addition and subtraction of large integers with formal methods.

The last half term keeps feeding in the concept of times tables, including 3 & 4 as well as formalising the understanding that multiplication and division are inverse operations.

### Multiplication & Division: 3 and 4

- Multiplication and division facts for 3 and 4
- Relate 4 times table to doubling the 2 times tables
- Describe, interpret and represent using arrays and bar models
- Recognise inverse relationship

By the end of the year, pupils are beginning to use approaches that will allow them to tackle the problems they will face in external assessments, creating a mathematical toolbox that will serve them for life.





# Summer

**'If you have a garden and a library, you have everything you need'**  
Cicero

## Science

How does your garden grow? (And your library for that matter). Well, you will soon know all about getting green fingers, as this term in science we explore the wonderful world of plants and excitingly creating our own garden. Pupils in year two discover:

- the basic structure of a plant and flower
- how plants reproduce
- what plants need to grow
- why trees and plants are so important

An expedition is undertaken to find out what plants, flowers and trees, we have around us. Not only on our amazing school site and in our own homes but further afield. We can visit the Outback to see what great uses people in our own community are making of the natural environment or go to the Jungle House at Manor Heath Park.

We then put on our gardening gloves, dig out our wellies and plant our own seeds. Ready, steady, grow!

**Read:** Botanicum by Katie Scott



## Humanities

### Home Sweet Home

In term 3, we leave the Great Pyramids and Olympia behind and our focus shifts to our hometown of Halifax. We wonder at the great buildings that surround us, starting at The Piece Hall and then climbing all 403 steps of Wainhouse Tower for a magnificent view of our city. We learn about Halifax's industrial heritage through our canals and Dean Clough – once one of the world's largest textile factories.

Inspired by our class texts, 'Journey' and 'In every House...', we then stomp the local streets, asking and answering questions about our community and taking the time to notice the things around us that so often get overlooked.

### Creating Change

In the final half term, pupils take back the streets becoming young architects and town planners, designing and pitching their own community play space. More greenery or a place to skate? Should we prioritise recycling or recreation? We head to the Yorkshire Sculpture Park for inspiration and then put on our creative (hard) hats and imagine our own dream space.

Back in class, it's time to get real! We return back to where we started in term one, but this time thinking about what we can do in our local area and how we can create change in our community. We litter-pick and plant and use our Creation Station to recycle and re-use – just like Iggy and Izzy!





## Summer

### Believing and Belonging: Islam

During this term, pupils explore faith nearer to home and explore some of the stories of Islam including the life of Muhammad, Makkah, Medina and the birth of Islam. Pupils also find out more about The Qur'an, hadith, Islamic traditions and how they have arisen. There is also an introduction to the Sira.

RE



**'Just play, have fun, enjoy the game'**  
Michael Jordan

Let the games begin! Summer in year two is all about the game – netball, basketball, handball – an having a go. Pupils begin to put together some of the skills they have learned (ABC and object control) into small sided games with rules and scoring. Of course, as it is summer, we get ready for Sports Day and spend time practising for the event and trying our luck at a variety of running, throwing and skill-based games.

PE

