

I'm Alive	Year 2 Spring 1
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	Prior Knowledge	New Knowledge	Future Knowledge
Science	Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). (Y1)	Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. (Y3) Describe the changes as humans develop to old age. (Y5) Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. (Y6)
	Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1)	Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including microhabitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things. (Y4)

Key Questions	Key Individuals	Key Vocabulary
What are the basic needs of animals? How do animals survive? Why is exercise and diet important? Why does a polar bear live in the arctic? Why does a camel live in the desert? What is a microhabitat? What is a food chain?	Robert Hooke (1635-1703) an English scientist. Hooke invented the compound microscope (a microscope with two lenses) that allowed him to study very small objects. After the Great Fire of London, he worked with Christopher Wren to help rebuild London. Gregor Mendel (1822-1884) an Austrian botanist, Mendel conducted experiments on garden pea plants to work out how they pass on their features.	Respiration - breathing. Sensitivity - being able to respond to the environment e.g. sweating when hot. Reproduction - having babies. Excretion - wee or poo. Nutrition - food. Habitat - places where animals and plants live.

Energy → Producer → Consumer → Consumer

Habitats

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Curriculum Leaflet

Year 2 Spring 1

Year 2 will be exploring the topic: 'I'm Alive'. This unit of work will have a specific focus on developing the children's knowledge, skills and understanding in Science

Maths	English	Home
<p>Maths Unit</p> <p>Money</p> <ul style="list-style-type: none"> Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. Find different combinations of coins that equal the same amounts of money. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. <p>Multiplication and Division</p> <ul style="list-style-type: none"> Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. 	<p>We will be studying: <i>Fantastic Mr Fox</i> by Roald Dahl</p> <p>Genre</p> <p>Narrative</p> <ul style="list-style-type: none"> Classic text Introducing children to the works of Dahl/chapter books Links to ideas around family, industrilisation, environmentalism and socio-economic status. Author/illustrator from our Local area <p>Explanation Text</p> <ul style="list-style-type: none"> Revisit features of information texts Researching and retrieving information to use in my own writing Planning the layout of an information text by writing down key ideas Writing about real events Writing in the present tense Rereading to check their writing make sense <p>Instructions</p> <ul style="list-style-type: none"> Imperative verbs How to format instructions 	<p>Families can support learning in the following ways:</p> <ul style="list-style-type: none"> Look out for information leaflets and look at the layout and language Practise the 2, 5 and 10x tables and division facts we can learn from them Share other books by Roald Dahl Use TT rock stars to practise tables. Use money in real life situations Calculate totals and give change Accessing weekly home learning tasks via Google Classroom Reading daily at home Accessing MyMaths for weekly maths homework Discuss habitats and microhabitats, take photographs of any that you come across Revisit the word list for the half termly test Visit The Horniman Museum to look at a variety of animals and habitats Watch the film "Fantastic Mr Fox" Read books at the library about Foxes and their habitats Write simple instructions for every day tasks