

# YEAR 2: ENGLISH: Learning Journey: Spring: Fiction Journey story : Beegu

What I already know:

Use CL, FS and !

Write statements which make sense.

Use exclamations to punctuate my writing.

I can use some subordination including because in a sentence.

Key Vocabulary:

Native, might, Pocahontas, protect, environment, explorers, sequence, narrative, significant, experience, could, please, should.

Using adjectives for description. Identify word classes (adverbs and adjectives)

Predict, sequence and infer events of a journey story. Infer what kind of friend Beegu needs.



Explore question types, open and closed. Punctuate question sentences using?

Write sentences adding detail to interest the reader. Use subordinate conjunctions to extend sentences.



Construct narrative: sequence events, develop sentences to match. Write sentences designed to persuade.

What I need to remember:

Genre: Narrative telling the story of a journey.

Linking sentences to create a sequence, using time adverbials.

**SPAG**  
CL and FS and ! ?  
Apostrophes for contraction and possession.  
Subordinate conjunctions when, because, so, but, until  
paragraphs

Build a narrative linking ideas using time adverbials.

Edit and publish own narrative journey story.



# YEAR 2 ENGLISH Narrative: Story - Learning Journey: Water Protectors

(Spring)

## What I already know:

Capital letter, full stop and finger space.

I can structure a simple sentence.

I know what nouns, adjective and verbs are.

I can write in the past tense.

I can group ideas together for similarity.

## Key Vocabulary:

Sequence, conjunction, subordinate clause  
suffix, noun phrase,  
Adverb, apostrophe, contraction, possession,  
summarise, author, exclamation mark.

Sequence a story they have read  
read  
summarise a story they have read

Identify paragraphs and their function in reading  
begin to use paragraphs in writing



Use coordinating conjunctions to add extra information to sentence to interest the reader

Identify noun phrases.  
Create noun phrases in own writing.



Identify simple adverbs when reading.  
use simple adverbs in writing (quickly, slowly) to link sentences together

Identify and use Use subordination within sentences .



Begin sentences in different ways including use of subordinate clauses and time adverbials

## What I need to remember:

Genre

SPAG

Sequence a journey narrative.  
include description:  
adjectives,  
adverbs, noun phrases.

Noun phrases  
adverbs using ly  
question marks  
apostrophes for contraction.  
exclamation marks

# YEAR 2 (ENGLISH Instruction Texts: Grandad's Island) - Learning Journey (Spring)

## What I already know:

I can sequence the steps in a process.

I can identify imperative verbs

I can write statements instructing how a task needs to be completed.

I can set out my instructions in an order which makes sense.

## Key Vocabulary:

Imperative verbs

sequence

chronology

structure

semicolon

I can sequence events in the story.

I can sequence instructions and clues about how to find Grandad.



I can use imperative verbs to sequence instructions.

I can use noun phrases to add detail and interest the reader.



I can write instructions which use subordinate clauses and adverbs.

Write coherent instructions in sentences which are correctly sequenced explaining how to find Grandad.

Proofread own writing and check sentences make sense, edit.

## What I need to remember:

Genre

Instructions, statements, commands, Subordinate clauses

Imperative verbs

SPAG

capital letter  
new sentence new line  
numbered instructions  
semicolon



**YEAR 2: ENGLISH: 3 Non Fiction- Biography /Explanation Great Women who Made History- Learning Journey (Spring)**

**What I already know:**

I know explanation texts show me how to do something.

I can sequence events.

I know what a title is for.

**Key Vocabulary:**

illustration, diagram, explanation, why, how, before, after, sequence, order, introduction, title, statement.

Identify features of an explanation text .

Make choices about relevant information for own explanation text



Apply knowledge of the life of Pocahontas to the structure of explanation

Following discussion with teacher, write own biography/explanation about Pocahontas



Create own question and appropriate introduction about the Pocahontas.

**What I need to remember:**

Genre

SPAG

introduction:  
opening statement  
non fiction, to give information  
explaining how or why something happens.

conjunctions of time: before, after.  
conjunctions: because, so  
question marks.  
Statements.

Proofread own writing and check sentences make sense, edit.



Present explanation text to a group.

# YEAR 2 (ENGLISH Poetry- Fry Bread) - Learning Journey (Spring)

## What I already know:

Capital letter, full stop and finger space.  
I can identify rhyme and alliteration  
I can identify a pattern of repetition  
I can identify a line, and a verse.

## Key Vocabulary:

Repeat, rhyme, rhythm,  
pattern,  
alliteration  
calligram, line, verse, shape

Read, discuss and perform  
range of poetry  
read poetry about familiar  
experiences

Performance poetry: Read  
poems aloud, using  
intonation for effect. Learn  
some poems by heart.



Explore types of poem: list,  
question answer,  
calligrams, Raps and  
riddles.

Use Fry Bread poem as a  
structure, create my own  
poem about Chip

Identify structure: pattern,  
repetition and rhyme.  
Infer meaning from a range  
of poems.



Create own simple  
structured poems based on  
familiar experiences

Edit own writing for  
sense. Perform own  
poems.

## What I need to remember:

Genre	SPAG
Verse, stanza	New sentence new line
new sentence new line	Statements
rhyme, repetition, alliteration, pattern, rhythm	Commas in a list
	Conjunctions: coordination and subordination
	Apostrophes for contraction



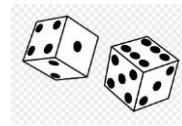
# YEAR 2 (MATHS: Multiplication and Division) - Learning Journey (Spring)

**What I already know:**  
Count in 2s 5s 10s  
recognise odd and even numbers  
make equal and unequal groups

**Key Vocabulary:**  
array rows columns  
repeated addition  
grouping sharing  
odd and even  
equal and unequal

Count in 2s, 5s, and  
10s to and from  
100

Use arrays  
identify rows and columns  
use the multiplication symbol  
to describe an array



Know multiplication and  
division facts for 2, 5,  
and 10 times tables

divide by 2  
recognise odd and even  
numbers  
divide by 5  
divide by 10

share and group amounts  
create mathematical  
statements using multiply,  
divide and equals symbols

Show that Multiplication can be  
done in any order: commutative  
and division of one number by  
another cannot.



**What I need to remember:**  
Multiplication facts for the 2, 5, and  
10 times tables.  
Identify the  
corresponding division facts.  
Multiplication is commutative, division  
is not.  
Even numbers always end 0, 2, 4, 6, 8  
Odd numbers always end: 1, 3, 5, 7, 9

solve problems involving  
multiplication and  
division



# YEAR 2 - Learning Journey (Spring) Money

**What I already know:**

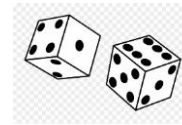
Count in 2s 5s 10s  
recognise odd and even numbers  
make equal and unequal groups  
Multiplication facts for the 2,5 and 10 times tables

**Key Vocabulary:**

Coins, pounds, pence, value, amount, count, change, notes, combination, notation, worth.

Count money pounds and pence (notes and coins)

Make the same amount. Use notes and coins.



Compare amounts of money

Calculate with money

Make a pound

Find change



Two step problems

**What I need to remember:**  
100p = £1  
Pence coins can only be 1ps, 2ps, 5ps, 10ps, 20ps and 50ps.  
Amounts can be made with many different combinations of coins.  
Notes and coins can be worth the same amount.



# YEAR 2 - Learning Journey (Spring) Length and Height

## What I already know:

I can count to 100 and beyond. I can identify tens and ones in a 2 digit number.

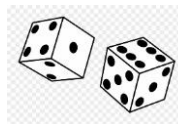
I can talk about taller than and shorter than. I can compare length and heights using more than or less than.

## Key Vocabulary:

Metre, centimeter, measure, length, compare, more/less greater/less than taller, shorter, longer.

Measure in cm

Measure in m



Compare length and heights

$$1+2=3$$

Order length and heights



## What I need to remember:

There are 100 cm in 1m  
I need to start at zero to measure accurately.

When comparing heights and length, both objects must be measured from the same place.

4 operations with length and heights





# YEAR 2 - Learning Journey (Spring) Mass, capacity and temperature.

**What I already know:**

I can compare heights and length.

I recognise cm and m.

I can read a measurement on a ruler.

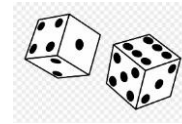
I can identify and use intervals on a numberline.

**Key Vocabulary:**

Capacity, temperature, mass, heavy, light, heavier, lighter, weight, hotter, cooler, full, empty, half full, interval.

Compare mass

Measure in grams  
and kilograms



Four operations with  
Mass

Measure in milliliters  
and litres.

Compare volume and  
capacity.

Four operations with  
volume and capacity



Measure  
temperature

**What I need to remember:**  
Scales can vary. Check how  
much each interval is worth  
before measuring.  
Capacity is how much an object  
could hold, volume is how much  
it has in it.



$1+2=3$



# YEAR 2 SCIENCE - Learning Journey (Spring) Plants

## What I already know:

I know the names of the main parts of a plant.  
I know what each part of the plant is for.  
I can observe and make comparisons.  
I can describe how a plant has changed.

## Key Vocabulary:

Observe, predict, compare, describe, explain.  
stem, stalk, roots, shoots, petal, bud, leaf, crop.  
warmth, sunlight, germinate.

Design and set up a test to find out what plants need to stay healthy.



Look closely at the parts of a seed that will grow into a plant and explain how it will germinate.



Observe and describe how seeds and bulbs grow into mature plants. To describe the life cycle of a plant.

To describe what happens if plants don't get all the things they need.

Explain what plants need to grow and stay healthy.

Explain how plants are suited to their habitats.



I know that farms produce fruit, vegetables, seeds and pulses which are edible.

**What I need to remember:**  
Plants need sunshine, water and food.  
Plants turn sunlight into food.  
Seeds can be eaten or grown into new plants.  
I can make predictions about what will happen plants placed in different conditions.  
I can link cause and effect when I talk about my findings.



# YEAR 2 SCIENCE - Learning Journey (Spring) Living things and their Habitats

## What I already know:

I know that plants are suited to particular habitats.  
I know that plants need the correct conditions to grow in.

## Key Vocabulary:

Observe, predict, compare, describe, explain, habitat  
Living, respiration, excretion, reproduce, growth, environment, nutrition.

I can identify things which are living, dead or have never been alive.



I can explain how I know that something is living dead or has never been alive.



I know what living things need in order to survive.

I can describe a habitat and the animals living in it.

I can identify features of a micro habitat and animals which live there.

I know how an animal is suited to its habitat.



I can describe how animals find food within the food chain.

**What I need to remember:**  
I know something is a living thing if it:

**Moves, reproduces, sensitivity, growth, respiration, excretion, nutrition.**

**Habitats are places suitable for the animal to survive and thrive.**

# YEAR 2 COMPUTING - Learning Journey (Spring 1 Data and Information:Pictograms)

## What I already know:

Not all devices are information technology (eg: TV remote)  
There are rules we need to follow which keep us safe online.  
Know that choices are made when using information technology.

## Key Vocabulary:

Data, pictogram, website, program, online, tally chart, digital devices.

I can use a tally chart to collect information and compare objects which have been grouped by attribute.

I can suggest appropriate headings for tally charts and pictograms



I can explain how we can present information and data using a computer.

Know what information is safe to share online and what is not and why.

Explain how rules for using IT can help keep us safe. I can talk about how I can check if I can trust a website.

I can use a computer program to present information in different ways.

I can give simple examples of why some information should not be shared

## What I need to remember:

I must keep my password safe  
I do not share my password, name, address or school online.  
I know what to do if I am worried about content I see online.  
I know that data can be presented in different ways using a computer program. I know that some websites are not safe to use. I know what to do to check if a website is safe.



# YEAR 2 COMPUTING - Learning Journey (Spring 2 : Programming A : Robot Algorithms).

## What I already know:

I know that data can be presented in different ways using a computer program.  
I know that some websites are not safe to use.

## Key Vocabulary:

Algorithm, debug, program, sequence, series, instructions.

I can describe that a series of instructions is a sequence.

I can recall that a series of instructions can be issued before they are enacted.



I can choose a series of commands that can be run as a program.

I can create and debug a program that I have written.

I can use logical reasoning to predict the outcome of a program.

I can run a program on a device.

I can present my work to others and explain the process for making it work.

## What I need to remember:

A series of instructions is a sequence.  
Programs are written.  
Problems can be solved or avoided with programming, this is called a debug.



# YEAR 2 MUSIC - Learning Journey (Spring : 1. Animals 2: Number)

What I already know:

How to keep in time to a beat.

I have used percussion instruments to match the rhythm of the music.

I can use body percussion.

I can compose my own musical pattern using percussion instruments.

Key Vocabulary:  
pitch- position of a sound (high or low)  
beat, notation, accompaniment,  
percussion, rhythm

Listen to a steady beat and respond with movement.  
Identify changes in pitch up and down.

Perform upwards and down pitch direction.  
Read pitch line notation.



Play pitched lines on tuned percussion. combine pitch elements with other elements/dimensions

Perform simple rhythm using movement.

Perform a simple beat using rhythm and body percussion.



Understand difference between beat and rhythm.



Perform simple rhythms using percussion and movement.

What I need to remember:

Notation is writing in music.

I can respond to changed in pitch.

I can keep in time to a beat.

I know the difference between beat and rhythm:

Beat is steady pulse through the music  
rhythm is the actual sound

# YEAR 2 ART AND DESIGN - Learning Journey: Spring: Native American Art

## What I already know:

I know the primary and secondary colours.  
I know how to mix paint to make colours I design.  
I know the African paintings of Edward Tingatinga.  
I know how to make collages and prints.

## Key Vocabulary:

Image, likeness, sketch, colour, tone, light, dark, oil paint, ink, paper, canvas, background, foreground, mood, compare, different, alike, pattern, realism, abstract, Raven, Enchanted Owl, Native American.

To observe images of Native American animal art and use shape and colour to make detailed collages.

To experience mixing colours to create and select earth tones colour palettes.



To imagine and explore Native American images in a different medium.

To create complex animal designs combining traditional shapes and colours from Native American art.

To refine animal designs to include earth toned colour palettes.



To reflect on designs and skills to complete and evaluate my final piece.



## What I need to remember:

To look closely to find shape and proportion when using collage.  
To mix colours to make colour families.  
To make metal impression images.  
To make complex designs using shape and proportion effectively.

# YEAR 2 What was it like in Alnwick 100 years ago? HISTORY - Learning Journey (Spring 2)

## What I already know:

I know some people who are significant in nursing: Florence Nightingale, Mary Seacole and Edith Cavell. I know that Samuel Pepys is significant and he wrote a diary about what life was like in the Great fire of London. We can still read this today.

## Key Vocabulary:

Change, ancestry, archive, historical, compare, contrast, similar, different, generation, siblings, structure, aerial photograph, national,

Which buildings in Alnwick were here 100 years ago?  
How can we find out?



What have the buildings been used for and who used them?  
Has this changed?  
How do we find out?



Walk to the local area to investigate buildings and how their use has changed.

Which families lived in our street 100 years ago? Who were they?  
How can we find out about them?



What jobs did people do in Alnwick 100 years ago?



How have families in the town been affected by national events over the last 100 years? (eg:WW2)



## What I need to remember:

Our town has changed over time. Some buildings look the same but have been used for different purposes. People in our town have been affected by national events (WW2) and this has changed what has happened in the town. Jobs have changed over times.



# YEAR 2 GEOGRAPHY Weather- Learning Journey

## What I already know:

Some jobs people do in the local area  
I know the difference between town and countryside and can use associated vocabulary  
I can name some continents of the world  
I can locate the UK on a map  
I can talk about the differences between Africa and the UK

## Key Vocabulary:

Temperature, precipitation, wind speed, cloud cover, hail, snow, extreme, heat, flooding, freezing, rain, storms.

Identify and use key geographical vocabulary to describe the weather.



What is the weather like in the UK?  
Investigate different types of weather.



Describe different types of weather and its effect on humans

The four seasons: Identify features of the four seasons and their corresponding weather patterns



Investigate the weather.

**What I need to remember:**  
Weather refers to day to day weather, which can change.  
Climate refers to normal weather patterns for a particular place  
Precipitation is the geographical words for rain. This also includes hail and snow.

# YEAR 2 DESIGN TECHNOLOGY - Learning Journey (Spring 1)

## What I already know:

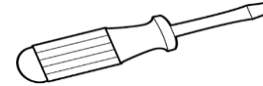
I can make models using clay and salt dough. I can fold, twist, bend, shape and add detail to models. I can join clay together. I can evaluate how much model matches design intention and suggest improvements.

## Key Vocabulary:

**join, attach, fold, tab, evaluate, construct, model, 3d, design, technique, improve.**

Explore North American Totem pole designs

Evaluate designs and meaning of native American totem Poles.

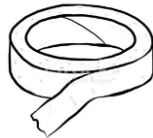


Evaluate structure and design of Totem poles

I can practise using joining techniques to attach cardboard and paper for my design.

I can design 3 images for a representation of a totem pole using cardboard.

Construct a 3 part 3d model of a totem pole based on own design using cardboard boxes.



I can evaluate my design and suggest improvements.



## What I need to remember:

**To attach parts of a 3d model I need to use an appropriate joining technique. I can evaluate my design, match it to my plan and talk about any improvements I could make.**