



Year 2 - Learning Links

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Unit/Enquiry question Writing to Entertain Writing to Inform		Unit/Enquiry question Writing to Entertain Writing to Explain		Unit/Enquiry question Writing to Entertain Writing to Persuade Writing to Inform	
	<p><u>Writing to Entertain:</u></p> <ul style="list-style-type: none"> Re-telling the story “The Enormous Crocodile”. Links: Re-telling of traditional stories in Year 1 and previous Talk for Writing units. Writing of descriptive poems on the theme of fireworks. Links: In Year 1, the children developed an understanding of rhythm, rhyme and alliteration through reading and performing poems and wrote their own versions of poems. Writing of a character description of “Fantastic Mr. Fox” (whole class text). Links: Writing of character descriptions in Spring Term Year 1. <p><u>Writing to Inform:</u></p> <ul style="list-style-type: none"> Planning and writing of an information text about the Blue Whale. 		<p><u>Writing to Entertain:</u></p> <ul style="list-style-type: none"> Writing a description of a setting in the story “The Pied Piper of Hamelin”. Links: Writing of setting descriptions in Autumn Term Year 1. Reading and writing of poetry on the theme of animals and birds. Links: Curriculum links to Science Unit “Do living things change or stay the same?” Development of descriptive language introduced in Autumn Term Year 2 Poetry Unit. Writing of a diary extract using “The Present” (Literacy Shed) as a stimulus. Links: Building on exploration of character’s behaviour and feelings from previous units. <p><u>Writing to Explain:</u></p> <ul style="list-style-type: none"> Writing of a simple explanation text explaining whether land floats on water. Links: Curriculum links to Geography Unit: “Does land float on the oceans?” 		<p><u>Writing to Entertain:</u></p> <ul style="list-style-type: none"> Re-telling a story in the first person using the key Talk for Writing text “The Flower”. Links: Understanding of story structure from previous Talk for Writing units in Year 1 and 2. Reading and writing of Classic Poetry based on the poem “The Owl and the Pussy Cat”. Links: The use of recurring literary language identified when reading poems based on animals and birds in Spring Term Year 2. <p><u>Writing to Persuade:</u></p> <ul style="list-style-type: none"> Creating a poster/leaflet to persuade people to visit Alnwick Gardens. Links: Curriculum links to Science Unit: “What should I do to grow a healthy plant?” and visit to Alnwick Gardens. <p><u>Writing to Inform:</u></p> <ul style="list-style-type: none"> Writing a recount of a visit to Kirkley Hall. Links: Writing of a recount of the event of Neil Armstrong walking on the moon in Summer Term Year 1. Curriculum links to Science Unit: “What should I do to grow a healthy plant?” 	

	<p>Links: Building on recording information in a variety of ways as simple information texts in Year 1. Curriculum links to Science Unit: “Why do different animals live in different places?”</p> <ul style="list-style-type: none"> • Writing of a newspaper report based on The Great Fire of London/Gateshead. <p>Links: Curriculum links to History Unit: “How did the Great Fires change life in England?”</p>			<ul style="list-style-type: none"> • Writing of a fact file about a famous person. <p>Links: Writing of a fact file about bridges in Newcastle in Spring Term Year 1. Curriculum links to History Unit: “How did Grace Darling, Florence Nightingale and Mary Seacole change the world?”</p>
Science	<p>Unit/Enquiry question</p> <p>Why do different animals live in different places?</p>	<p>Unit/Enquiry question</p> <p>How do we choose the best material?</p>	<p>Unit/Enquiry question</p> <p>Do living things change or stay the same?</p>	<p>Unit/Enquiry question</p> <p>What should I do to grow a healthy plant?</p>
	<ul style="list-style-type: none"> • This unit builds on the information and investigations of the Y1 science unit ‘How am I different to other animals?’ • It also utilises information and concepts from the Geography units around geographical areas and the polar bear habitat study. • Running alongside this unit is a geographical seaside study which allows the children to look at one habitat in more detail and from a variety of different perspectives. This is aimed at encouraging the children to link their learning and promote a deeper understanding. 	<ul style="list-style-type: none"> • In Y1 the children investigated what were different materials and now they will begin to investigate the properties and potential uses of those materials • This unit is more investigation focussed and encourages the children to follow enquiry 	<ul style="list-style-type: none"> • There is an effective link here to History as it provides another real-life example of the passage of time which they can compare to their own personal timeline, knowledge of toys etc. 	<ul style="list-style-type: none"> • In Y1 the children looked at the variety of plants and trees and the effect of the seasons on them. They will now begin to look more closely at those differences and what the plant needs to grow. They are developing their experiment and investigation skills and knowledge by taking away things the plant needs to grow and analysing the impact of this on the plants. • This unit also introduces the concepts and vocabulary around the areas of a fair test/variables/controls and working scientifically. • It links back to experiences in Y1 and Reception with plants and the Y1 seasons study.

		strands and utilise prior knowledge for a purpose.	
History	Unit/Enquiry question How did the Great Fires change life in England?	Unit/Enquiry question Why do people explore our Earth?	Unit/Enquiry question How did Grace Darling, Florence Nightingale and Mary Seacole change their world?
	<ul style="list-style-type: none"> This unit has a very strong link with the geography units covered in Year 1 and the local area studies that they have covered so far. It includes certain links with current geography unit. In the Y1 History unit around Bridges the children have started to develop their knowledge around the significance of rivers and the impact/benefits they can have on the settlements around them. This unit utilises this knowledge in a local and national context. This is another strand of our Local Area history provision and further builds on their knowledge of the local area and the history links that are significant to our lives or attract tourists to the area, boosting our economy. Chronological extension 	<ul style="list-style-type: none"> This follows the chronological increasing concentric circles through investigating explorers from the past. There is a strong link with the geography unit around Oceans and continents as they are interlinked and taught at key times to enhance and consolidate the key geographical features, human events and technological advancements that resulted in the discoveries and the subsequent impact on our lives now. It also uses and builds on the EYFS and Y1 exploration of space and the events leading up to that. 	<ul style="list-style-type: none"> In Y1 the unit on Neil Armstrong the children were introduced to the concept of a significant figure and investigated how this had an impact on our lives. Children have built up historical knowledge to start compare and contrast figures and social situations and the impact of these historical figures. Local history link with Grace Darling brings in key geographical unit around our local area physical geography and tourism draws. We feel that it is very important to our school and our children that they investigate key significant female figures in history. Florence Nightingale can be linked to current events around COVID-19 and the impact medicine and health care can have on daily life?

Geography	Unit/Enquiry question	Unit/Enquiry question	Unit/Enquiry question
	<p data-bbox="286 172 775 204">What is it like to live beside the seaside?</p> <ul data-bbox="309 252 797 895" style="list-style-type: none"> <li data-bbox="309 252 797 496">• This is a continuation of our local area study and involves a geographical area that most children will have experienced. If possible, they will have had a school visit to a seaside location when they were in Reception. <li data-bbox="309 539 797 676">• This unit links closely with the children’s knowledge of habitats from previous science and geography units. <li data-bbox="309 756 797 895">• This units fits within our expanding concentric circle of geographical knowledge starting in the UK and then going wider. 	<p data-bbox="965 172 1328 204">Does land float on the oceans?</p> <ul data-bbox="875 252 1453 967" style="list-style-type: none"> <li data-bbox="875 252 1453 459">• This unit utilises the previous term’s geography unit as a link into the study. The children use their knowledge of the geographical features of the seaside to then investigate the land, seas and oceans that have a role in forming them. <li data-bbox="875 502 1453 608">• It also utilises the knowledge gained in the science topics of habitats to allow the children to fully explore the circle of life <li data-bbox="875 651 1453 858">• Links to Christopher Columbus study in History as there is a focus on his reasons for exploring, people’s curiosity about the continents and oceans and also the journey itself which involved many geographical findings, developments and experiences. <li data-bbox="875 901 1453 967">• Expanding concentric circle of geographical knowledge. 	<p data-bbox="1585 172 2038 204">What would it be like to live in Kenya?</p> <ul data-bbox="1541 252 2119 930" style="list-style-type: none"> <li data-bbox="1541 252 2119 603">• Expanding concentric circle of geographical knowledge - different continents and countries. This allows the children to look at an area that contrasts to their own in more detail with a firm foundation understanding of weather and geographical features. They have also begun to develop some ideas about the effect that these can have on daily life, choice of settlement and tourism which they can start to build on and develop. <li data-bbox="1541 646 2119 711">• In music they learn a musical instrument linked to this geographical area – djembes. <li data-bbox="1541 754 2119 930">• They have built up the knowledge and skills required to begin to compare and contrast in history and science and can start to apply this here in another context. They can start to see how subjects have transferable skills.