

Year 2 – Spring Term Curriculum 2024

RE

Books

Children will be learning about, celebrating and responding to the different books used at home and in school and the books used in church on Sunday by the parish family.

Thanksgiving

Children will be learning about, celebrating and responding to the different ways to say thank you and the Eucharist: the parish family thanks God for Jesus.

Opportunities

Children will be learning about, celebrating and responding to the fact that each day offers opportunities for good and lent, the opportunity to turn towards what is good in preparation for Easter.

Journey in Love

Physical

- To describe ways of being safe in communities.

English

Ready Steady Write

(The texts we use will be added here once we've introduced them to the children.)

The Bog Baby

Spring One

Purpose: To narrate

Instructions: How to build a habitat Purpose: To instruct

Build on previous units & focus on:

Formation of adjectives using suffixes e.g. -ful, -less

Use of the suffix -ly to turn adjectives into adverbs

Build on previous units & focus on:

Correct choice and consistent use of past and present tense throughout writing

Build on previous units & focus on:

Use of capital letters, full stops and question marks to demarcate sentences

Commas to separate items in a list

Apostrophes to mark where letters are missing in spelling (contractions)

Spring Two

Purpose: To narrate

Purpose: To inform

Build on previous units & focus on:

Use of the Suffixes -er & -est in adjectives

Use of the suffix -ly to turn adjectives into adverbs

Expanded Noun Phrases for description and specification

Build on previous units & focus on:

Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs

Build on previous units & focus on:

Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences

Apostrophes to mark singular possession in nouns

Build on previous units & focus on:

Learn that the grammatical patterns in sentence indicates its function as a question and an exclamation

Spellings

Ready Steady Spell

Spellings are uploaded to Purple Mash each Friday for a quiz the following Friday.

Maths

Addition and Subtraction

Consolidation of learning from autumn term

Multiplication and Division

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs
- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

Fractions

- find, name and write fractions of a length, shape, set of objects or amount, including $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, and $\frac{3}{4}$
- write simple fractions facts such as $\frac{1}{2}$ of 6 = 3 and $\frac{2}{4} = \frac{1}{2}$
- Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$
- Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value

Money

- 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

- Compare and sequence intervals of time
- Know the number of minutes in an hour and the number of hours in a day.
- Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three quarter turns (clockwise and anti-clockwise).

Science

Living things and their habitats

- 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 habitat including microhabitats
- Describe how animals obtain their food from plants and other animals, using the idea of simple, food chain and identify and name different sources of food

Plants

- Make close observations of seeds and bulbs.
- Classify seeds and bulbs
- Gather and record data relating to their broad bean plant
- Describe how plants need water, light and a suitable temperature to grow and stay healthy
- observe and describe how seeds and bulbs grow into mature plants

Geography

To be updated for Spring 2

History

- Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods (Florence Nightingale and Agnes Jones).
- Ask and answer questions, choosing parts of stories and other sources to show that he/she knows and understands key features of events
- Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented

Art

Georgia O'Keefe

- Explore the artist Georgia O'Keefe and recognise her style of artwork.
- Experiment with tones using pencils, chalk or charcoal for drawings in the style of the artist studied.
- Create a piece of clay sculpture with additive and subtractive skills in the style of Georgia O'Keefe.
- Experiment with clay and the tools used to add and subtract.
- Evaluate own piece of clay sculpture.

DT

Making a Healthy Snack

- Understand the need for a variety of food in the diet.
- Understand that all food has to be farmed grown or caught.
- Use a wider range of cookery techniques to prepare food safely.

Computing

Programming using Scratch Jr

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions.
- Create and debug simple programs. Use logical reasoning to predict or estimate or guess the behaviour of simple programs.
- Use logical reasoning to predict and debug more complex programs.
- Can create and debug with improved confidence and efficiency.
- Begin to program using simple block code.
- Programme a robot or software to do a particular task.
- Be able to explain the order needed to do things to make something happen and to talk about it as an algorithm.
- Understand what an algorithm is and demonstrate simple linear algorithms.

Storing & Presenting Data

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the Internet or other online technologies.
- Identify the benefits of using technology, such as creating content and communicating efficiently.
- Create a graph or chart using data collected on a specific topic area.
- Talk about the data that is shown in their chart or graph.
- Use a variety of software to manipulate and present digital content in different ways with increasing independence.

PE

Gymnastics

- To perform gymnastic shapes and link them together.
- To perform gymnastics shapes with control and link them together.
- To use shapes to create balances.
- To use shapes to create balances.
- To link travelling actions and balances using apparatus.
- To develop travelling actions and balances using apparatus.

Dance

- THEME: Secret Garden
To remember, repeat and link actions to tell the story of my dance. To develop an understanding of dynamics and how they can show an idea. Use counts of 8 to help you stay in time with the music.
- THEME: The Circus
To copy, remember and repeat actions using facial expressions to show different characters. To explore pathways and levels. To remember and rehearse our circus dance showing expression and character.
- THEME: The Rainforest
To copy, repeat and create actions in response to a stimulus. To copy, create and perform actions considering dynamics. To create a short dance phrase with a partner showing clear changes of speed.
- THEME: Jack Frost
To copy, repeat and create movement patterns in response to the theme. To create and perform using unison, mirroring and matching with a partner. To remember and repeat actions and dance as a group.

Music

Jupiter

- To perform a fanfare inspired by the music of Richard Strauss.
- To create a class performance inspired by the music of Gustav Holst.
- To create a group performance inspired by the music of Gustav Holst.
- To refine, rehearse and perform our Jupiter piece as a group.
- To recognise changes in tempo and perform in time with the pulse.
- To create a school anthem inspired by the music of Gustav Holst.

Folksongs

- To identify the pulse, playing on beat 1 to accompany singing.
- To embed pulse and explore key features of folk songs.
- To understand how texture can be created when singing in a round.
- To use texture and dynamics in a class performance.
- To understand the difference between pulse and rhythm.
- To read and respond to notated rhythm patterns.

PSHE

- **Healthy minds** – To understand that mental wellbeing is a normal part of daily life, in the same way as physical health. To know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- **Different types of responsibilities** - To learn about things they can do to help look after their environment.

Spanish

- Spanish language, knowledge and skills are taught by Senora Pachy Guzman.