



## Year 2 Curriculum Newsletter – Spring

English		Maths	
<p style="text-align: center;"><b><u>Writing</u></b></p> <p><b>Spring 1:</b> <u>Chicken Licken</u> Narrative Story Writing A journey story.</p> <p><u>Visit the United Kingdom</u> Non-Fiction Persuasive text</p> <p><u>Amazing Animals</u> Non-Fiction Report writing</p> <p><b>Spring 2:</b> <u>A Day at School</u> Poetry in a familiar setting</p> <p><u>Cinderelphant</u> Narrative Story Writing</p> <p><u>Florence Nightingale</u> Non-fiction Recount</p> <p style="text-align: center;"><i>Writing for Pleasure</i></p>	<p style="text-align: center;"><b><u>Reading</u></b></p> <p>Children are provided with opportunities to read daily within the classroom including directed texts through our Plazoom English lessons.</p> <p>Children will be given the opportunity to change their books when they have been <b>completed with an adult at home</b> and recorded in their reading diary. You can support your child by prioritising our school curriculum books first before reading home books. They will read these books with an adult in school at least once per week. Children who have not yet exited the little Wandle scheme will continue to read as a group following the Decode, Fluency Comprehension model.</p> <p>Please ensure your child has their reading packs in school <b>every day</b>.</p> <p>Home reads will be counted on a Wednesday so that we can award our reading badges.</p> <p>Library day is <b>Friday</b> – when all children have the opportunity to choose a book to read for pleasure.</p>	<p style="text-align: center;"><b><u>Units</u></b></p> <p><b>Spring 1:&amp;2</b> <b>Measurement</b> Money <b>Number</b> Multiplication and Division <b>Measurement</b> Length and height</p>	<p style="text-align: center;"><b><u>Fluency</u></b></p> <p>Each day we will complete a Fluent in 5, where the children be given opportunities to practise their skills and knowledge in:</p> <ul style="list-style-type: none"> <li>• Basic number facts like counting, finding one more, one less.</li> <li>• Shape recognition</li> <li>• Finding patterns</li> </ul>

Year 2		<b><u>Autumn</u></b>	<b><u>Spring</u></b>	<b><u>Summer</u></b>	
	<b><u>Science</u></b>		<p><b>Autumn 1:</b> <b>Living Things and Their Habitats:</b> Habitats from Around the World</p> <p><b>Autumn 2:</b> Animals including Humans: All about Diet and Exercise</p>	<p><b>Spring 1:</b> <b>Animals Including Humans:</b> Life Cycles</p> <p><b>Spring 2:</b> <b>Everyday Materials</b></p>	<p><b>Summer 1:</b> <b>Living Things and their Habitats</b></p> <p><b>Summer 2:</b> <b>Plants:</b></p>
	<b><u>DT</u></b>		<p><b>Cooking and nutrition</b> A balanced diet Design and make a healthy wrap.</p>	<p><b>Mechanisms</b> Wheels and axles</p>	<p><b>Structures</b> Baby bear's chair</p>
<b><u>Geography</u></b>		<p><b>Autumn 1:</b> <b>Our World</b></p>	<p><b>Spring 1:</b> What lives in our forests?</p>	<p><b>Summer 2:</b> What lives in our forests?</p>	

<b><u>History</u></b>	<b>Significant Individual</b> Robert Falcon Scott	<b>The Great Fire of London</b> <b>Significant Individual</b> Samuel Pepys	Who lives in a castle?
<b><u>Art</u></b>	<b>Artist: Pablo Picasso</b> Self Portraits Colour to create mood. Cubism	<b>Artist Paul Klee</b> Shape Colour choices Printing	Artist Hayley Goodhead Sculpture
<b><u>Computing</u></b>	<b>Autumn 1:</b> Computing systems and networks – IT around us <b>Autumn 2:</b> Creating media – Digital photography	<b>Spring 1:</b> Programming A – Robot algorithms <b>Spring 2:</b> Data and information – Pictograms	<b>Summer 1:</b> Creating media - Digital music <b>Summer 2:</b> Programming B - programming quizzes
<b><u>Digital Literacy</u></b>	<u>Self-Image and Identity</u> <u>Online relationships</u>	<b>Online Bullying</b> I can explain what bullying is, how people may bully others and how bullying can make someone feel. I can explain why anyone who experiences bullying is not to blame. I can talk about how anyone experiencing bullying can get help.	
<b><u>Music</u></b>	<b>Autumn 1:</b> Pulse Rhythm and Pitch <b>Autumn 2:</b> Playing in an orchestra	<b>Spring 1:</b> Inventing a musical story <b>Spring 2:</b> Recognising different sounds	<b>Summer 1:</b> Exploring improvisation <b>Summer 2:</b> Our big concert
<b><u>PSHE</u></b>	<b>Autumn 1:</b> Being Me in my World  <b>Autumn 2:</b> Celebrating Difference	<b>Spring 1:</b> Dreams and Goals  <b>Spring 2:</b> Healthy Me	<b>Summer 1:</b> Relationships  <b>Summer 2:</b> Changing Me
<b><u>RE</u></b>	<b>Autumn 1:</b> <b>Caring for the natural world</b>  <b>Autumn 2:</b> Valuing new life-Birth of Jesus .	<b>Spring 1:</b> Worship and ceremonies  <b>Spring 2:</b> Belonging to a group	<b>Summer 1:</b> Story Telling through sacred writings <b>Summer 2:</b> Sharing kindness and goodness
<b><u>PE</u></b> Mondays and Fridays	<b>Autumn 1:</b> Fundamentals Dance <b>Autumn 2:</b> Ball skills Dance	<b>Spring 1:</b> Gymnastics Fitness <b>Spring 2:</b> Invasion Yoga	<b>Summer 1:</b> Athletics Sending and Receiving <b>Summer 2:</b> Orienteering Target Games

<b>Subject</b>	<b>What I need to know/do...</b>	<b>Links</b>
<b><u>English</u></b>	Handwriting and letter formation practice <ul style="list-style-type: none"> <li>Identify nouns, adjectives, verbs and pronouns.</li> <li>Begin to know the different contractions for apostrophes.</li> </ul>	<a href="#">Letter join Home Guide</a> <a href="#">Year 2 Grammar</a>
<b><u>Reading</u></b>	<ul style="list-style-type: none"> <li>Children will be given the opportunity to change their books when they have been completed with an adult at home and recorded in their reading diary. <b>You can support your child by prioritising our school curriculum books first before reading home books.</b> They will read these books with an adult in school at least once per week.</li> <li>Children who have not yet exited the little Wandle scheme will continue to read as a group following the Decode, Fluency Comprehension model.</li> <li>Please ensure your child has their reading packs in school <b>every day</b>.</li> <li>Home reads will be counted on a Wednesday so that we can award our reading badges.</li> </ul>	<a href="#">Phonics Play</a> <a href="#">Top Marks reading 5-7</a>
<b><u>Maths</u></b>	<ul style="list-style-type: none"> <li>Count money – pence</li> <li>Count money pounds (notes and coins)</li> <li>Count money pounds and pence</li> <li>Choose notes and coins</li> <li>Make the same amount</li> <li>Calculate with money</li> <li>Make a pound</li> <li>Find change</li> <li>Two Step problems</li> </ul>	Topmarks Hit the Button - <a href="#">Hit the Button - Quick fire maths practise for 6-11 year olds (topmarks.co.uk)</a>  Topmarks General Counting Games - <a href="#">Learn to Count with fun Counting Games for KS1 Children (topmarks.co.uk)</a>  Times Tables Rockstars – log ins from Spring term onwards.

	<ul style="list-style-type: none"> <li>Recognise equal groups</li> <li>Make equal groups grouping</li> <li>Make equal groups sharing</li> <li>Introduce the multiplication symbol</li> <li>Multiplication sentences</li> <li>Use arrays</li> <li>Make equal groups</li> <li>Add equal groups</li> <li>The 2 times tables divide by 2</li> <li>Doubling and halving</li> <li>Odd and even numbers</li> <li>The 10 times table divide by ten</li> <li>The 5 times tables divide by 5</li> <li>The 5- and 10-times tables</li> </ul>	<a href="#">General maths</a>
	<ul style="list-style-type: none"> <li>Measure in centimetres</li> <li>Measure in metres</li> <li>Compare lengths and heights</li> <li>Four operations with lengths and heights.</li> </ul>	
<b>Science</b> <a href="#">BBC Bitesize</a>	<p><b>Animals including Humans – Life Cycles</b> Notice that animals, including humans, have offspring which grow into adults</p> <p><b>Materials and their properties</b> Identify different materials and their uses Identify and compare the suitability of a variety of everyday materials Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	
<b>DT</b>	<p>Explain that wheels move because they are attached to an axle. Recognise that wheels and axles are used in everyday life, not just in cars. Identify and explain vehicle design flaws using the correct vocabulary. Design a vehicle that includes functioning wheels, axles and axle holders. Make a moving vehicle with working wheels and axles. Explain what must be changed if there are any operational issues</p>	
<b>Geography</b>	<p><b>What Lives in our Forests?</b> Children can talk in detail about what a forest is. They can explain how forests are different from other geographical features and landscapes and use vocabulary to name specific physical features. To use aerial photos to recognise human and physical features of forests. To follow a route on a map with support. To identify trees and plants in my local area. To devise a simple map and construct basic symbols in a key. To use an atlas, world map, globe or UK map to locate some of the World’s forests.</p>	
<b>History</b> Samuel Pepys	<p>Know why the fire is known as ‘The Great’ fire. Know key events from the Great Fire of London (cause, effect on London etc.) Understand that we know about the Great Fire of London through a range of sources (Samuel Pepys’ diary, paintings etc.) and the issues of reliability around these. Understand how the fire became so out of control. Who was part of this? (Look at key figures from the time). Compare the time to the modern day and how building materials and knowledge, plus the fire service prevent such catastrophic fires. Understand the impact of the fire on how London was rebuilt using stone.</p>	
<b>Art</b> <a href="#">Using pencils for tone</a>	<p>Continue to explore printing simple pictures with a range of hard and soft materials e.g., cork, pen barrels, sponge. Demonstrate experience at impressed printing: drawing into ink, printing from objects. Use equipment and media correctly and be able to produce a clean printed image Make simple marks on rollers and printing palettes Take simple prints i.e., mono printing. Experiment with overprinting motifs and colour. *Use a sketchbook to plan and develop simple ideas and collect textures, patterns to inform other work</p>	
<b>Computing</b> <a href="#">Touch typing</a>	<p>This unit develops learners’ understanding of instructions in sequences and the use of logical reasoning to predict outcomes. Learners will use given commands in different orders to investigate how the order affects the outcome. They will also learn about design in programming. They will develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as programs and debug them.</p>	
	<p><b>Digital Literacy</b> <b>Online Bullying</b> I can explain what bullying is, how people may bully others and how bullying can make someone feel. I can explain why anyone who experiences bullying is not to blame. I can talk about how anyone experiencing bullying can get help. <b>Managing Online Information</b> I can use simple keywords in search engines. I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections). I can explain what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri). I can explain the difference between things that are imaginary, ‘made up’ or ‘make believe’ and things that are ‘true’ or ‘real’. I can explain why some information I find online may not be real or true.</p>	
<b>Music</b>	<p><b>Inventing a musical story:</b> Music is used for many reasons and can help us to tell a story and express our feelings. Music can be loud or soft, fast or slow, smooth and connected, or short and detached. We can also use instruments with different sounds to help communicate a story and different emotions. Explore the music in this unit and try to connect your feelings with what you hear. Do any of the songs tell a story? Use the music in this unit to explore loud and soft sounds <b>Recognising different sounds :</b> When voices or instruments work together to play different pitches that sound at the same time, we can hear harmony in music! Explore the voices and instruments used within the music in this unit to identify how and when harmony takes place. How many different instruments can you recognise in the songs in this unit?</p>	

<b><u>PSHE</u></b>	
<b><u>RE</u></b>	<p><b>Explore:</b> Learners should be able to identify actions, gestures and rituals used as part of worship and ceremonies and suggest why they might be important to believers.</p> <p><b>Engage:</b> Learners should be able to link actions, gestures and rituals to faith stories and belief</p> <p><b>Reflect:</b> Learners should be able to identify actions, gestures or rituals from their own experience and suggest how this might express what is important to them.</p> <hr/> <p><b>Explore</b> Learners should be able to identify faith groups that people might belong to and to suggest what difference that might make to the lives of believers.</p> <p><b>Engage</b> Learners should be able to recall activities around belonging to faith communities and explore what this might say to a believer.</p> <p><b>Reflect</b> Learners should be able to identify groups that they themselves belong to, to say how they show they belong, and what difference this makes to their lives.</p>