

Curriculum Information - Year 2 - Spring Term

Class Texts

A range of Traditional Tales including:

Jack and the Beanstalk

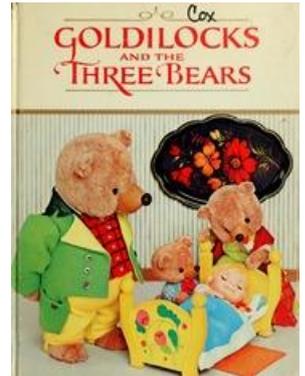
Goldilocks and the 3 Bears

Three Billy Goats Gruff

Funny Bones

The Pet Shop

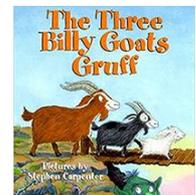
A Bump in the Night



English

Story vocabulary

- Story sequencing
- Role Play and Hot Seating
- Use punctuation such as capital letters, full stops, question marks, exclamation marks and commas.
- Write different kinds of sentences: statement, question, exclamation and command.
- Writing for a variety of purposes; letter, invitation, instructions etc.
- Use adjectives and expanded noun phrases to add detail and vary ideas.
- Write using subordination (when, if, that, because) and co-ordination (or, and, but).
- Use commas to separate items in a list.
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Old Testament: Stories

- This unit is designed to give children some insight into the stories and the characters of the Old Testament. It will also introduce them to important images of God found in the scriptures.

Sharing in the Life of Christ: Mary, the Disciples, Saints and us

- This unit is designed to extend the children's knowledge and understanding of the life of Mary and Jesus and the call of the disciples. They will also learn about some saints who have responded to the call of Jesus. They will also be introduced to the prayer of silence as an opportunity to spend time with God.

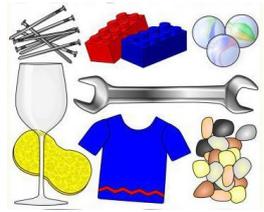
Parables and Miracles

- This unit is designed to develop the children's understanding of Jesus' parables and miracles. Through these they will develop a greater understanding of who Jesus is and what his ministry was.

Advent

- This unit is designed to develop children's knowledge of



	<p>the time, symbols and characters of the liturgical Season of Advent. It will focus on Advent being a season of preparation for Christmas through the story of John the Baptist and parish activities.</p>	
Maths	<ul style="list-style-type: none"> • Number: Place Value • Number: Addition and Subtraction • Number: Multiplication and Division • Measurement: Money • Recall and use multiplication and division facts for the 2, 3, 5 and 10x tables. 	
Science	<p><u>Changing Materials</u> <u>What is our school made of?</u> Children will be able to:</p> <ul style="list-style-type: none"> • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <p><u>Animals, including humans -</u> <u>How will 5 a day help me to stay healthy?</u> Children will be able to:</p> <ul style="list-style-type: none"> • 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. <p><u>Working scientifically</u></p> <ul style="list-style-type: none"> • Ask simple questions and recognising that they can be answered in different ways. • Observing closely, using simple equipment. • Performing simple tests. • Identify and classify materials. • Use their observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions. 	  
History	<p><u>What were toys like in the past?</u> Children will -</p> <ul style="list-style-type: none"> • Know that the toys their grandparents played with were different to their own. • Know about many of the changes that have happened since I was born. • Use words and phrases such as: old, new and a long 	

	<p>time ago</p> <ul style="list-style-type: none"> • Organise a number of artefacts by age. • Know the main differences between their school days and that of their grandparents. • Know what a number of older objects were used for. • Give examples of things that were different when my grandparents were children. • Know what we use today instead of older objects. • Differentiate between things that were here 100 years ago and those which were not (toys) 	
Geography	<p><u>What are the seasons? How do we represent the weather?</u></p> <p>Children will -</p> <ul style="list-style-type: none"> • Find out about the main features of the British weather. • Explain how the weather changes with each season. • Begin to explain why they would wear different clothes at different times of the year. • Say something about the people who live in hot and cold places. • Explain what they might wear if they lived in a very hot or a very cold place. 	
Music	<ul style="list-style-type: none"> • Music continues to be taught by Mr B. 	
Computing	<p><u>Coding</u></p> <p>Children will learn:</p> <ul style="list-style-type: none"> • What an algorithm is. • To create a computer program using simple algorithms. • To know what debugging means and to debug simple programs. • To use all the coding knowledge, they have learned throughout their programming lessons to create a more complex program that tells a story. <p><u>Online safety</u></p> <p>Children will learn:</p> <ul style="list-style-type: none"> • How to refine searches using the Search tool. • know how to share work electronically. • To use digital technology to share work on Purple Mash to communicate and connect with others locally. • To have some knowledge and understanding about sharing more globally on the Internet. • To introduce Email as a communication tool. • To understand how we talk to others when they aren't there in front of us. • To open and send simple online communications in the form of email. • To understand that information put online leaves a 	 



	<p>digital footprint or trail.</p> <ul style="list-style-type: none"> To begin to think critically about the information they leave online. To identify the steps that can be taken to keep personal data and hardware secure. <p><u>Spreadsheets</u> Children will learn:</p> <ul style="list-style-type: none"> To copy and Paste and use the totalling tools. Use a spreadsheet to add amounts. Create a table and block graph. 	
PE	<p><u>Multi-Skills and Health Related Exercise</u> Children will:</p> <ul style="list-style-type: none"> Develop their competence to excel in a broad range of physical activities. Be physically active for sustained periods of time. Engage in competitive sports and activities. Understand the importance of leading healthy, active lives. <p><u>Games and Dance</u> Children will:</p> <ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending Perform dances using simple movement patterns. 	
Art	<p><u>Can I Paint in the style of Picasso?</u> Children will -</p> <ul style="list-style-type: none"> Know the names of the primary and secondary colours. Know how to mix paint to create all the secondary colours. Know how to create brown with paint. Know how to create tints with paint by adding white & know how to create tones with paint by adding black. Know how to use pencils to create lines of different thickness in drawings. Describe what can be seen and give an opinion about it. Choose and use three different grades of pencil. Ask questions about a piece of work. Suggest how artists have used ...pattern and shape. Know how to create a repeating pattern in print. Know how to create a printed piece of art by pressing, rolling, rubbing and stamping. 	
Design and Technology	<p><u>What can our toys eat their dinner from?</u> Children will -</p> <ul style="list-style-type: none"> Use their own ideas to design their toy's dinner set & describe how their own idea works. Explain to someone else how they want to make their product and make a simple plan before making it. 	

	<ul style="list-style-type: none"> • Make their own model stronger. • Choose appropriate tools and resources. • Use own ideas to make something. • Describe how something works. • Explain what works well & not so well in the model that they have made. • Measure materials to use in a model or structure. 	
<p>PSHE</p>	<p><u>Being Me in My World</u> Children will:</p> <ul style="list-style-type: none"> • Identify some of their hopes and fears for the year. • Understand the rights and responsibilities for being a member of the class and school. • Listen to other people and contribute their own ideas about rewards and consequences. • Understand how following the Learning Charter will help them and others learn. <p><u>Celebrating Differences</u> Children will:</p> <ul style="list-style-type: none"> • Start to understand that sometimes people make assumptions about boys and girls (stereotypes). • Understand that bullying is sometimes about difference. • Recognise what is right and wrong and know how to look after them self. • Know some ways to make new friends. • Identify some ways that they are different from their friends. 	 