



YEAR 2 CURRICULUM PLAN

Spring Term 2024

This term Year 2 children will be learning about:

	Spring 1 – The Great Fire of London	Spring 2 – India
ENGLISH	<ul style="list-style-type: none"> • Range of non-fiction texts related to Great Fire of London • Poetry linked to science (Who am I) • Writing outcomes include: <ul style="list-style-type: none"> - Note making - Labelled drawings - Describe senses - Diary entry - Simple recount - bread making - instruction writing • Using correct punctuation • Spelling all Year 2 Common Exception words correctly in writing • Forming all lower and upper case letters correctly 	<ul style="list-style-type: none"> • Reading and analysing two Power of Reading texts that we are keeping as a surprise! • Writing outcomes include: <ul style="list-style-type: none"> - Character descriptions - Letter writing - Sequence sentences from short narratives - A longer narrative-story - comparing UK and non-European city/village • Using correct punctuation including question marks • Use a range of conjunctions like ‘and’ ‘or’ and ‘but’ • Spelling some Year 2 Common Exception Words
MATHS	<p>Addition and subtraction – Number Lines (1 week)</p> <ul style="list-style-type: none"> -draw number lines -place numbers on a number line in intervals -add and subtract 2-digit numbers using a number line -use partitioning method to solve equations <p>Multiplication and division (5 weeks)</p> <ul style="list-style-type: none"> --Recognise equal groups -Make equal groups -Add equal groups -Introduce the multiplication symbol -Use arrays -Make equal groups – grouping -Make equal groups – sharing -Times tables (2, 5, 10 and 3s) -Doubling and halving -Odd and even numbers 	<p>Shape (3 weeks)</p> <ul style="list-style-type: none"> -identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line - identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces - identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] - compare and sort common 2-D and 3-D shapes and everyday objects <p>Fractions (2 weeks)</p> <ul style="list-style-type: none"> - recognise, find, name and write fractions - write simple fractions



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SCIENCE	Living things and habitats -compare differences between living, dead and never alive -identify a range of habitats and how these provide the basic needs for different animals and plants -identify food chains	Plants -observe and describe how seeds and bulbs grow into mature plants -find out and describe how plants need water, light and a suitable temperature to grow and stay healthy -know and use the vocabulary germination, nutrients, temperature, survival, reproduce
GEOGRAPHY	Seasons and Weather patterns -Cause of the fire in relation to GFoL Maps -mapping a local area	Continents/oceans/countries -name and locate the world's 7 continents and 5 oceans -identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles. -identify the human and physical features of the two localities studied.
HISTORY	Great Fire of London -Know about the lives of significant individuals in the past who have contributed to national and international achievements -Samuel Pepys -Events beyond living memory that are significant nationally or globally	Mohandas K. Gandhi -the lives of significant individuals in the past who have contributed to national and international achievements
COMPUTING	Internet Safety -safer internet day -discussing how to stay safe online (use of passwords, age-appropriate websites and monitoring)	<u>Digital photography</u> -I can take photos in both landscape and portrait format -I can discuss how to take a good photograph -I can focus on an object -I can explore the effect that light has on a photo
ART	3D Art -Compares and re-creates form and shape (e.g. with clay). -Develops an awareness of contrast in texture and colour. -Uses loose parts to explore form, pattern, colour and shape. -Engages in more complex activities e.g. cutting and sewing a range of materials.	Drawing and Painting: watercolour (Indian landscapes) -Use drawing and painting to develop and share their ideas, experiences and imagination -Use line and tone to represent objects -Use colour to express moods and feelings -Control the range of marks and lines made when drawing and representing shape



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<p>DESIGN TECHNOLOGY</p>	<p>Structures – Design and make a pulley (link to GFoL)</p> <ul style="list-style-type: none"> -Suggest ideas and explain what they are going to do -Select from a range of tools, materials and components -Assemble, join and combine materials and components together using a variety of temporary methods e.g. glue or masking tape -Know how freestanding structures can be made stronger, stiffer and more stable -Talk about the strengths of their product and how to make it better -Talk about what they like and dislike about an existing product and explain why 	<p>Cooking and Nutrition</p> <ul style="list-style-type: none"> -Explain where food comes from. -Explore an existing food using the senses -Understand how to name and sort foods into the 5 groups in ‘The Eat well plate’. -Plan and use a range of healthy ingredients -Demonstrate how to prepare simple dishes safely and hygienically, without using a heat source. -Evaluate a dishes made and be able to explain where ingredients are from
<p>MUSIC</p>	<p>Using Classroom Instruments: Ukulele lessons</p> <ul style="list-style-type: none"> -Play instruments by shaking, scraping, rattling, tapping etc -Imitate a rhythm pattern on an instrument -Play a repeated rhythmic pattern (<i>rhythmic ostinato</i>) to accompany a song -Play with help the rhythmic pattern of a spoken sentence 	<p>Using Classroom Instruments: Ukulele lessons</p> <ul style="list-style-type: none"> -Play instruments by shaking, scraping, rattling, tapping etc -Imitate a rhythm pattern on an instrument -Play a repeated rhythmic pattern (<i>rhythmic ostinato</i>) to accompany a song -Play with help the rhythmic pattern of a spoken sentence
<p>PE</p>	<p>Dance - GFOL BBC scheme</p> <ul style="list-style-type: none"> -Move to a selection of beats -Link a short series of dance sequences together -Understand dance language 	<p>Gymnastics - Developing Balance</p> <ul style="list-style-type: none"> -be able to balance on a piece of apparatus -climb on apparatus -bench walk
<p>PSHE</p>	<p>Healthy and Safer lifestyles 8 - Drug Education (DE)</p> <p>Which substances might enter our bodies, how do they get there and what do they do?</p> <p>What are medicines and why and when do some people use them?</p> <p>When and why do people have an injection from a doctor or a nurse?</p> <p>Who is in charge of what medicine I take?</p> <p>What different things can help me feel better if I feel poorly?</p>	<p>Economic Wellbeing 1 - Financial Capability (FC)</p> <p>Where does money come from and where does it go when we ‘use’ it?</p> <p>How might I get money and what can I do with it?</p> <p>How do we pay for things?</p> <p>What does it mean to have more or less money than you need?</p> <p>How do I feel about money?</p> <p>How do my choices affect me, my family, others?</p>



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	<p>How can I keep safe with medicines and substances at home and at school? What is persuasion and how does it feel to be persuaded?</p> <p>Healthy and Safer lifestyles - Digital lifestyles</p> <p>What is meant by “identity” and how might someone’s identity online be different from their identity in the physical world? What are some examples of online content or contact which might mean I feel unsafe, worried or upset? When might I need to report something and how would I do this? What sort of rules can help to keep us safer and healthier when using technology? Who can help me if I have questions or concerns about what I experience online or about others’ online behaviour?</p>	<p>What is a charity?</p>
<p>RE</p>	<p>Creation stories – Who made the World? -Retell some of the religious and moral stories from the bible and at least one other religious text or special books. -Begin to understand what it looks like to be a person of faith. -Pupils begin to use key words and vocabulary related to Christianity and at least one other religion. - Suggest meanings of some religious and moral stories. -Express their own ideas, opinions and talk about their work creatively using a range of different medium.</p>	<p>Why is Easter the most important festival for Christians? -Name the different beliefs and practices of Christianity and at least one other religion and begin to look for similarities between religions. -Talk about and find meanings behind different beliefs and practices. -Suggest meanings of some religious and moral stories.</p>
<p>Other</p>	<p>-safer internet day -local trip (Church) -ukelele lessons -Art week</p>	<p>-local trip (Mosque) -World Book Day</p>