

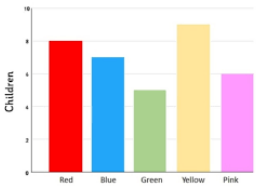





Year 2 Spring Term Curriculum Plan

| English | Maths | Science | PSHE and RSE (Jigsaw) |
|--|---|--|--|
| <p style="text-align: center;"><u>Jack and the Beanstalk and Little Red Riding Hood</u></p> <div style="display: flex; justify-content: center; gap: 10px;">   </div> <p><u>The children will learn:</u></p> <ul style="list-style-type: none"> to spell words with patterns and homophones to read all of the 1st 100 words & most of the 200 High frequency words to know that adverbs tell us how a character is feeling e.g. sadly. to refer back to the text for evidence to sustain interest in longer texts to Identify words & phrases that link texts to begin to identify an author's style to justify their views on a text using the word 'because' to explain their thinking to add the -ly suffix to words about different sentence types to use apostrophes for possession to use expanded noun phrases to make links to other similar stories to identify subordination and coordination sentences To use different phrasing of an opening and ending of stories to help set the scene | <p style="text-align: center;"><u>Herts for Learning Essential Maths</u></p> <p style="text-align: center;">Favourite Colour</p>  <p><u>The children will learn:</u></p> <ul style="list-style-type: none"> how to read tables and bar graphs to use written methods to solve addition problems about commutativity in addition to use written subtraction method to solve problems to solve mathematical words problems in addition and subtraction to tell the time to o' clock, half past, quarter past and to, to estimate and compare time to halve and double using money the times table (2, 3, 5 and 10 x) and use them to answer multiplication and division calculations | <p style="text-align: center;"><u>Plants</u> <u>Materials</u></p> <div style="display: flex; justify-content: center; gap: 20px;">   </div> <p><u>The children will learn:</u></p> <p><u>Plants</u></p> <ul style="list-style-type: none"> to describe how seeds & bulbs grow into mature plants To describe how plants need water, light and a suitable temperature to grow & stay healthy To begin to understand the requirements of plants for germination To begin to understand the process of reproduction and growth in plants <p><u>Uses of Everyday Materials</u></p> <ul style="list-style-type: none"> To identify and describe the uses of different everyday materials (wood, metal, plastic, glass, brick, rock, paper and cardboard) To identify and explain why the properties of materials make them suitable or unsuitable for a different purposes To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching <p><i>Work scientifically by:</i></p> <ul style="list-style-type: none"> test to show that plants need light and water to stay healthy comparing the uses of everyday materials in & around the school with materials found in other places (at home or school visits) | <p style="text-align: center;"><u>Jigsaw Scheme</u> <u>Dreams and goals</u> <u>Healthy Me</u></p> <div style="text-align: center;">  </div> <p><u>The children will learn:</u></p> <ul style="list-style-type: none"> about achieving realistic goals about perseverance about their strengths that other people learn differently from them how to work part of a group and co-operate to have an increased awareness of how others feelings affect others and our own feelings/behaviours affect others how to contribute to success how to share success what motivates them about healthier choices the importance of relaxing about healthy eating and nutrition about healthier snacks about sharing food |

History

Great Fire of London

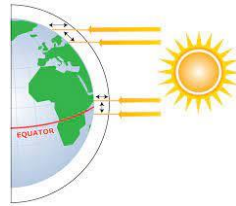
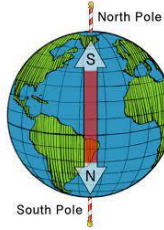


Children will learn:

- to know the chronological events of the fire and how it started
- to understand how we know the fire happened
- to know why the fire spread quickly
- to know what changes we have made today
- to understand how the Great Fire of London has impacted us today

Geography

Poles Apart!



Children will learn:

- to name and locate Antarctica and the Arctic on the map of the world (North and South Poles)
- to identify features of Antarctica
- to identify the location and features of the Arctic
- to locate and identify features of the equator
- to describe climate and weather differences between the Poles and the Equator

Art and Design

Drawing - Line and shape Olga Rozanova (1886 -1918)



Pablo Picasso – Spanish Artist (1868-1954)

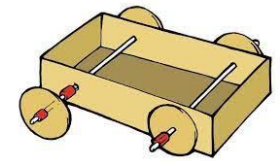


Children will learn:

- to identify how other artists have used line, colour, texture, shape, pattern in their work
- to draw geometric designs
- to explore different drawing techniques (hatching, cross-hatching, smudge, stippling)
- to draw lines of different shapes and thickness with increasing control and accuracy (horizontal, diagonal, vertical, zig-zag, wave, dotted, straight)
- to add tone (light and dark) to a drawing
- to create a piece of work in response to another artist's work
- to select and use different mediums when drawing

Design and Technology

Mechanisms - Wheels and axles



Children will learn:

- to research different vehicles
- how cars are made with the buyer in mind for e.g. speed, safety, use for safety
- about the function of a chassis
- how axles & wheels work
- to design a product for others following a design brief, using diagrams and mock ups
- to select the appropriate materials and use the correct joining techniques for making the chassis, axles and wheels
- health and Safety rules and risks whilst cutting and drilling and using different tools
- to use the correct tools with safe techniques
- to make mock ups of the vehicle and evaluate
- to make changes to the design if needed to

Physical Education

Yoga and Fundamentals Tag rugby and basketball



Children will learn:

- to copy and repeat yoga poses
- to develop an awareness of strength and flexibility when completing yoga poses
- to copy and remember actions linking them into a flow
- to create a flow, perform and teach it to a partner
- to explore how the body moves when running at different speeds
- to develop changing direction and dodging
- to develop balance, stability and landing safely
- to explore and develop jumping, hopping and skipping actions
- to develop co-ordination and combining jumps
- to develop combination jumping and skipping in an individual rope

Superstar Sports

Tag rugby and basketball

To develop ball skills, such as dribbling & different pass types that are used to play basketball & tag rugby.

To participate in team games, developing simple tactics for attacking & defending.

Religious Education

How do we know what is right and wrong?

Why is Passover important to Jews and Easter to Christians?



Children will learn:

- where we get our ideas of right and wrong from
- that the Ten Commandments are important to Jewish and Christian people
- that the Bible talks importance of love for Christians
- if there any rules that everyone should follow or obey and why
- if there any special celebration days or times in their lives
- what happens during Pesach and why is it important to Jewish people
- What happens during Holy Week and why is it important to Christians people
- Why all people share celebrations

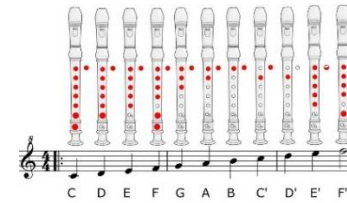
Celebration days:

Vaisakhi (Sikhism)

Easter (Christian)

Music

Charanga Music Scheme Recorder



Children will learn:

- to be able to hold a recorder correctly
- to learn high and low notes on a recorder
- to play a rhythm on a tuned instrument
- to identify pitch in a piece of recorder music
- to play the notes B, A, G, E and D on a recorder
- to begin to follow notation
- to play a tuned instrument

Computing

Teach Computing Scheme Programming



Children will learn:

- to explain what happens when we change the order of instructions
- to predict the outcome of a program
- to explain that programming projects can have code and artwork
- to design an algorithm
- to create & debug a program that I have written
- to explain that a sequence of commands has a start and an outcome
- to create a program using a given design
- to change a given design
- to create a program using my own design
- to decide how my project can be improved

E-Safety

- to explain how other people may look differently online and offline
- to recognise issues online that might make someone feel sad, worried, uncomfortable or frightened