
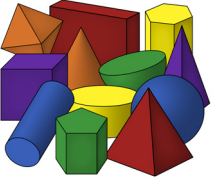
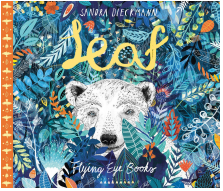
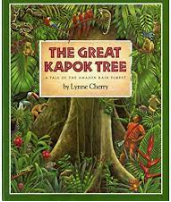














Our Year 2 Curriculum – Spring 1



Big Question  Lens:	How does the climate affect the world's landscapes? Landscape
Maths 	In Maths, we will be learning to add and subtract numbers to and beyond 100, using exchanging. This will be building upon the addition and subtraction unit that the children began before the Christmas holidays. We will also be learning about 2D and 3D shapes. Children will identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line. They will identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. They will identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]. They will compare and sort common 2-D and 3-D shapes and everyday objects.
English  	Narrative: This half term we will be reading the books 'Leaf' by Sandra Dieckmann and 'The Great Kapok Tree' by Lynne Cherry. The children will be immersing themselves in the stories, innovating sentences by each author and learning new vocabulary from the texts. We will be using expanded noun phrases and a range of sentence openers to ensure our writing is interesting to read. We will also be focusing on our letter formation and presentation. Non-Fiction: Using 'The Great Kapok Tree' the children will use the information they have learnt in order to write a non-chronological report about sloths. They will be using headings and subheadings and building upon the learning that they did in the Autumn Term. In spelling, grammar and punctuation children will apply the following to their writing; using coordinating and subordinating conjunctions, using the correct tense throughout, using apostrophes for possession and using commas in a list.
Geography 	We shall be studying world climate and weather links. For this, we will learn to name and locate the world's 7 continents and 5 oceans. We will use basic geographical vocabulary to refer to: <ul style="list-style-type: none">• key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather• key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop We will use world maps, atlases and globes to identify the United Kingdom and its countries, continents and oceans. We will use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.
Science 	Animals Including Humans Our concept in Science is Animals, including humans. Our big question is 'How can we stay healthy?' To answer this question, we shall be learning about the importance for humans to exercise and the importance of human hygiene. We shall learn how to record data.

<p>Art</p> 	<p>In Art, we will be using the medium of paint. In this unit, we will explore and respond to colour. We will be colour missing and experimenting with making secondary colours. The children will be hunting for textures and making them as well. They will be focused on the colour, tone, texture and pattern elements of art.</p>
<p>Religious Education</p> 	<p>In RE, we will be learning about Judaism. The theme is Passover and we will be answering the key question 'How important is it for Jewish people to do what God asks them to do?' The children will understand how celebrating Passover helps Jewish people show God they value their special relationship with Him.</p>
<p>PSHE</p> 	<p>In PSHE we shall be discussing what helps us to stay safe. For this, we will learn how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online). We will learn how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove ourselves from them. We will learn how to resist pressure to do something that makes us feel unsafe or uncomfortable, including keeping secrets.</p> <p>Our British Value for this half term is: Democracy.</p>
<p>Music</p> 	<p>In Year 2 we will be learning new songs with a bigger vocal range and longer phrases and also focusing on the difference between pulse and rhythm. We will continue to feel the pulse when listening to a given piece of music and will also be listening out for dynamic and tempo changes. We will be learning to read, write and play simple 'stick notation' using crotchets (fly) quavers (spider) and rests.</p>
<p>Computing</p> 	<p>The children will be building upon their Year One learning about algorithms. They will be making them for more complex games. The children will be able to decompose a game to predict the algorithms. They will write clear and precise algorithms and create them to solve problems. They will use loops in their algorithms to make their code more efficient and be able to explain what abstraction is.</p>
<p>Outdoor PE</p> 	<p>In PE, the children will be developing their ball skills. In these lessons, they will be learning:</p> <ul style="list-style-type: none"> • To be able to roll a ball to hit a target. • To develop coordination and be able to stop a rolling ball. • To develop technique and control when dribbling a ball with your feet. • To develop control and technique when kicking a ball. • To develop coordination and technique when throwing and catching. • To develop control and coordination when dribbling a ball with your hands.
<p>Indoor PE</p> 	<p>In PE, the children will be taking part in dance. In these lessons, they will be learning:</p> <ul style="list-style-type: none"> • To repeat, link and choose actions. • To create actions and accurately copy other's actions. • To copy, remember and repeat actions using facial expressions to show different characters. • To perform in unison creating shapes with a partner. • To be able to mirror a partner and create ideas. • To copy, repeat and create actions in response to a stimulus.
<p>Swimming</p> 	<p>In swimming the children will be learning about their arm actions. This will build upon the kicking action they were learning last half term. The children will swim one half term out of the whole term.</p>