Year 2
Parent Curriculum Information
Spring Term 2024

English

Class Novel: Spring 1: The Penguin who Wanted to Find Out by Jill Tomlinson. Spring 2: The Twits by Roald Dahl.	**Poetry:** Performance Poem: The Owl and The Pussy Cat by Edward Lear Poetry Form: Narrative Poem (Stanza)
Core Text: On The Way Home by Jill Murphy *Appealing story which will allow children to use and apply their knowledge of traditional tales.* **Written Outcome** Children's version of the journey story **Poetry: The Owl and The Pussy Cat by Edward Lear** Classic Narrative Poem which allows the children to look at more traditional verse and archaic language. **Written outcome** Write an alternative version of the poem **Core Text: Little Leaders: Amelia Earheart/ Wonderful Women Who Changed the World** *Children have been learning about women in history and can use this text to study Amelia Earheart. This also consolidates learning from Year 1 flight.* **Written Outcome** Biography	**Core Text: The Twits by Roald Dahl** *Children to compare author style from Y1 Roald Dahl title.* **Written Outcome** Character description involving interaction between the two characters. **Core Text: Back to Back; Hot and Cold Places – Dorling Kindersley** **One Day On Our Planet Series** *Mentor texts showing children information text presentation and language style.* **Written Outcome** Information Text **Core Text: The Disgusting Sandwich by Gareth Edwards** *This provides children with the stimulus to write their own instructions building on their prior knowledge of procedural writing*. **Written Outcome** Instructions

Children will learn key objectives from the Year 2 national curriculum through these units of work. They will develop skills in reading comprehension, writing, vocabulary, grammar, punctuation and handwriting.
In addition, children will have daily Sounds Write sessions to further develop their phonic knowledge, reading and spelling skills.

Mathematics

Measurement: Money

- Count money – pence
- Count money – pounds
- Count money – pounds and pence
- Make the same amount
- Compare amounts of money
- Calculate with money
- Make a pound
- Find change
- Two-step problems

Number: Multiplication and Division

- Recognise equal groups
- Make equal groups
- Add equal groups
- Introduce the multiplication symbol
- Multiplication sentences
- Use arrays
- Make equal groups – grouping
- Make equal groups – sharing
- The 2 times table
- Divide by 2
- Doubling and halving
- Odd and even numbers
- The 10 times table
- Divide by 10
- The 5 times table
- Divide by 5
- The 5 and 10 times tables

Measurement: Length and Height

- Measure in centimetres
- Measure in metres
- Compare lengths and heights
- Order lengths and heights
- Four operations with lengths and heights

Measurement: Mass, Capacity and Temperature

- Compare mass
- Measure in grams
- Measure in kilograms
- Four operations with mass
- Compare volume and capacity
- Measure in millilitres
- Measure in litres
- Four operations with volume and capacity
- Temperature

Science

Everyday Materials

- 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.

Living Things and their Habitats

- Explore and compare the differences between things that are living, dead, and things that have never been alive.
- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
- Identify and name a variety of plants and animals in their habitats, including microhabitats.
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Physical Education (PE)

Gymnastics

- Begin to provide feedback using key words
- Be proud of their work and be confident to perform it in front of others
- Perform the basic gymnastic actions with some control and balance
- Plan and repeat simple sequences of actions
- Use directions and levels to make their work look interesting
- Use shapes when performing other skills
- Work safely with others and apparatus

Fitness

- Describe how their body feels during exercise
- Show hopping and jumping movements with some balance and control
- Persevere with new challenges
- Show determination to continue working over a longer period of time
- Understand that running at a slower speed will allow then to run for a longer period of time
- Work with others to turn a rope and encourage others to jump at the right time

Invasion

- Describe how their body feels during exercise
- Dodge and find spaces away from the other team
- Move with a ball towards goal
- Sometimes dribble a ball with their hands and feet
- Stay with another player to try and win the ball
- Know how to score points and remember the score
- Know who is on their team and attempt to send the ball to them

Net and Wall

- Defend spaces on their court using the ready position
- Describe how their body feels during exercise
- Hit a ball over the net and into the court area
- Throw accurately to a partner
- Use simple tactics to make it difficult for an opponent
- Know how to score points and remember the score
- Show good sportsmanship when playing against an opponent

Computing

Algorithms and Debugging

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
- Solve problems by decomposing them into smaller parts
- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Use sequence and repetition in programs
- Use logical reasoning to explain how some simple algorithms work
- Use logical reasoning to predict the behaviour of simple programs

Programming: Scratch JR

- Use logical reasoning to predict the behaviour of simple programs
- Create and debug simple programs
- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions

Online Safety: Who should I ask?

- Understand why I ask permission
- Explain who I need to ask permission from before sharing content online

Online Safety: It's my choice

- Explain why I have the right to say no
- Know who to ask for help if I am unsure or feel pressure to do something

Geography	History
Hot and Cold Places • Understand and compare the location of hot and cold areas of the world, recognising their features. • Discuss and locate the imaginary line around the centre of the world: the equator. Understand the equator divides the earth into the northern and southern hemispheres. • Know how some animals have adapted to hot and cold climates. **Locational knowledge** • Name and locate the world's **seven continents**	**Women Who Made a Difference** (Lives of significant individuals) • Explore the differences and similarities between Florence Nightingale and Mary Seacole and understand their contributions to nursing. • Explore the differences and similarities between Rosa Parks and Emily Davison and understand how they fought for equal rights.
Religious Education (RE)	
Islam *Does praying at regular intervals help a Muslim in their everyday life?* • Explain how commitment is an important aspect of a Muslim's life • Ask and answer questions about customs associated with Islam • Find out about how and when Muslims worship and ask questions about why this is important to believers	**Christianity** *How important is it to Christians that Jesus came back to life after His crucifixion?* • Engage with religious beliefs and ideas through story, symbol and other visual forms of expression • Explain what Christians believe about Jesus' resurrection, and to evaluate how important this is to them • Discuss own beliefs in life after death
Art	**PSHE+C**
Superheroes-Sculpture and Mixed Media • Create a wire-based model of a human that looks active. • Create a range of facial expressions. • Keeping lines smooth (avoiding feathery or jerky lines). • Work together to create a large piece of artwork. • Blend washes of primary colour paints to create secondary colours. • Create a dot matrix pattern in the style of Lichtenstein. • Blend primary pastel colours to create secondary colours. • Add a shadow effect to an outline using black pastel or charcoal. • Completing a piece that shows a balance between all the areas. A controlled use of all the media: paint, pen, pastel, paper texture, pattern.	**Dreams and Goals** • Achieving realistic goals • Perseverance • Learning strengths Learning with others • Group co-operation • Contributing to and sharing success **Healthy Me** • Motivation • Healthier choices • Relaxation • Healthy eating and nutrition • Healthier snacks and sharing food
Design Technology	**Music**
Mechanisms: Fairground Wheel • Designing and labelling a wheel, considering the designs of others and making comments about their practicality or appeal. • Considering the materials, shape, construction and mechanisms of their wheel and labelling their designs. • Building a stable structure with a rotating wheel and testing and adapting their designs as necessary. • Following a design plan to make a completed model of the wheel.	**West African call and response -** *Animals* • Learn a traditional African call and response song • Recognise simple notation • Compose animal-based call and response rhythms. **Orchestral Instruments -** *Traditional Stories* • Introduction to the instruments of the orchestra • Identify these within a piece of music.