

Year 2 Spring Term Curriculum Provision

Values and Virtues (Golden Thread):	<ul style="list-style-type: none"> <li>• Curious and active about God’s world. – see notes underneath subjects.</li> <li>• Faith-filled and Hopeful about changes we can make. see notes underneath subjects.</li> </ul> <p>Curious about what is in other places of the world – map work, landmarks etc.</p>
Books:	<ul style="list-style-type: none"> <li>• A Ticket Around the World (Natalie Diaz &amp; Melissa Owens)</li> <li>• Handa’s Surprise</li> </ul>
R.E:	<p><b>Christmas</b></p> <ul style="list-style-type: none"> <li>• be able to sequence the story of Christmas from the annunciation to the flight into Egypt</li> <li>• understand some of the difficulties faced by Mary and Joseph on their journeys</li> </ul> <p><b>Parables and Miracles</b></p> <ul style="list-style-type: none"> <li>• know a range of parables and miracles</li> <li>• understand the qualities of Jesus as a healer and a teacher</li> </ul> <p><b>Special Celebrations</b></p> <ul style="list-style-type: none"> <li>• know the seasons of the Liturgical year</li> <li>• know that sacraments are special celebrations</li> </ul> <p><b>Lent</b></p> <ul style="list-style-type: none"> <li>• know the importance of Jesus’ teachings about forgiveness</li> <li>• have some understanding about how we experience forgiveness through the Sacrament of Reconciliation</li> </ul> <p><b>Holy Week</b></p> <ul style="list-style-type: none"> <li>• understand the words and actions of Jesus at the Last Supper and his final week on Earth English</li> </ul>

**Word Reading**

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
- Read words containing common suffixes.
- Read accurately words of two or more syllables that contain the same graphemes as above.
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

**Comprehension**

- Understand both the books that they can already read accurately and fluently and those that they listen to by checking that the text makes sense to them as they read and correcting inaccurate reading.
- Understand both the books that they can already read accurately and fluently and those that they listen to by making inferences on the basis of what is being said and done.
- Understand both the books that they can already read accurately and fluently and those that they listen to by answering and asking questions.

**Composition**

- Develop positive attitudes towards and stamina for writing by writing for different purposes.
- Develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional).
- Make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly].

**Handwriting**

- Form lower-case letters of the correct size relative to one another.
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.

**Grammar, Punctuation and Spelling**

- Spell by learning to spell common exception words.
- Spell by learning to spell some words with contracted forms.
- Spell by distinguishing between homophones and near-homophones.
- Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.
- Use grammatical terminology for Year 2 learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks.
- Learn how to use sentences with different forms: statement, question, exclamation, command.
- Learn how to use the present and past tenses correctly and consistently including the progressive form.
- Use grammatical terminology for Year 2 understanding the use of the suffixes -er, -est in adjectives and the use of the -ly in Standard English to turn adjectives into adverbs.
- Learn how to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)

<p style="text-align: center;">Maths</p>	<p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.</li> <li>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs.</li> <li>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.</li> <li>Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</li> <li>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</li> <li>Ask and answer questions about totalling and comparing categorical data.</li> </ul> <p><b>Geometry- properties of shape</b></p> <ul style="list-style-type: none"> <li>Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.</li> <li>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.</li> <li>Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.]</li> <li>Compare and sort common 2-D and 3-D shapes and everyday objects.</li> </ul> <p><b>Number – fractions</b></p> <ul style="list-style-type: none"> <li>Recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity.</li> <li>Write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</li> </ul> <p><b>Measurement: length and height</b></p> <ul style="list-style-type: none"> <li>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</li> <li>Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</li> </ul>
<p style="text-align: center;">Science</p>	<ul style="list-style-type: none"> <li>asking simple questions and recognising that they can be answered in different ways</li> <li>performing simple tests</li> <li>identifying and classifying</li> <li>using their observations and ideas to suggest answers to questions</li> <li>observing closely, using simple equipment</li> <li>gathering and recording data to help in answering questions</li> <li>notice that animals, including humans, have offspring which grow into adults</li> <li>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul>

P.E.	<p><b>Gymnastics</b>  Master basic movements including running and jumping.  Developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <ul style="list-style-type: none"> <li>• Travel, showing change of speed and direction</li> <li>• Perform 'Teddy bear' &amp; 'Pencil' rolls</li> <li>• Create, remember and perform simple movement sequences</li> </ul> <p><b>Games</b>  Master basic movements including running, jumping, throwing and catching.  Developing balance, agility and co-ordination</p> <ul style="list-style-type: none"> <li>• Show sending techniques such as passing, bouncing and rolling.</li> </ul> <p>Show sending techniques over distances.</p>
Computing	<ul style="list-style-type: none"> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>• Recognise common uses of information technology beyond school</li> </ul>
P.S.H.E.	<ul style="list-style-type: none"> <li>• Talk about special people in their life and say why there are special</li> <li>• Talk about different homes around the world and identify how they are the same as and different from their own</li> <li>• Describe what their school is like</li> <li>• Explain what an environment is</li> <li>• Explain what natural resources are and identify how people use them</li> <li>• Say what they love about the world in which they live and describe how they would feel if these things disappeared</li> <li>• explain who the special people in their lives are;</li> <li>• talk about the importance of families;</li> <li>• describe what makes someone a good friend;</li> <li>• know how to resolve an argument in a positive way;</li> <li>• know the skills involved in successful cooperation;</li> <li>• identify a way to show others they care.</li> </ul>

Spring Term  
All Around The World

Local links:		<ul style="list-style-type: none"> <li>• British telecom</li> <li>• Midlands Art Centre – Puppets</li> <li>• Dudley Archives and Local History</li> </ul>	
Subj	Learning Aims		
History	National Curriculum Outcome	Key vocab includes:	“WOW” Experience opportunities
	<p>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>This links to faith filled and hopeful because the children can see how people were hopeful for a better life/ improvements in their life. They will also see how times have changed and the impact this has had on their life today.</p> <p>BV – Individual Liberty – display board of children’s WOW work. Mutual respect – children to be involved in partner and group work during lessons. Children learn about an aspect of life and how this has developed.</p>	<p>Writing systems</p> <p>Black Country</p> <p>Europe</p> <p>Telegraph</p> <p>Morse code</p> <p>World wide web</p> <p>Telephone</p> <p>Internet</p> <p>Communication</p> <p>Information</p>	<p>Use the world wide web to communicate with other people – email, Purple Mash.</p>
G e	National Curriculum Outcome	Key vocab includes:	

	<p>Name and locate the world's seven continents name, locate and identify characteristics of the four countries and capital cities of the</p> <p>United Kingdom and its surrounding seas use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>This links to Curious and Active because the children will be curious about the different places around the world and active in what they will find out about each one. It also links to Faith filled and hopeful because the children can use hope to face challenges and the unknown. The children will show faith in the communities where they belong.</p> <p>BV – Individual Liberty – display board of children's WOW work. Mutual respect – children to be involved in partner and group work during lessons Tolerance of culture – Black history Month. Democracy – questionnaires completed by the children</p>	<p>Countries Continents Map Europe World South America North America Asia Australasia Antarctica Africa Land marks Characteristics</p>	<p>Puppets go around the world with the children and visit each location. Record fun facts from each place.</p>
Ait	National Curriculum Outcome	Key vocab includes:	<p>Visit Merry Hill to look for designer clothes and patterns / art work they have used.</p>
	<p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Range Artists Differences Designer Andy Warhol</p>	

DT	National Curriculum Outcome		Key vocab includes:	Puppet Show in classroom – recorded. Visit from Midlands Art Centre performing puppet show.
	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Select from and use a range of tools and equipment to perform practical tasks</p> <p>Select from and use a wide range of materials and components, including construction materials and textiles according to their characteristics</p> <p>Explore and evaluate a wider range of existing products</p> <p>Evaluate their ideas and products against a more detailed design criteria</p> <p>This links to curious and active because the children will use the puppets to go around the world and be curious about the creations God has made. Active in seeing if there is anything they can do to make the world a better place. at the end of each lesson the children will be given a chance to write down any curiosities and these will be answered at the start of the following lesson. it also links to Faith filled and hopeful because the children can use hope to face challenges and the unknown. The children will show faith in the communities where they belong.</p> <p>BV – Mutual respect – food bank donations and money donations during Lent or fundraising activity.</p> <p>Individual liberty – charity events for Lent – making things to sell.</p>		<p>Design</p> <p>Purposeful</p> <p>Products</p> <p>Puppets</p> <p>Investigate</p> <p>Evaluate</p> <p>Practise</p> <p>Template</p>	
Music	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	

	<p>listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>BV – Individual Liberty – we respect other people’s opinions and choices on the work they create.</p> <p>We are special – in the talents God has given us.</p>	<p>Listen Concentrate Live Recorded Music Country Continent Origin</p>	<p>Performing the music from each country.</p>
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