

## Year 2 Spring Term 2 Curriculum Map



This plan is intended to give you some insight into what your child is learning at school. We know that children do best at school when they are supported at home. You may wish to use this a prompt for some discussions about your child's learning. Your child should read every night as we know that reading is the single most important skill for academic success. Reading should be recorded in your child's reading record. Children should also focus on learning the spelling patterns set.

### English

This half term we will be writing a non-chronological report and biography based on texts being read in school. We will be using relevant strategies to develop our vocabulary and developing the skills of structuring our descriptions to engage the reader. We will continue to develop the skills of using punctuation correctly including capital letters and full stops and introduce additional punctuation including question marks, exclamation marks, commas in a list and apostrophes. We will be writing compound and complex sentences using conjunctions including and, but, so, or, because, if and when and using expanded noun phrases for description (e.g. the enormous, green troll).

In reading, we will continue to develop our comprehension skills using connected texts related to our foundation curriculum. We will encourage the children to make connections between class books and those they have read in the past together with their knowledge gained from other sources.

In spelling, we will be building on the children's phonic knowledge to understand spelling patterns and common exception words. We will be carrying out spelling investigations, finding patterns and analysing common errors.

### Spellings

WB: 26.02.24	WB:04.03.24	WB:11.03.24	WB:18.03.24	WB:25.03.24
Adding the prefix dis- and knowing it means 'not'. <i>ie. disapprove, dishonest</i>	5 ten-minute spelling lessons exploring rules we have covered so far (prefixes un- and dis-)	Adding the prefix re- and know it means 'to do it over'. <i>ie. reapply, redo, rewrite</i>	5 ten-minute spelling lesson exploring rules we have covered so far. (prefixes re- and tri-)	Adding the suffix -ness and -less to words.
Words that have the 'oo' sound, spelled in different ways (ue, ew, ou, ui, u_e)		Words containing the 'le' digraph making the 'l' sound.		Words that have the 'ai' sound, spelled in different ways (ai, a_e, ea, ay)

### Maths

Please be mindful that lessons may need to be adapted where appropriate to suit the needs of the children. These units will be taught but the dates of when they are taught may differ.

WB: 26.02.24	WB:04.03.24	WB:11.03.24	WB:18.03.24	WB:25.03.24
Fractions Half, quarter and third of shape and number	Fraction Two quarters and three quarters	Time Telling the time to the hour, half hour, quarter of an hour and 5 minutes.	Position and Direction Turns, movements and patterns.	Statistics Tally charts, tables, block graphs and pictographs.
				Arithmetic – all 4 operations

Adding and subtracting 2 2-digit numbers, without and with bridging.	Multiplication and division arithmetic.	2, 5, and 10 times tables.	Adding and subtracting 2 2-digit numbers, without and with bridging.	
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<b>Science</b>	Revisiting habitats to deepen and apply the knowledge we learnt previously. Understanding what lives in different habitats and why they are dependent on each other. Understanding food chains and identifying what has been alive, once alive and never alive.
<b>Geography</b>	Revisit oceans and continents to deepen and apply the knowledge we have previously learnt. Be able to effectively use an atlas, globe and satellite images and be able to say what the difference between them is and when or why each one might be more beneficial than the other. To discuss and explain where each continent and ocean is as well as in relation to each other.
<b>History</b>	Comparing 15 <sup>th</sup> and 20 <sup>th</sup> century exploration, which was the time of Christopher Columbus and Neil Armstrong, respectively. Be able to explain what life was like for explorers in this time period.
<b>R.E</b>	To understand if praying at regular intervals helps a Muslim in his or her everyday life.
<b>PSHE</b>	Relationships Understanding how our bodies change from young to old and knowing the differences between boys' and girls' bodies. Knowing that parts of our body are private.
<b>PE</b>	Send and Receive Be able to track the path of a ball over a net and move towards it. Begin to hit and return a ball using a variety of hand and racket with some consistency. Play modified net/wall games throwing catching and sending over a net.
<b>Outdoor Learning</b>	To create a wormery. To care for and prepare an area for planting (weeding). To efficiently use gardening tools to plant beetroot and carrots.
<b>Art</b>	Revisit the artist JMW Turner, exploring a different medium of water colour to create artwork related to weather.
<b>DT</b>	Revisiting mechanisms and levers to deepen and apply our previous learning. Design and create our own prototype.
<b>Music</b>	In this topic children learn to sing the song 'Once a Man Fell in a Well' and to play it using tuned percussion, adding sound effects, experimenting with timbre and dynamics and using letter notation to write a melody.
<b>Computing</b>	Questioning. Creating yes/no questions to be able to gather, record and interpret data.