

Year 2 Spring Term Curriculum Long Term Planning 2019-2020

	Victorians	What a Wonderful World
Literacy	<p>Children will continue Phase 6 of Letters and Sounds. They will be taught contractions using the common words—that's, I've, let's, there's, he's, we're, couldn't. Children will continue to learn common spelling patterns and be taught rules for common positions of a phoneme/grapheme. During guided reading sessions children will participate in class discussions by asking and answering questions, discussing their favourite words and phrases and discussing and clarifying the meanings of words. Children will make predictions and inferences and will be taught to apply these skills to answering comprehension style questions.</p> <p>Some books to be used in class include; 'The Lonely Giant'</p> <p>Children will continue to apply punctuation and grammar taught so far to different genres of writing. This will include instructions, recounts, stories and letters. The Mighty Writer will be used as an editing tool to teach children to proofread their work, checking for errors and make simple additions, revisions and corrections to their own writing. Children will also learn to use subordination in sentences, using when, if, that, or because.</p> <p>During daily handwriting children will continue to practise using some of the diagonal and horizontal strokes needed to join letters within words. Children will also practise forming capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. They will begin to apply this to their independent writing.</p>	<p>Children will continue Phase 6 of Letters and Sounds. They will be taught to use possessive apostrophes and distinguish between homophones and near-homophones. eg there and their. Children will continue to use spelling rules to spell words correctly and they will be taught to spell polysyllabic words.</p> <p>During guided reading sessions children will read non-fiction text that are structured in different ways. They will apply comprehension skills taught by answering comprehension style questions.</p> <p>Children will continue to apply punctuation and grammar taught to different genres of writing. This will include; poetry, information leaflets, recipes, character descriptions and stories. Children will continue to proofread their work check for errors in spelling, grammar and punctuation and make simple additions and revisions to their writing.</p> <p>During daily handwriting children will continue to practise using some of the diagonal and horizontal strokes needed to join letters within words. Children will also practise forming capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters They will apply this to their independent writing.</p>
Maths	<p>Children will recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. They will calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs.</p> <p>Children will solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts and they will show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</p> <p>Children will then make equal groups by sharing and grouping and divide a number by 2, 5 and 10.</p> <p>Children will interpret and construct simple pictograms, tally charts, block diagrams and simple tables, with given data or data they have gathered and be able to ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. They will also ask and answer questions about totalling and comparing categorical data. Children will be taught time, money and position and direction throughout the year. Every day children will recap fluency skills and recap their prior learning.</p>	<p>Children will build upon knowledge from Year 1 and 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 and learn to 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 make patterns with 2D and 3D shapes and will also be able to compare and sort common 2-D and 3-D shapes and everyday objects.</p> <p>Children will be able to recognise, find, name and write the fractions $1/2$, $1/3$, $1/4$, $2/4$ and $3/4$ of a length, shape, set of objects or quantity. Following this they will write simple fractions for example, $1/2$ of 6 = 3 and recognise the equivalence of $2/4$ and $1/2$. Children will continue to 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.</p> <p>They will compare and order lengths, mass, volume/capacity and record the results using >, < and =.</p> <p>Children will be taught time, money and position and direction throughout the year. Every day children will recap fluency skills and recap their prior learning. Children will take part in the March 'Problem of the day' initiative to improve reasoning and problem solving skills.</p>
Science	<p><u>Animals, including humans</u> – notice that animals, including humans have offspring which grow into adults. Children will find out about and describe the basic needs of animals, including humans for survival (water, food and air). They will research to see if these needs were met during Victorian times.</p> <p>Children will be gathering and recording data around people's diet nowadays compared with Victorian times. They will be asking and answering questions about the diet of children today and during Victorian times. Children will classify different features between rich people and poor people in Victorian times and how this affected the basic needs of humans.</p>	<p><u>Living thing and their habitats</u></p> <p>Children will research habitats, including micro-habitats, around the world, They will find reasons why things living there are suited to that habitat/environment.</p> <p>Children will research the food chains of these animals and learn where food sources come from. They will collect information gathered into a report.</p>
Geography	N/A this half term	<p>Remember when you learnt to name and locate the 7 continents and 5 oceans.</p> <p>Now you will learn to name and locate the surrounding seas of the UK.</p> <p>Use the 4 points of the compass to build knowledge of the UK and where Filey is in relation to the rest of the UK</p> <p>Use direction language to describe feature and routes on a map</p> <p>Children will name and locate the 7 continents and 5 oceans</p> <p>Children will learn where in the world the weather is cold/warm related to the equator, north/south poles and make predications and comparisons</p> <p>Learn about weather in the UK and identify patterns</p>
History	<p>Children will gain a historical perspective of different economic contexts in Victorian England. They will also understand historical concepts of similarity, difference and significance and use them to make connections and draw contrasts.</p> <p>Children will explain British history by learning about famous events and naming famous people from the Victorian era.</p> <p>Children will learn to explain why people in the past acted the way they did.</p> <p>Children will be able to recount interesting facts from the Victorian era e.g. The great exhibition, Queen Victoria's coronation, Industrial Revolution etc.</p> <p>Children will learn to research, ask and answer questions using a range of artefacts and sources of information including technology.</p> <p>Children will understand where events fit within a chronological framework and sequence a series of events and give reason for their order.</p> <p>Children will explain how their local area was different in the past e.g. Victorian seaside holidays and Filey Beach today.</p>	N/A this half term
D.T	<p>Children will investigate Victorian cookery and compare it to present day cooking. They will find out about traditional Victorian dishes, developing their understanding of where food comes from. They will then prepare their own dishes using techniques such as grating, peeling and weighing using electronic scales.</p>	N/A this half term
Art & Design	<p>Children will explore the work of William de Morgan. They will describe colours used by de Morgan to create his medieval designs and Islamic patterns. Children will then create their own artwork inspired by this style. They will use colour on a large scale to express moods and feelings. They will use white paint to make a selection of tones.</p> <p>Children will explore Victorian portraits looking at the use of shadow, light and dark. They will use different tools including charcoal, chalk and pastels to create their own portraits.</p>	<p>Children will explore sculpture to develop and share their ideas inspired by the work of Michelangelo. They will shape and form malleable materials including clay. They will use a variety of materials to re-create a landmark from around the world. This will include moulding clay, dough and mod roc as well as practising skills in weaving textiles.</p>
ICT	<p>Children will use logical reasoning to predict the behaviour of programmes and learn how to debug simple programmes. Children will understand that algorithms are implemented as programmes on digital devices and that programmes run by following instructions.</p>	<p>Children will use technology to organise digital content and use technology to create, communicate and collaborate with others. Children will also use ICT to find and change images.</p>
Music	<p>Experiment with, create sounds, select and combined sounds with instruments.</p> <p>Create a start-middle-end for their own compositions.</p> <p>Children will learn about a famous composer from the Victorian period e.g. Edward Elgar.</p>	<p>Children will consider pulse, rhythm, tempo, dynamics, and timbre whilst they experience music from around the world – Samba, carnival music, castanets etc.</p>
P.E	<p>Gymnastics</p> <p>Children will further develop basic gymnastic movements and improve agility, balance and coordination skills.</p> <p>They will remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision.</p> <p>Children will create sequences of movements and discuss what is different and the same about their work and the work of others. They will evaluate their work and the work of others by discussing how to improve their gymnastic sequences.</p>	<p>Multi-skills</p> <p>Children will consolidate prior learning and further develop basic movements including running, jumping, throwing and catching. They will apply these skills to a variety of invasion games. Children will repeat the movements and actions in order to remember these basic skills. They will learn how to exercise safely and think about the effects exercise has on the body.</p> <p>Children will learn to choose, use and vary simple tactics and recognise good quality in their own and others' performance.</p>

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R.E	<p>Who is a Muslim and what do they believe? Question – Remember when you learnt about Muslim beliefs and shared some Muslim stories? Children will share what they can remember. Children will describe one of the beliefs that Muslims hold about God e.g. tawhid. Share the story of the revelation of the Holy Qur’an – how the Angel Jibril revealed it to Prophet Muhammad on Mount Hira; how Muslims learn Arabic to be able to read and remember it; some teachings from the Holy Qur’an. Talk to Muslims about what they believe about God. Children will explore what the concept of God means for the children themselves. They will identify the objects that are most precious to them. Why are they precious? How does it show? Identify objects that are significant to Muslims; if possible, see them being used by a believer, e.g. prayer beads, prayer mat, Qur’an and stand, compass, headscarf. Why are these important? Share the experiences of a Muslim during the fast of Ramadan and the celebrating of Eid-ul-Fitr. Why do Muslims celebrate?</p>	<p>Why does Easter matter to Christians? Children will understand that Christians believe that Easter is very important in the ‘big story’ of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross. Children will explore the belief that Christians believe Jesus builds a bridge between God and humans. Children will also understand that Christians believe Jesus rose from the dead, giving people hope of a new life. Children will make Easter gardens to share with the local community of Filey. These Easter gardens will be displayed in shop windows around Filey for the community to share.</p>
Learning Outside The Classroom	<p>Visit Ryedale Folk Museum to learn about Victorian times. Visit Filey Museum to experience what Filey was like during Victorian times. Children will experience drill and Victorian playground games in the outdoor areas. Children will have seven swimming lessons in year two to develop water confidence and swimming skills.</p>	<p>Children will explore their local environment to identify animals and their habitats. Children will create sculptures using natural materials. Children will make animal habitats in the outdoor areas e.g. bug hotels etc. Children will collect objects outside to use in playground Carroll diagrams and Venn diagrams. Children will have seven swimming lessons in year two to develop water confidence and swimming skills.</p>
Extra-Curricular Activities	<p>Family Reading Club – Monday 2.45pm-3.45pm Pupil Premium Cookery Club – Mondays ‘Sparklers’ Church Group – Monday Lunchtime Maths Club – Tuesday Lunchtime Fact File Club – Tuesday Lunchtime Mindfulness Club – Wednesday Lunchtime STEM Club – Wednesday Lunchtime Singing Club - Wednesday 3.05pm-3.45pm Craft Club – Thursday Lunchtime Recorder Club – Thursday 2.35-3.05pm PE Club – Thursday 3.05pm-4pm</p>	<p>Family Reading Club – Monday 2.45pm-3.45pm Pupil Premium Cookery Club – Mondays ‘Sparklers’ Church Group – Monday Lunchtime Maths Club – Tuesday Lunchtime Fact File Club – Tuesday Lunchtime Mindfulness Club – Wednesday Lunchtime STEM Club – Wednesday Lunchtime Singing Club - Wednesday 3.05pm-3.45pm Craft Club – Thursday Lunchtime Recorder Club – Thursday 2.35-3.05pm</p>
Enterprise		World cuisine!
Key Vocabulary	<p><u>Literacy</u> – contractions, phoneme/grapheme, phrases, predictions, comprehension, punctuation, grammar, instructions, recounts, stories, letters, edit, proofread, errors, simple additions, revisions, corrections, contractions, conjunctions, diagonal, horizontal. <u>Maths</u> – multiplication, division, 2, 5 and 10 times tables, odd, even, calculate, arrays, repeated addition, mental methods, pictograms, tally charts, block diagrams, tables, data, category, sorting, quantity, totalling, comparing, time, money, position, direction. <u>Science</u> – human, baby, toddler, child, teenager, adult, grow, survival, basic needs, healthy, diet, offspring, reproduction, growth Seasonal changes (ongoing throughout the year) – seasons, Spring, Summer, Autumn, Winter, weather, rain, sunny, cloudy, windy, foggy, snow, hail, sleet, frost, ice, thunder, lightning, day, length etc. <u>Geography</u> – N/A <u>History</u> - Victorian Era, historical perspective, different economic contexts, similarity, difference connections, The Great Exhibition, Queen Victoria, coronation, Industrial Revolution, artefact chronological, sequence, old, new, a long time ago, past, present, future, days, weeks, months, years, decades, centuries, British Empire, <u>D.T</u> – Healthy, varied, diet, grating, peeling, weighing, measuring <u>Art & Design</u> – mood, tone, colour, shadow, light, dark, chalk, charcoal, pastels, portrait <u>ICT</u> – predict, programmes, debug, algorithms. <u>Music</u> – composition, composer, Edward Elgar <u>P.E.</u> – agility, balance, coordination, sequence, evaluate, movements, apart, together, levels, match, lead, follow, demonstrate <u>R.E</u> – Muslim, believe, God, Holy Qur’an, Prophet Muhammad, Arabic, precious, prayer beads, prayer mat, Ramadan, Eid-ul-Fitr.</p>	<p><u>Literacy</u> - possessive apostrophes, homophones, near-homophones, comprehension, punctuation, poetry, information leaflets, recipes, character descriptions, stories, proofread, grammar, punctuation, additions, revisions, diagonal, horizontal. <u>Maths</u> – D shapes, properties, sides, symmetry, vertical, edges, vertices, faces, patterns, compare, sort, fractions $1/2$, $1/3$, $1/4$, $2/4$ and $3/4$ of a length, estimate, measure, length, height, temperature, capacity, (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. lengths, mass, volume, position, direction. <u>Science</u> – habitat, micro-habitat, life processes, environment, dependent, food source, shelter, food chains, conditions Seasonal changes (ongoing throughout the year) – seasons, Spring, Summer, Autumn, Winter, weather, rain, sunny, cloudy, windy, foggy, snow, hail, sleet, frost, ice, thunder, lightning, day, length etc. <u>Geography</u> – 7 continents, Europe, Asia, Africa, North America, South America, Antarctica, Australia, 5 oceans, South Pacific, Indian, Pacific, Atlantic, Artic, English Channel, North Sea, Irish Sea, Atlantic Ocean, North, South, East, West, near, far, left, right, forest, valley, equator, north pole, south pole, <u>History</u> - N/A <u>D.T</u> – N/A <u>Art & Design</u> – sculpture, shape, form, mould, texture, rough, smooth, weave, textiles, malleable, <u>ICT</u> - technology, organise, digital content, create, communicate, and collaborate with others. <u>Music</u> – pulse, rhythm, tempo, dynamics, timbre, samba, carnival, castanets <u>P.E.</u> – running, jumping, throwing, catching, invade, team, attack, defend, practice, pulse <u>R.E</u> – Easter, Christians, Bible, forgive, cross, belief, Jesus, rose, hope, new life.</p>

Year 2 children have homework books with an activity set each Friday.
 The activities will give children the opportunity to consolidate their learning.

Children will also have regular reading books to share at home and key words to practice.
 All children are allocated books and phonic games through the internet using ‘Reading Bug’.