



## English



As writers, our learning will be centred around our core text of 'Leaf' written by Sandra Dieckmann.

### Through this, we will:

- Write for a range of purposes including a setting descriptions, a diary entry and retell.
- Consider what we are going to write before beginning, by planning or saying out loud what we are going to write about.
- Consider what we are going to write, by writing down ideas and key vocabulary.
- Learn how to use both familiar and new punctuation correctly.
- Spell by segmenting spoken words into phonemes and representing these graphemes.

# YEAR 2

## SPRING TERM



## Reading

As readers, children will be explicitly taught reading in small personalised group sessions.

### These will focus on:

- Fluency
- Accuracy
- Prosody(reading with expression)
- Comprehension

We will also be introducing whole class reading sessions that will develop their vocabulary and inference. We will also read every day to promote a love of reading for pleasure.



## Maths

As mathematicians, we will follow White Rose units. This half term in our learning we will learn about money before we move onto multiplication, division and fractions.

### Through this, we will:

- Solve problems using multiplication and vision.
- Count in 1s,2s,3s,4s,5s and 10s.
- Recognise  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$  of a length, shape, set of objects or quantity.
- Find  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$  of a length, shape, set of objects or quantity.
- Name  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$  of a length, shape, set of objects or quantity.
- Write  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$  of a length, shape, set of objects or quantity.
- Write simple fractions and recognise that  $\frac{1}{2}$  is equivalent to  $\frac{2}{4}$ .
- Recognise and use symbols for £ and pence.
- Recognise the value of coins and use these to make different amounts.



## Science

As scientists, we will continue our learning o materials and their everyday properties. Then start our unit on animals, including humans.

### Through this, we will:

- Identify and compare the suitability of a variety of everyday materials.
- Find out how the shape of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
- Notice that animals, including humans, have offspring that grow into adults.
- Find out and describe the basic needs of animals for survival.
- Describe the importance of exercise, diet and hygiene for humans.



## History

As historians, we will answering the questions 'How did we learn how to fly?'

### Through this, we will:

- Learn the significance of the Wright Brothers.
- Learn about the first flight.
- Use artefacts to find out the significance of Bessie Coleman and Amelia Earhart.
- Find out about space travel.
- Order events on a timeline.
- Study artefacts including newspaper reports, eyewitness statements and photographs.



## Geography

As geographers, we will be learning about 'continents and oceans'.

### Through this, we will be:

- Using maps and atlases.
- Naming and locating the 7 continents.
- Identifying the climate of each continent.
- Learning about the physical and natural landmarks found in continent.



## Enhanced Opportunities

To strive beyond the curriculum, we provide children with additional learning opportunities to widen their knowledge and broaden their experiences.

### This term we will:

- Celebrate World Book Day.
- Learn about Romania during 'Passport to the world'.
- Science visit to a surprise destination!
- Hold a Key Stage 1 maths day.

Plus much, much more!



## Homework

To consolidate our learning and to support children in knowing more and remembering more, we will have the following home learning **each week**:

- Reading – each child has an AR/challenge book to read at home. This can be changed regularly. Children should read for a minimum of 10 minutes, 5 days a week.
- Maths learning on Numbots and TT Rockstars This should be for 30 minutes each week.
- Learn spellings of key words and complete sentences.



## Art and Design

As artists, our Kapow Unit is 'Painting and mixed media: life in colour'.

### Through this, we will:

- Name the primary and secondary colours.
- Talk about colour changes they notice.
- Describe colours and textures.
- Try different tools to recreate textures and patterns.
- Identify different textures in a collage artwork.
- Apply their knowledge of colour mixing to match colours effectively.



## PE

As a sports person, we will focus our learning through team games, multi-skills, dance and gymnastics.

### Through this we will:

- Develop communication and team work skills.
- Learn to control our body movements to complete balancing moves and rolls.



## Music

As musicians, we will continue to develop our skills and vocabulary!.

### Through this, we will:

- Create a simple soundscape for effect.
- Listen to and for some basic elements of music.
- Compare two pieces of music.
- Create short sequences of sounds.
- Create short sequences of sound and perform with



## PSHE

As citizens of the community, our Kapow units are 'Health and Wellbeing' and then 'Safety and the Changing Body'

### Through this, we will:

- Understand ways to keep safe on and near roads.
- Begin to understand how to stay safe with medicines.
- Understand the importance of rules.
- Understand ways to look after the school environment.
- Recognise the roles people play in looking after the environment.



## Design Technology

As designers, our Kapow unit is 'Moving Monsters'.

### Through this, we will:

- Identify levers, linkages and pivots.
- Create functional linkages.
- Design monsters for an audience.
- Evaluate their design.
- Select and assemble their designs.



## Computing

As users of technology, our Kapow unit is 'Programming – Scratch Junior'.

### Through this, we will:

- Explore a new application independently.
- Explain what the blocks in Scratch Junior do.
- Recognise a loop in coding and why it is useful.
- Use code to create and follow an algorithm.
- Program code.
- Explain the role of the blocks in the program they have created.



## Religious Education

In Religious Education, we will be learning about The Torah.

### Through this, we will:

- Find out what items are important to Jewish people and why.
- Learn how the Torah began.
- Find out how The Torah is used by Jewish people today.
- Learn what the stories in The Torah tell us about God.
- Find out what rules Jewish people follow.