

## Science

### Focus: Living things and their Habitats

- Ask and answer questions about animals and habitats.
- Compare the differences between things that are living, dead and never been alive.
- Map a habitat and identify what is in it.
- Identify and name a variety of plants and animals in their habitats.
- Describe a habitat and the animals that live in it.
- Identify how an animal is suited to its habitat.
- Explain how living things in a habitat depend on each other.
- Describe how animals get their food.



## Art

### Painting

- Explore primary and secondary colours through expressive mark making, connecting colour, mark making and texture
- Explore the brushwork of two old masters – Vincent Van Gogh and Cezanne.
- Draw from a colourful still life.
- Create an expressive and gestural paintings with acrylic paint.

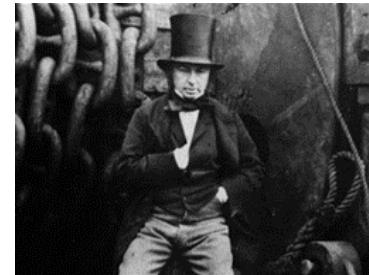


# Year 2 Curriculum Map Spring Term 1

## History

### Full Steams Ahead

- Know how people travelled before the invention of the railway.
- Know how the invention of the railway came to be.
- Begin to understand the concept of Industrialisation.
- Know who George Stephenson was and identify key facts about his life and his legacy.
- Know who Isambard Kingdom Brunel was and identify key facts about his life and is legacy.
- Compare events and people from the past to modern times.
- Use timelines to place historical events in chronological order.
- Use sources to find information.
- Identify similarities and differences between the past and modern times.
- Talk about and sequence historical events.
- Use different ways to represent the past.



<b>PHSE</b>	<b>R.E</b>	<b>PE</b>
<p align="center"><b><u>Dreams and Goals</u></b></p> <ul style="list-style-type: none"> <li>• Choose a realistic goal and think about how to achieve it.</li> <li>• Carry on trying (persevering) even when I find things difficult.</li> <li>• Recognise who I work well with and who is more difficult for me to work with.</li> <li>• Work well in a group.</li> <li>• Tell you some ways I worked well with my group. Know how to share success with other people</li> </ul>	<p align="center"><b><u>Hindu Beliefs</u></b></p> <ul style="list-style-type: none"> <li>• Develop awareness of Hinduism and key beliefs</li> <li>• Understand the Hindu belief that there is one God with many aspects</li> <li>• Build an awareness of a range of religious stories</li> <li>• Learn about core beliefs, stories and practices of different religions</li> <li>• Begin to understand that beliefs can shape the way we live</li> </ul>	<p align="center"><b><u>Focus: Dance</u></b></p> <ul style="list-style-type: none"> <li>• Make ourselves into different sized shapes.</li> <li>• Move in different shapes with light and heavy movements.</li> <li>• Move smoothly from one shape to another.</li> <li>• Change shape quickly and slowly.</li> <li>• Dance solo, with a partner or in a group.</li> <li>• Perform dances using simple movement patterns.</li> </ul>
<b>Computing</b>	<b>Music</b>	<b>Year 2 timetable</b>
<ul style="list-style-type: none"> <li>• To understand what an algorithm is.</li> <li>• To create a program using a given design.</li> <li>• To understand that algorithms follow a sequence.</li> <li>• To design an algorithm that follows a timed sequence.</li> <li>• To understand and debug simple programs.</li> </ul>	<p align="center"><b><u>I wanna play in a band</u></b></p> <ul style="list-style-type: none"> <li>• Find the pulse</li> <li>• Identify musical style</li> <li>• Recognise and name some musical instruments</li> <li>• Copy rhythms</li> <li>• Create our own rhythms</li> <li>• Play instruments accurately and in time</li> <li>• Compose a simple melody using simple rhythms</li> <li>• Perform and share our created pieces with peers.</li> </ul>	<p><b>Please note – library days have changed this term to ensure all classes get the same opportunities across the year.</b></p> <p>Monday – PE (all classes)</p> <ul style="list-style-type: none"> <li>- Return reading books and phonics books (if you have one)</li> <li>- New books will be issued once the previous book has been returned.</li> </ul> <p>Tuesday – <b>Class 7 library</b></p> <ul style="list-style-type: none"> <li>- Homework due in (all classes)</li> </ul> <p>Wednesday –</p> <p>Thursday – <b>Class 9 library</b></p> <ul style="list-style-type: none"> <li>- Homework set</li> </ul> <p>Friday – <b>Class 8 library</b></p> <p>New phonics books (if you have one)</p>

## English Overview

This half term in English, the children will be learning through an engaging module from Grammarsaurus called *The Place Value of Punctuation and Grammar*. In the same way that place value in Maths forms the foundation for number understanding, this approach teaches grammar in a structured way that supports children in developing a secure understanding of punctuation and grammar, helping them to become confident and successful writers.

In Year Two, the children will focus on identifying nouns and verbs within sentences and understanding who or what the subject of a sentence is. They will apply this knowledge by writing their own independent clauses before moving on to using pronouns and co-ordinating conjunctions to further develop their writing skills.

The children will revisit this module in Year Three, where they will build on their learning and extend their understanding by exploring collective nouns and verb phrases.

Alongside this work, we will continue to read a range of interesting and engaging texts. The children will take part in discussions about what they read, practise retrieving information from texts, and share their thoughts and opinions.



## Maths Overview

### Place value

Ordering 2-digit numbers and revise the  $<$  and  $>$  signs.

Add and begin to subtract 9, 10 and 11 from 2-digit numbers.

### Number facts; addition and subtraction

Focus on revising, then using, bonds to 10 in addition (counting on, bridging 10), and subtraction (finding a difference, extending to calculating change).

Rehearse complements to multiples of 10.

Find differences using a number line; find change from 10p and 20p, and from £10 to £20 by counting up and using bonds to 10 and 20.

Add two 2-digit numbers by counting on

### 3D shapes

Focus on identifying 3D shapes and their properties, including naming 2D faces

### Time

Rehearsing telling the time on analogue and digital clocks.

