

Science

Focus: The Environment

- Investigate climate change by observing and comparing.
- Understand what reduce, reuse and recycle means and how this impacts upon and helps our environment.
- Understand how our actions impact the environment.
- Investigate and understand water conservation.
- perform simple tests
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions

DT

Mechanisms

- Design a product following a design criteria.
- Explore simple existing products.
- Think of my own ideas, draw and label them.
- Explore and suggest tools I need to make my product.
- Use ICT/CAD to design and manipulate my product before making it.
- Select appropriate materials to design functional, appealing products and explain why I have chosen them.
- Join materials/components in different ways.
- Use simple wheels and axels and explain how they work.
- Explain what went well and what I would change to improve my design.

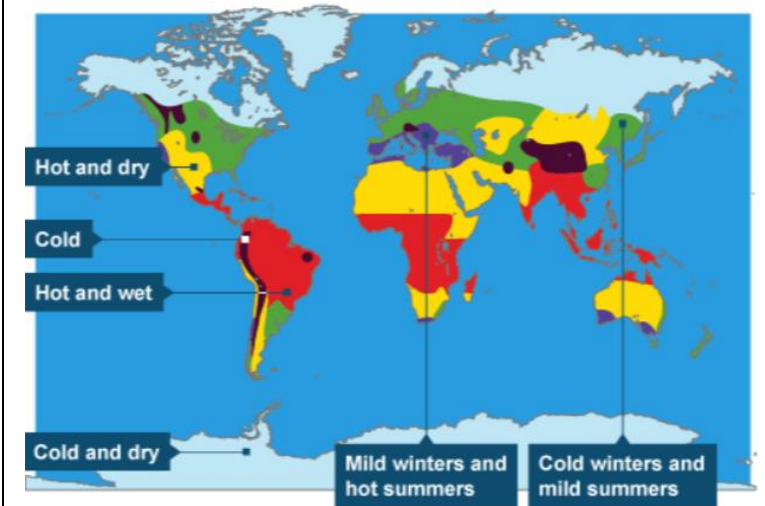


Year 2 Curriculum Map Spring Term 2

Geography

Hot and Cold Climates

- Explore hot and cold climates
- Recognise features of hot and cold places
- Identify animals that live in hot and cold places
- Recognise and explain how animals adapt to hot and cold climates
- Identify what we might wear in hot and cold places and compare
- Describe what might be seen in hot and cold places



PHSE	R.E	PE
<p style="text-align: center;"><u>Healthy me</u></p> <ul style="list-style-type: none"> • Know what our bodies need to keep healthy • Show or tell what relaxed means and describe what makes us feel relaxed. • Understand how medicines work and how it is important to use them safely. • Sort foods into correct groups and identify which foods my body needs daily to stay healthy. • Understand what foods give us energy. 	<p style="text-align: center;"><u>Focus: Who follows each of the religions and where are they worshipped?</u></p> <ul style="list-style-type: none"> • What do Hindus believe and how do they worship? • Why is Holi important to Hindus? • What do Muslims believe and where do they worship? • Why is Eid-al-Fitr important to Muslims? • How and why do Christians celebrate Easter? 	<p style="text-align: center;"><u>Focus: Gymnastics</u></p> <ul style="list-style-type: none"> • Demonstrate awareness of body shape when sitting, standing and travelling in a variety of different ways. • Demonstrate control and tension when create shapes. • Create and perform a sequence containing different elements. • To demonstrate a range of balances with increasing control and strength. • Demonstrate with control a variety of jumps with take-off and landing shapes.
<u>Computing</u>	<u>Music</u>	<u>Year 2 Timetable</u>
<ul style="list-style-type: none"> • E-safety- use technology safely and be aware of safety on the internet. • To learn about data handling tools that can give information. • To use yes/no questions to separate information. • To construct a binary tree to identify items. • To use 2Question (a binary tree database) to answer questions. • To understand what is meant by a database and use a database to answer simple and more complex search questions. • To use the Search tool to find information 	<p style="text-align: center;"><u>Zoo Time</u></p> <ul style="list-style-type: none"> • To know that songs have a musical style. • To learn how songs can tell a story or describe an idea. • To know that music has a steady pulse, like a heartbeat. • To know that we can create rhythms from words, our names, favourite food, colours and animals. • Know that rhythms are different from the steady pulse. • Identify high and low sounds and pitch, when we sing and play our instruments. 	<p style="text-align: center;">Please note – library days have changed this term to ensure all classes get the same opportunities across the year.</p> <p>Monday – PE (all classes)</p> <ul style="list-style-type: none"> - Return reading books and phonics books (if you have one) - New books will be issued once the previous book has been returned. - <p>Tuesday – Class 7 library</p> <ul style="list-style-type: none"> - Homework due in (all classes) <p>Wednesday –</p> <p>Thursday – Class 8 library</p> <ul style="list-style-type: none"> - Homework set <p>Friday – Class 9 library</p> <p>New phonics books (if you have one)</p>

Non-fiction

Text: The Great Fire of London by Emma Adams and James Weston Lewis

In this beautifully written and illustrated text, we will learn about the features of non-fiction texts and discuss how the authors have thought about their audience (the readers). We will compare London today with the London of 1666, using past and present tense. We will also discuss the types of vocabulary suitable for different text types to suit the formality and purpose of the writing. Children will be making notes from a variety of texts, including our focus book to inform their own non-fiction writing.

Children will write:

- a comparison of 17th century London and 21st century London
- Instructions using command sentences
- A diary entry as a witness to the Great Fire of London
- A persuasive speech

Fiction:

Text: Last Stop on Market Street by Matt de la Peña and Christian Robertson

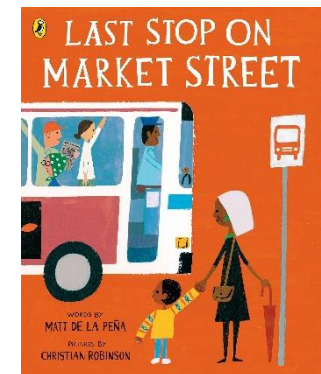
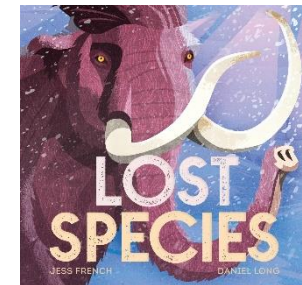
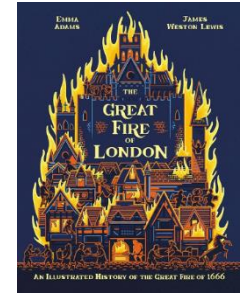
'Last Stop on Market Street' by Matt de la Peña and Christian Robertson, in which the children explore the true beauty of everyday life through the lens of a bus journey across a bustling town, unpicking themes of gratitude and giving along the way. We will use our senses to describe the sights and sounds of an exciting journey through town and then create our own poems based on this. When CJ arrives at his destination, children explore the concepts of giving and charity through creating adverts for the Soup Kitchen, alongside advice notes explaining why it is important to help those in need and letters to the local community to encourage them to do so. At the end of the half-term the children will be creating their own narrative based on a journey to help others using the poetic devices and language techniques explored throughout the topic.

Children will write:

- a poem
- a persuasive letter
- a narrative based on the text we have read.

We will continue to read with children during our Guided Reading sessions. We will also be introducing an extra lesson each week where we can celebrate and enjoy reading together as a class. We will begin by reading 'Lost Species' by Jess French.

We are reading:



Multiplication and Division

Revise the \times sign. Know 2, 5 and 10 times-tables. Show multiplications with arrays and rotate arrays to show commutativity. Begin to look at multiplying by 3 and 4.

Make links between grouping and multiplication to begin to show division and begin to use the \div sign

Fractions

Find half of odd and even numbers. Revise and recognise $\frac{1}{2}$ s, $\frac{1}{4}$ s, $\frac{1}{3}$ s and $\frac{2}{3}$ s of shapes. Count in $\frac{1}{2}$ s and $\frac{1}{4}$ s. Understand and write mixed numbers.

Measure

Recognise all coins and know their value. Use coins to make amounts. Recognise notes and begin to make amounts using notes. Add several coins and write amounts using \pounds .p notation. Find change from given amounts.