

# Year 2

# Curriculum Overview

## Spring 1



Monkspath School

## Year 2 Curriculum Overview Spring Term

This is a brief overview of the curriculum that will be taught in Year 2 this half term. There will be daily English and Maths lessons which may include cross-curricular learning. The other subjects are taught in a more fluid manner in order to make as many purposeful links as possible. For example, in some weeks we may teach no history, whereas in other weeks a substantial proportion of the timetable will have a history focus.

On occasions, some elements of this curriculum plan may be adapted to meet the needs and interests of the children.

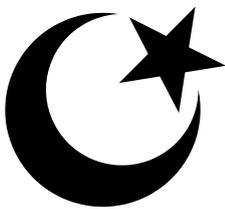
Topic	Spring 1
English	<p>We will be securing our knowledge of a sentence and ensuring that we can add a full stop and capital letter for all our sentences and begin to use commas in a list.</p> <p>We are learning to ensure we re-read our sentences to check that they are cohesive and make grammatical sense.</p> <p>We will be looking at the work of Hans Christian Andersen and a variety of other traditional tales and writing our own alternative versions.</p> <p>We will start to further explore the use of co-ordination (or, and, but) and subordination (when, if, that, because) within our sentences.</p> <p>We will look at cross-curricular writing opportunities to support our 'Great Fire of London' work in history.</p> <p><b>Key skills to practise at home</b></p> <p>Remembering to use capital letters for proper nouns and to start a new sentence. To ensure each sentence ends with a full stop, question mark or exclamation mark.</p> <p>Use of exclamation marks at the end of exciting sentences and question marks at the end of question sentences.</p> <p>Use of different sentence starters and understanding that 'and' does not go at the beginning of a sentence.</p> <p>Writing and speaking in full, grammatically correct sentences.</p> <p>Modelling the use of grammatically correct speech.</p> <p>Regular practise of spellings linked to their phonics learning, spelling rules and common exception words.</p> <p>Completing English homework to a high standard, practising letter formation including flicks on the end of every letter within each piece. Ensuring that upper case letters are not being used mid sentence or word.</p> <p>Regular reading at home, of home readers as well as discussion to check understanding and also completing the Traditional Tales Reading Challenge (details to follow).</p>



<b>Spring 1</b>	
<b>Maths</b>	<p>This term in Maths, we will be looking at the following objectives:</p> <ul style="list-style-type: none"> <li>• Continuing to build our mental arithmetic skills.</li> <li>• Recognise, find and write fractions and calculate fractions of numbers, shapes and objects.</li> <li>• Recognise some equivalent fractions. E.g. <math>1/2 = 2/4</math></li> <li>• Name and describe properties of shapes and their properties (number of edges, vertices and faces).</li> <li>• Telling the time accurately.</li> <li>• Understand the principle of 'giving change'.</li> <li>• Using our maths to solve problems, including examples from real life situations.</li> <li>• To use the symbols for pounds and pence and solve problems using money.</li> <li>• Practical ways to use a ruler to support our mathematical learning.</li> </ul> <p><b>Key skills to practise at home</b>  Using the vocabulary multiplication, groups of, lots of, sets of, times.  Recognise, sort and describe the properties of 2D/3D shapes in the environment.  Counting forwards and backwards in twos, fives and tens starting from different numbers.  Recognise all coins and notes and practise adding differing amounts together.  Look at 'giving change' by taking away differing amounts from another.  All children should already be secure with their 2 and 10 times tables, further develop the 5, 3 and introduce the 4 and 11 times table.  To use a ruler as a number line to support addition and subtraction skills.</p>
<b>Science</b>	In Science this half-term, we will be looking at habitats of a variety of different animals, including local habitats. We will investigate how these animals obtain their food from plants and other animals (food chains).
<b>History</b>	During our topic work on the Great Fire of London, the children will explore the events leading up to this historical moment and will find out about significant people from the event, such as Samuel Pepys. They will create a timeline of events and a non-chronological report. They will also create a diary entry as Samuel Pepys. Our school trip is based on the Great Fire of London.
<b>DT</b>	We will design and make our own moving fire engines and see whose can transport water the greatest distance.
<b>Computing</b>	In this unit, the pupils will try to work out how some simple Scratch games work. They also look at free online or open source games and share their favourite games with the class. We will continue to promote 'E-Safety'.
<b>Spanish</b>	<p>We will reinforce role play conversation, colours and numbers.</p> <p>We will learn the days of the week.</p> <p>We will learn how to ask and tell the time.</p> <p>We will learn how to describe the weather.</p> <p>We will write a simple sentence in Spanish.</p>



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Music	We will learn how to play the recorder. We will learn to read music using the different musical symbols. We will learn tunes to play and practise at home and school.
R.E.	We will be learning about Islamic prayer. We will find out how and where Muslims pray. We will explore the questions “Does praying at regular intervals help a Muslim in his/her everyday life?”
P.E.	In dance, we will be creating routines individually and as a class to re-enact the first moon landing. We will be focusing on dribbling and striking skills in football.
Other aspects of learning	In Jigsaw we will be considering the importance of honesty and the consequences of not telling the truth. We will be thinking about our dreams and goals in life, linking it to our significant individuals topic. We will also be discussing our ambitions for the future and how to have a healthy lifestyle. We will be considering the four animals that help us in BLP who represent the four R’s of learning; Resilience, Reciprocity, Reflectiveness and Resourcefulness. We will think about how these skills help us to be good learners. We will continue to develop the message of a positive Growth Mindset with the children, reinforcing the idea of challenging ourselves even when faced with new ideas and concepts.



Below are our agreed **whole school values** which are positive, shared and highly prized by us all.

And...

because values are worth more when they are passed on, we share them with you here.

Ambition

Happiness

Respect

Equality

Friendship

Individuality

Honesty

Innovation

Co-operation

Self-Esteem

Celebration

Responsibility