

Year 2 Curriculum Map: Spring 2

English	<p><u>Spellings:</u></p> <ul style="list-style-type: none"> • Apostrophes for possession and omission • To drop e and add the suffix ing • To drop e and add suffix ed • To drop e and add the suffix er • To drop e and add suffix y • To drop e and add suffix est • To spell tion words <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Identify and use the 4 different sentence types - statement, question, command and exclamative. • Use expanded noun phrases to add detail. • Use a range of suffixes. • Use of commas in a list. <p><u>Writing</u></p> <ul style="list-style-type: none"> • To retell the story of Little Red Riding. • To write the story of Little Red Riding Hood from an alternative point of view. • To write a non-chronological report about a wolf.
Maths	<p><u>Focus on Division:</u></p> <ul style="list-style-type: none"> • Make equal groups for multiplication and division. • Use arrays to show division. • Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers (confident) • Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs. • Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot • Use multiplication and division facts for 2, 5 and 10 to make deductions outside known multiplication facts e.g. know that multiples of 5 have one digit of 0 or 5 and use this to reason that 18×5 cannot be 92 as it is not a multiple of 5.

	<p><u>Measurement (Time)</u></p> <ul style="list-style-type: none"> • Read the time on a clock to the nearest 15 minutes. • Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times • Remember the number of minutes in an hour and the number of hours in a day. <p><u>Statistics</u></p> <ul style="list-style-type: none"> • Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. (Steps of 1) • Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.
Science	<p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> • I can explain the differences between things that are living, dead and things that have never been alive. • I can explain that most living things live in habitats which suit them and depend on each other. • I can name some plants and animals in their habitats including micro-habitats. • I can explain how animals get their food from plants and other animals using a simple food chain.
P.E	<p><u>Games (Attacking and Defending Skills)</u></p> <ul style="list-style-type: none"> • To master basic movements and apply these in a range of activities. • To participate in team games, developing simple tactics for attacking and defending, in the context of using space effectively • To use space well in a team game. <p><u>OAA outdoor adventure activities</u></p> <ul style="list-style-type: none"> • To work together to solve a problem. • To communicate clearly with others to solve a problem. • To give clear instructions/follow instructions. • To lead a partner safely. • To formulate a plan to solve a problem. • To observe others in order to improve their own performance. • To work cooperatively in a small group to complete a task.

History	Not covered this half term
Geography	<u>Weather</u> <ul style="list-style-type: none"> • To name and identify the 7 continents and 5 oceans on a world map. • To recognise weather patterns in the UK and how these change during the 4 seasons. • To understand the term 'weather chart'. • To gather data using weather instruments (ongoing for the next few weeks). • To name the climate zones. • To know the characteristics of polar and arid climates.
R.E	<u>Why does Easter matter to Christians?</u> <ul style="list-style-type: none"> • They will find out about the key events of Holy Week and Easter, making links with the Christian belief of salvation. • Pupils will learn about how Christians show their beliefs about Jesus being their saviour within celebrations and worship in church at Easter. • Pupils will learn about the instructions that Christians believe that Jesus gave his followers about how to behave. • They will consider what the story of Easter means for Christians today and why they put their hope in heaven.
Music	<u>Timbre and dynamics.</u> <ul style="list-style-type: none"> • To name common instruments from year 1- drum, tambourine, triangle, maracas, xylophone, glockenspiel plus from year 2- cymbals castanets, claves. • To sing songs at different dynamics - loud and quiet. To select instruments to sound like different weather. • To play music at differing dynamics - make music gradually louder or gradually quieter.
P.S.H.E	<u>Healthy Me</u> <ul style="list-style-type: none"> • To know how exercise affects their bodies, • To know that the amount of calories, fat and sugar that they put into their bodies will affect their health, • To know that there are different types of drugs, • To know that there are things, places and people that can be dangerous, know when something feels safe or unsafe, • To know why their hearts and lungs are such important organs, • To know a range of strategies to keep themselves safe,

	<ul style="list-style-type: none"> To know that their bodies are complex and need taking care of.
Art	<u>Art, sculpture</u> <ul style="list-style-type: none"> To use my hands as a tool to shape clay. To shape a pinch pot and join clay shapes as decoration. To use impressing and joining techniques to decorate a clay tile. To use drawing to plan the features of a 3D model. To make a 3D clay tile from a drawn design.
Design and Technology	Not covered this half term
Computing	<u>Sphero</u> <ul style="list-style-type: none"> To understand that devices or on-screen turtles are controlled by sequences of instructions or actions, and that these can be inputted using icons or by text. To create, edit and refine sequences of instructions for a variety of programmable devices.