



## Information for Parents

### Year 2 Curriculum Overview

What my child is learning during Spring Term, in Year 2



I am in **Year 2** and my teacher is **Mrs. Jones**

Meet My Teacher:

#### Parents' Evening:

Through **Religious Education** I am considering:

**Branch 3 – Galilee to Jerusalem** : This topic will develop the Year 2's knowledge and understanding of John the Baptist, The Baptism of Jesus, Temptations in the Wilderness, Jesus and His Apostles, Cure of the Paralysed Man and God's Love.

**Branch 4 – Desert to Garden** : This topic will develop the children's knowledge and understanding of Lent and Reconciliation, Jesus Goes to Jerusalem, The Last Supper, Jesus Dies on a Cross, The Resurrection of Jesus and The Easter Vigil.

The topics I am focusing on this term are:

**Historical Enquiry Question:** *Why journey into the unknown?*

**History – The lives of significant individuals in the past who have contributed to National and International Achievements:** **Christopher Columbus and Neil Armstrong.**

**Geography** – Comparing a UK place to a non-European place - Lima

#### English Pathways:

A range of fiction, non-fiction and poetry:

The Dragon Machine

In **English** I am working on:

- Developing positive attitudes towards and stamina for writing
- Considering what to write before beginning
- Making simple additions, revisions and corrections
- Reading aloud what has been written with appropriate intonation
- Spelling, punctuation and grammar
- Speaking and listening
- Phonics and Spellings
- Cursive handwriting
- Developing and expanding vocabulary choices
- Fluency in reading

Comprehension skills

#### Little Wandle Year 2 Spelling:

Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?

Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y?

Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words?

The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words?

Why do I swap the 'y' for an 'i' when I add the suffix -es?

Why do some words have the spelling 'ey' for the sound /ee/?

Why do some words end -le, -al, -il or -el?

In **Maths** I am working on:

- Measurement: Money
- Number: Multiplication and Division
- Measurement: Length and Height
- Measurement: Mass, Capacity and Temperature
- Arithmetic Skills
- Mental strategies
- Reasoning skills (verbal and writing)

In **Science** I am working on:

- Plants (Light and Dark)
- Living Things and their Habitats
- Working scientifically

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| Problem solving                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| In <b>Maths</b> , I am working on:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p style="text-align: center;"><b>In PE, I am working on:</b></p> <p>The children will be covering Apparatus Gymnastics (Spring 1) and Invasion Games (Spring 2)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p style="text-align: center;"><b>In Art, I am learning to:</b></p> <p>Year 2 will explore printing.</p> <p style="text-align: center;"><b>In DT, I am learning to:</b></p> <p>Year 2 will build simple structures, exploring how they can be made stronger, stiffer and more stable.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>Relationships and Sex Education: I will learn:</b></p> <ul style="list-style-type: none"> <li>• Begin with an adapted version of the Prodigal Son story to show children that God loves us, and nothing we can do will stop Him from loving us</li> <li>• Understand special people in their lives are who they love and can trust</li> <li>• Cope with various social situations and dilemmas</li> <li>• Understand the importance of saying sorry and asking for forgiveness</li> <li>• Be aware of the risks of being online</li> <li>• Know the difference between good and bad secrets</li> <li>• Teaching on physical boundaries</li> <li>• The effects of harmful substances</li> </ul> <p>Learn some basic First Aid and what they should do in an emergency</p> <p><b>In My Happy Mind, I will learn:</b></p> <p>Appreciate<br/>relate</p> | <p><b>In Computing, I will learn:</b></p> <p>Coding</p> <ul style="list-style-type: none"> <li>➤ translate a list of steps into series of physical actions</li> <li>➤ block-based programming</li> <li>➤ develop sequential algorithms</li> <li>➤ translate movements into a series of commands</li> <li>➤ loops to communicate instructions</li> <li>➤ breakdown a long sequence into a small repeatable sequence</li> <li>➤ use loops to create patterns</li> <li>➤ E-Safety</li> </ul> <p>Students will learn the basics of programming, collaboration techniques, investigation and critical thinking skills, persistence in the face of difficulty, and internet safety. At the end of this course students will create their very own custom game from Play Lab that they can share with a link.</p> <p><b>In Music, I will learn:</b></p> <p><b>Spring 1:</b> I Wanna Play In A Band by Joanna Mangona – a Rock song for children.</p> <p><b>Spring 2:</b> A Reggae Song for Children by Joanna Mangona</p> |
| <p><b>Here are some links to useful websites and resources which will support your child with their learning:</b></p> <p><a href="http://www.topmarks.co.uk/maths-games/5-7-years/counting">http://www.topmarks.co.uk/maths-games/5-7-years/counting</a></p> <p><a href="https://www.bbc.co.uk/bitesize">https://www.bbc.co.uk/bitesize</a></p> <p>White Rose one minute app</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

