

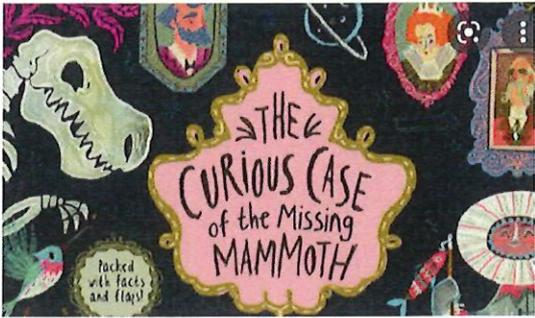
WOODLANDS PRIMARY SCHOOL



Year 2
Spring 2 Curriculum

Ready · Respectful · Safe

English Writing Mastery Targets



My mastery targets for this term are to:

- Use subordination (apply because, when; introduce that)
- Use present and past tenses correctly and consistently
- Use the progressive form of verbs in the present and past tense
- Use punctuation correctly - apostrophes for the possessive (singular)

The text types I will explore are:

- Stories (fiction)
- Fact files
- Poetry

Vocabulary I will use this term...

Year 2 Words:

could	eye(s)
behind	half
after	sure
door(s)	would
because	mind
past	fast
every	should
hour	beautiful
hold	last
whole	past

Key Words:

peep	museum
gasp	mammoth
toot	midnight
thunderous	statue
din	underwater
exhibition/exhibits	portrait
regal	carnivore
mutter	extinct
tramp	endangered
struck	wild
unusual	

BIOLOGY: PLANTS

What should I already know?

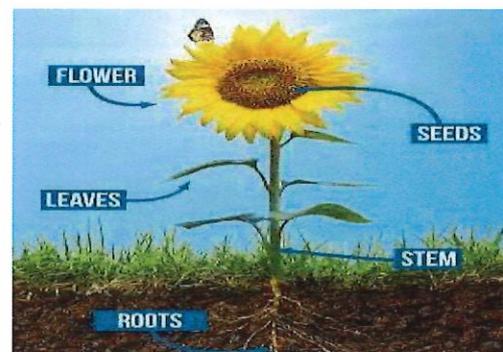
- Names of different plants.
- That seeds need water.
- Plants need water, air and sunlight to grow.
- How to make observations of plants over a period of time.

What vocabulary will I use this term:

Seed	A small part of a plant that can grow into a new plant.
Bulb	A bulb is the roundish, tear-shaped part of some plants.
Temperature	The degree or intensity of heat present in a substance or object.
Flower	A flower is the colourful part of a plant that produces seeds to create new plants, often featuring bright petals.
Stem	The main body or stalk of a plant or shrub, typically rising above ground.
Roots	The part of a plant which attaches it to the ground carrying water and nourishment to the rest of it.

What new knowledge will I learn?

- I will find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
- To work scientifically to learn about life cycles of plants, what plants need to grow and definitions of scientific terms such as germination and nutrition.
- I will understand how a variety of plants change over time from a seed or bulb through careful observations.
- To set up a fair test to record what happens to plants under different growing conditions.



What skills will I use? I will:

- Ask simple questions and recognise they can be answered in different ways.
- Observe closely and use ideas to suggest answers to questions.
- Gather and record data to help answer questions.

How do we know dinosaurs were real?

What should I already know?

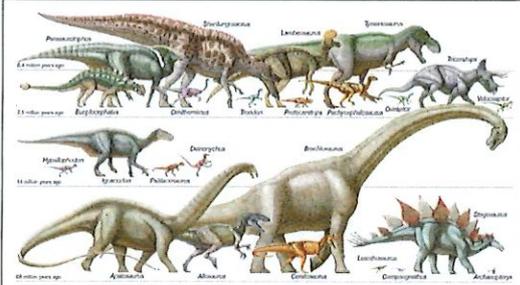
- I can use words like past, present, long ago, then and now to talk about things that happened before.
- People and animals can change over time (e.g. grow).
- Animals are living things and need food, air and shelter to survive.
- Pictures, objects, and stories help us to learn about history.

What vocabulary will I use this term:

Dinosaur	A large animal that lived on Earth a long time ago.
Extinct	When an animal has died out and none are alive anymore.
Fossil	The remains or marks, found in rocks, of plants or animals that lived long ago.
Palaeontologist	A scientist who studies fossils to learn about dinosaurs.
Timeline	A line that shows events in the order they happened.
Past	A time before now.
Long ago	A time far in the past, must earlier than today.

What new knowledge will I learn?

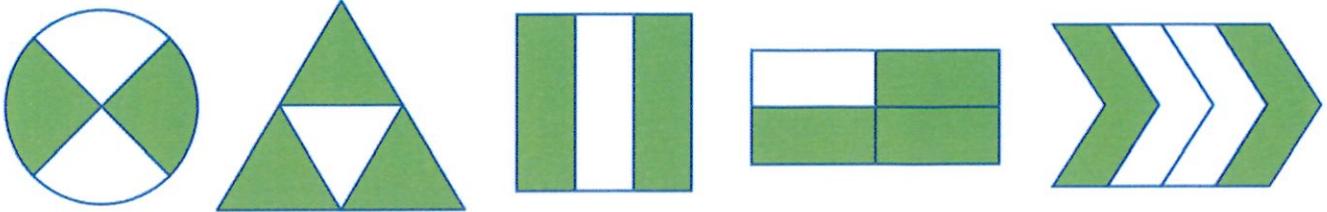
- Dinosaurs lived long before people existed.
- Dinosaurs are now extinct and we cannot see them alive today.
- We learn about dinosaurs from fossils, which are the remains preserved in rocks.
- Scientists called palaeontologists study fossils to find out about dinosaurs.
- Fossils can show us what dinosaurs looked like and how they lived.



What skills will I use? I will:

- use simple historical vocabulary such as past, present, long ago, then and now.
- sequence events or information about dinosaurs in chronological order.
- ask and answer simple questions about the past based on information books and historical sources.
- compare dinosaurs with animals alive today.
- use pictures, stories and other information to find out about the past.

MATHS: FRACTIONS



What new **knowledge** will I learn? I will:

- Understand the fractions notion of $\frac{1}{2}$ and $\frac{1}{4}$
- Find and name $\frac{1}{3}$
- Find and name $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{3}$ of a set of objects and record as sentences, e.g. $\frac{1}{2}$ of 8 is 4
- Introduce non-unit fractions: $\frac{2}{3}$, $\frac{2}{4}$ and $\frac{3}{4}$ of an object, shape or length
- Find $\frac{2}{3}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a set of objects

What **mathematical sentences** will I use?

- "Half ($\frac{1}{2}$) means splitting something into ___ equal parts."
- "A quarter ($\frac{1}{4}$) means splitting something into ___ equal parts."
- "A third ($\frac{1}{3}$) means splitting something into ___ equal parts."
- " $\frac{1}{2}$ of ___ is ___."
- " $\frac{1}{4}$ of ___ is ___."
- " $\frac{1}{3}$ of ___ is ___."
- " $\frac{2}{3}$ means ___ out of 3 equal parts."
- " $\frac{2}{4}$ means ___ out of 4 equal parts."
- " $\frac{3}{4}$ of ___ is ___ because I counted three of the four equal parts."

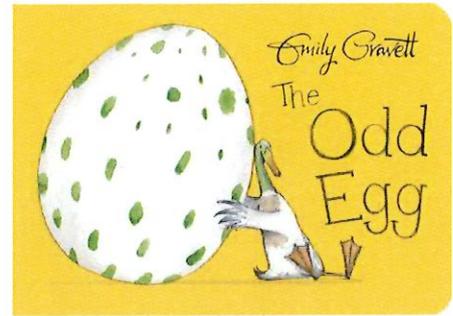
What **vocabulary** will I use?

fraction, half ($\frac{1}{2}$), quarter/one quarter ($\frac{1}{4}$), third/one third ($\frac{1}{3}$), two-thirds ($\frac{2}{3}$), two-quarters ($\frac{2}{4}$), three-quarters ($\frac{3}{4}$), unit fraction, non-unit fraction, numerator, denominator, whole, equal parts

No Outsiders

What **story** will I use?

The Odd Egg by Emily Gravett



What **key questions** will I discuss?

- Is being different a bad thing?
- Can you think about something about you that is different?
- How can we show that everyone belongs in our class?
- What would you say to someone who feels left out?

What **skills** will I use?

- Talking and listening respectfully
- Celebrating difference
- Asking questions about identity and difference in a safe way
- Recognising and challenging stereotypes
- Showing respect to everyone

What **vocabulary** will I use?

Equality, diversity, inclusion, stereotype, discrimination, respect, tolerance, belonging, identity

Art: Printing

What new knowledge will I learn?

- Edward Lear was a 19th-century artist known for detailed animal and fossil illustrations.
- Andy Goldsworthy is a British sculptor who creates temporary art using natural materials like leaves, stones, and ice.
- Sculptures can show form, pattern and texture, helping us to notice and celebrate nature's details and history.

What skills will I use? I will:

- Observe and sketch natural forms with increasing attention to shape and detail
- Use sculpture techniques: rolling, moulding, shaping, layering and combining materials
- Manipulate and explore natural and manmade materials to create textured 3D forms

What vocabulary will I use?

fossil, spiral, texture, sculpture, mould, Andy Goldsworthy, Edward Lear, pattern, modroc, layer, detail, shade, 3D, structure

