



## Curriculum Newsletter Spring 2

### Year 2

<b>Growth Mindset mantra</b>	<b>Embrace the Challenge!</b>
<b>Maths</b>	<b>Length and height</b> Measure in cm and m Compare lengths and heights Order lengths and heights Four operations with length and heights  <b>Mass capacity and temperature</b> Compare mass Measure in g and kg Four operations with mass Compare volume and capacity Measure in millilitres and litres Four operations with volume and capacity

<p><b>English</b></p>	<p>We are using the text <b>My Name is Not Refugee</b> by Kate Milner as the main vehicle to teach English skills.</p> <p><b>Sentence construction skills:</b>          Include detail and description to inform the reader</p> <ul style="list-style-type: none"> <li>• Write in 1st person</li> <li>• Use consistent past tense</li> <li>• Order events with adverbs of time</li> <li>• Include personal comments and own viewpoint</li> <li>• Set the scene with a clear opening and establish the context</li> <li>• Finish with a closing statement with personal comment or summary e.g. What an amazing day we all had!</li> </ul> <p><b>Non negotiables:</b>          Write sentences with different forms: statement, question, exclamation, command</p> <ul style="list-style-type: none"> <li>• Use subordination (because, when)</li> <li>• Use present and past tenses correctly and consistently</li> <li>• Use punctuation correctly – exclamation marks, question marks</li> </ul> <p><b>Year group expectation:</b>          Use the progressive form of verbs in the present and past tense</p> <ul style="list-style-type: none"> <li>• Use subordination (apply because, when; introduce (so) that)</li> <li>• Use present and past tenses correctly and consistently</li> <li>• Use punctuation correctly – apostrophes for the possessive (singular)</li> </ul>
<p>Geography</p>	<p><b>Why is the world so wonderful?</b></p> <ul style="list-style-type: none"> <li>• Identify and locate characteristics of the UK on a map.</li> <li>• Identify human and physical features.</li> <li>• Locate human and physical features on a world map.</li> <li>• Explain the difference between oceans and seas.</li> <li>• Name and locate the five oceans on a world map.</li> <li>• Use an aerial photograph to draw a simple sketch map.</li> <li>• Collect data by sketching findings on a map and completing a tally chart.</li> <li>• Present their findings in a bar chart.</li> </ul> <p>Field work is also included in the school grounds/ local forest school area.</p>
<p>DT</p>	<p><b>Mechanics- wheels and axels</b></p> <p>At the end of the unit, children will have designed, made and evaluated a small wheeled trolley .</p> <p>Key learning  <u>Designing</u></p> <ul style="list-style-type: none"> <li>- Generate initial ideas and simple design criteria through talking and using own experiences</li> <li>- Develop and communicate ideas through drawings and mockups</li> </ul>

	<p><b>Making</b></p> <ul style="list-style-type: none"> <li>- Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing</li> <li>- Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>- Explore and evaluate a range of products with wheels and axles</li> <li>- Evaluate their ideas throughout and their products against original criteria</li> <li>-</li> </ul>
<b>Science</b>	<p><b>Animals including humans – lifecycles</b></p> <p>Learn how to order the stages of the human life cycle  Describe the stages of life from adulthood to old age  Learn how to match offspring to their parent  Explore the life cycle of a chicken  Describe the life cycle of a butterfly  Explore the life cycle of a frog</p>
<b>PSHCE</b>	<p><b>Healthy Me</b></p> <p>Know what their body needs to stay healthy.</p> <ul style="list-style-type: none"> <li>• Know what relaxed means.</li> <li>• Know what makes them feel relaxed/stressed.</li> <li>• Know how medicines work in their bodies.</li> <li>• Know that it is important to use medicines safely.</li> <li>• Know how to make some healthy snacks.</li> <li>• Know why healthy snacks are good for their bodies.</li> <li>• Know which foods given their bodies energy</li> </ul>
<b>RE</b>	<p><b>Why does Easter matter to Christians</b></p> <p>The children 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.</p>
<b>Music</b>	<p><b>Contrasting dynamics</b></p> <p>Pupils who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>• Use their voice to create a variety of sounds.</li> <li>• Use dynamics to create an atmosphere.</li> <li>• Collaborate with peers to contribute to a group soundscape.</li> <li>• Correctly identify changes in dynamics.</li> </ul>

	<ul style="list-style-type: none"> <li>• Show changes in dynamics using bodies and vocals.</li> <li>• Compare two pieces of music using musical vocabulary to describe the changes in dynamics.</li> <li>• Interpret music in a visual form.</li> <li>• Identify and discuss patterns in different pieces of music.</li> <li>• Successfully create and play patterns, notating them.</li> <li>• Create and play a simple pitch pattern accurately</li> </ul>
<b>Computing</b>	<p><b>Data handling</b></p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> <li>• Describe and explain how astronauts’ survival needs are met aboard the ISS.</li> <li>• Identify and digitally draw items which fulfil basic human needs when aboard the ISS.</li> <li>• Read the correct temperature on a thermometer.</li> <li>• Design a display showing everything that needs to be monitored by sensors on the ISS.</li> <li>• Create an algorithm that addresses all plants’ needs.</li> <li>• Explain how space exploration can benefit life on Earth.</li> <li>• Read data to identify whether a planet might be habitable</li> </ul>
<b>PE</b>	<p><b>Introduction to games</b></p> <p>Dribble the ball with their feet keeping it under control  Pass the ball using a variety of techniques  Use their bodies to protect from a defender  Know what technique is needed depending on the game/ or ball</p>