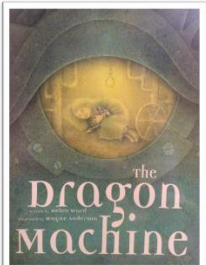
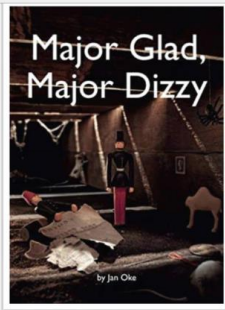
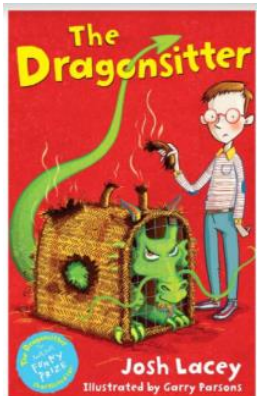
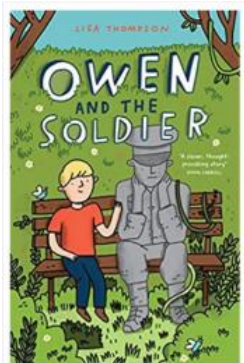


YEAR 2 CURRICULUM-SPRING TERM

Spring Term 1		Spring Term 2	
6 Weeks		5 Weeks	
ENGLISH			
LITERACY FOCUS TEXT – The Dragon Machine		LITERACY FOCUS TEXT – Major Glad, Major Dizzy	
	<p>Feature keys</p> <ul style="list-style-type: none">• Use phrases from story, language• Create and describe characters• Create and describe settings• Use past tense consistently and correctly• Write in 3rd person• Sequence of events with beginning, middle and end		<p>Feature keys</p> <ul style="list-style-type: none">• Include detail and description to inform the reader• Write in 1st person• Use consistent past tense• Order events with adverbs of time• Include personal comments and own viewpoint• Set the scene with a clear opening and establish the context• Finish with a closing statement with personal comment or summary e.g. What an amazing day we all had!
<p>Mastery keys</p> <p>Write sentences with different forms: statement, question, exclamation, command</p> <p>Use subordination</p> <p>Use present and past tenses correctly and consistently (some progressive)</p> <p>Read aloud with intonation</p> <p>Use punctuation correctly including exclamation marks and question marks.</p>		<p>Mastery Keys</p> <p>Use the progressive form of verbs in the present and past tense</p> <p>Use present and past tenses correctly and consistently</p> <p>Use subordination (because, when; and introduce that)</p> <ul style="list-style-type: none">• Write down ideas, key words, new vocabulary• Use punctuation correctly, introduce apostrophe for the possessive (singular)	

YEAR 2 CURRICULUM-SPRING TERM

READING				
LITERACY FOCUS TEXT - The Dragon Sitter		LITERACY FOCUS TEXT - Owen and the Soldier		
	<ul style="list-style-type: none">• Answer and ask questions.• Make inferences on the basis of what is being said and done.• Introduce non-fiction books that are structured in different ways.		<ul style="list-style-type: none">• Make inferences on the basis of what is being said and done.• Discuss their favourite words and phrases.	
MATHS				
Money	Multiplication and Division	Multiplication and Division (2)	Length and Height	Mass, Capacity and Temperature
<ul style="list-style-type: none">• Counting money in pounds and pence• Make same amounts of money.• Compare amounts of money• Calculate with money.• Make £1.• Find change• Two step money problems.	<ul style="list-style-type: none">• Recognise equal groups.• Make equal groups.• Add equal groups.• The X sign.• Multiplication sentences.• Use arrays.• Make equal groups - grouping and sharing.	<ul style="list-style-type: none">• 2 times table• Divide by 2.• Double and halve• Odd and even numbers.• 10 times table.• Divide by 10.• 5 times table.• Divide by 5.• Bar modelling grouping• Bar modelling sharing.	<ul style="list-style-type: none">• Measure in cm.• Measure in m.• Compare lengths and heights.• Four operations with lengths and heights.	<ul style="list-style-type: none">• Compare mass• Measure grams• Measure kilograms.• Compare volume and capacity.• Measure in millilitres.• Measure in litres.• Measure temperature using a thermometer.• Read thermometers.

YEAR 2 CURRICULUM-SPRING TERM

SCIENCE	
<p style="text-align: center;"><u>Materials</u></p> <ul style="list-style-type: none"> Identifying and comparing the suitability of a variety of every day materials. Investigating how materials can be changed by squashing, bending, twisting and stretching. Asking simple questions and recognise that they can be answered in different ways. Use their observations and ideas to answer scientific questions. Gather and record data Perform simple tests and use simple measurements to gather data. Discuss what they have found out and notice relationships. 	
DESIGN TECHNOLOGY	
Spring 1	Spring 2
<p>Sliders and levers: Great Fire of London</p> <p>Structures: Freestanding structures - Dragon machine</p>	<p>Mechanisms: Wheels and axles - Jack in the box (linked to Major Glad, Major Dizzy)</p>
COMPUTING	MUSIC
<p>E-safety - Common Sense Materials (considering feelings using technology)</p> <p>Computer Science - Code Studio Course B; Sessions 5-8</p> <p>Information Technology - use the Timeline app to sequence key events of the Great Fire of London.</p>	<p>Charanga:</p> <p>I wanna play in a band</p> <p>Zootime</p>

YEAR 2 CURRICULUM-SPRING TERM

Physical Education	Art
<p>Spring 1 Cognitive With help I can recognise similarities and differences in performance. I can explain why someone is working or performing well. Dynamic balance - on a line. Static balance - stance.</p> <p>Spring 2 Creative I can link and select movements together to create a theme. I can begin to compare my movements and skills with those of others. Coordination - ball skills. Counter Balance - with a partner.</p>	<p>Spring 1 Birds eye maps/paintings of the landscapes travelled over by the dragons. Textiles- make samplers and practise cross stitch/needlework.</p> <p>Spring 2 Human form - Draw lines with increased skill and confidence. Use line for expression when drawing portraits</p>
Religious Education	PSHE
<p>Christianity Words and Beyond.</p> <p>Palm Sunday - Easter Sunday To interpret words and symbols to find out what they mean.</p>	<p>Spring 1 Keeping myself safe. Identifying situations where they need to keep themselves safe. Recognising body language and facial recognition.</p> <p>Spring 2 Rights and responsibilities. Getting on with others & looking after the environment.</p>

YEAR 2 CURRICULUM-SPRING TERM

History	Geography
<p>Spring 1 In depth study of Great fire of London.</p> <p>Spring 2 Significant historical people/places in our locality - Lord Leverhulme</p>	<p>Children will be learning about the Great Fire of London and will understand where London is.</p> <p>Locational knowledge</p> <p>- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Vocabulary - Human features: city, town, village, factory, farm, house, office, port, harbour, shop</p>