

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	<p><u>Weather</u></p> <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	<p><u>Why does Easter matter to Christians?</u></p> <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	<p><u>Timbre and dynamics.</u></p> <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	<p><u>Healthy Me</u></p> <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	<p><u>Art, sculpture</u></p> <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	<p><u>Sphero</u></p> <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.