

Year 2 Spring Term	
English	History
<p>Non-fiction and fiction texts. Biographical writing, narrative writing, descriptive writing and letter writing.</p> <p>Phonological knowledge and handwriting will continue to be developed throughout Year 2.</p> <p><u>Reading</u></p> <p>Read accurately words of two or more syllables that contain familiar graphemes.</p> <p>Read words containing common suffixes.</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Pupils will be introduced to non-fiction books that are structured in different ways.</p> <p>They will check that the text makes sense to them as they read and correcting inaccurate reading. They will also be answering and asking questions and predicting what might happen on the basis of what has been read so far.</p> <p>Pupils will explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> <p>Pupils will pose questions and record these in writing, prior to reading.</p> <p>Investigate non-fiction books/online resources to show that they can give different information and present similar information in different ways.</p> <p>Use contents pages and alphabetically ordered texts, for example dictionaries.</p>	<p>The Great Fire of London</p> <p>Pupils will develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>They will learn where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p> <p>They will learn to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>They will find out some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Through;</p> <ul style="list-style-type: none"> -events beyond living memory that are significant nationally or globally -the lives of significant individuals in the past who have contributed to national and international achievements. -significant historical events, people and places in their own locality. <p>Pupils will:</p> <ul style="list-style-type: none"> -place events and objects in chronological order recognise why people did things, why events happened and what happened as a result identify differences between ways of life at different times -identify and describe what places are like -find out about the past from a range of sources -select from their knowledge of history and communicate in a variety of ways -identify and describe reasons for, and results of events and changes -describe and make links between events, and changes across periods

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Locate definitions/explanations in dictionaries and glossaries.
Scan texts to find specific sections, for example key words or phrases, subheadings, and skim-read title, contents page, illustrations, chapter headings and sub-headings to speculate what a text might be about and evaluate its usefulness for the research in hand.

Close read text to gain information, finding the meaning of unknown words by deducing from text, asking someone or referring to a dictionary or using online resources.

Writing

Writing for different purposes.

Pupils will consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

Pupils will vary their writing to suit the purpose and reader.

Use the texts they have read as models for their own writing.

Make simple notes from non-fiction texts, for example key words and phrases, page/web references, headings, to use in subsequent writing.

Write simple information texts incorporating labeled pictures and diagrams, charts, lists as appropriate.

Draw on knowledge and experience of texts in deciding and planning what and how to write.

Grammar

Pupils will be taught to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).

They will learn how to use:

- sentences with different forms: statement, question, exclamation, command

-recognise the past is represented and interpreted in different ways, and give reasons for this

-use a variety of sources to find out about events, people and changes

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- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, as, that, or because) and co-ordination (using so, and, or, but)
- features of written Standard English
- use and understand appropriate grammatical terminology when discussing their writing.

Maths

Money, Multiplication and Division, Length and Height and Mass, Capacity and Temperature

Pupils will be taught to:

Count money in pounds and pence.

Choose notes and coins to make amounts.

Compare amounts of money.

Calculate with money.

Discover different ways of making the same amount, e.g. one pound.

Find change.

Solve two-step problems.

Recognise equal groups.

Make equal groups (grouping and sharing).

Add equal groups.

Recognise the multiplication symbol and multiplication sentences.

Use arrays.

Recognise the 2, 5 and 10 times-tables.

Divide by 2, 5 and 10.

Double and halve numbers.

Measure in centimetres and metres.

Compare lengths and heights.

Order lengths and heights.

Use the four operations to solve problems involving lengths and heights.

Compare mass.

Measure in grams and kilograms.

Geography

Year 2 geography topics are covered in the autumn and summer terms.

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Measure in millilitres and litres.
Compare volume and capacity.
Use the four operations to solve problems involving mass, volume and capacity.
Understand temperature and the unit degrees Celsius.

Computing

iDoMail

In this unit pupils will learn about email. They explore how email is transmitted and understand that email can be used to communicate over distances.

The children will develop reading, writing and digital literacy skills by reading, composing and replying to email communications.

iProgram

This unit of work introduces the children to a visual programming language: Scratch. Using the context of art and drawing, the children will be engaged in creatively developing simple animations.

Art / D & T

Art

Painting and mixed media: Life in colour

Pupils will be taught to:

- Name the primary and secondary colours.
- Talk about the colour changes they notice and make predictions about what will happen when two colours mix.
- Describe the colours and textures they see.
- Try different tools to recreate a texture and decide which tool works best.
- Show they can identify different textures in a collaged artwork.
- Apply their knowledge of colour mixing to match colours effectively.
- Choose collage materials based on colour and texture.
- Talk about their ideas for an overall collage.
- Try different arrangements of materials, including overlapping shapes.
- Give likes and dislikes about their work and others'.
- Describe ideas for developing their collages.
- Choose materials and tools after trying them out.

DT

Textiles: Pouches

Pupils will be taught to:

- Sew a running stitch with regular-sized stitches and understand that both ends must be knotted.
- Prepare and cut fabric to make a pouch from a template.

	<ul style="list-style-type: none"> • Use a running stitch to join the two pieces of fabric together. • Decorate their pouch using the materials provided.
Science	PE / Games
<p>Living things and their habitats continued</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • explore and compare the differences between things that are living, dead, and things that have never been alive • identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • identify and name a variety of plants and animals in their habitats, including micro-habitats • describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food • identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other <p>Materials</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • identify the uses of a variety of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • compare the suitability of a variety of everyday materials • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching • consider how materials are disposed of <p><u>Scientific Enquiry</u></p> <p>Pupils will learn:</p> <p>-that it is important to collect evidence by making observations and measurements when trying to answer a question</p>	<p>Pupils will;</p> <p>Ball skills</p> <p>Develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball.</p> <p>Have the opportunity to work independently, in pairs and small groups.</p> <p>Fitness</p> <p>Take part in a range of fitness activities to develop components of fitness.</p> <p>Begin to explore and develop agility, balance, co-ordination, speed and stamina.</p> <p>Be given the opportunity to work independently and with others.</p> <p>Develop perseverance and show determination to work for longer periods of time.</p> <p>Yoga</p> <p>Learn about mindfulness and body awareness.</p> <p>Begin to learn yoga poses and techniques that will help them to connect their mind and body.</p> <p>Build strength, flexibility and balance.</p> <p>Have the opportunity to learn breathing and meditation taught through fun and engaging activities.</p> <p>Work independently and with others, sharing ideas and creating their own poses in response to a theme.</p> <p>Invasion games</p> <p>Develop their understanding of invasion games and the principles of defending and attacking.</p> <p>Use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands.</p> <p>Have the opportunity to play uneven and even sided games.</p>

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- to ask questions and decide how to find answers to them
- to think about what might happen before deciding what to do
- to follow simple instructions to control risks to themselves and others'
- to compare what happened with what they expected to happen, and try to explain it, drawing on their knowledge and understanding
- to review their work and explain what they did to others'

Learn how to score points in these types of games and learn to play to the rules.

Swimming

Learn about water safety and enjoy being in the water.

Learn how to travel, float and submerge with increasing confidence.

Begin to learn to use legs and arms to propel them.

Be given the opportunity to work independently and with others.

Develop confidence to persevere with new and challenging situations.

MFL

Pupils will use their knowledge of English/other languages in learning French.
Children will be continuing have opportunities to count to 20, learn the days of the week, months of the year and vocabulary relating to weather, clothing and classroom objects.

Music

Singing (Theme: On this Island)

Pupils will be taught:

To be able to breathe after each phrase in a song when singing.

To be able to sing a song from memory.

To be able to use different pitches while singing (high and low notes).

To be able to sing lyrics accurately.

To perform actions that match lyrics.

To be able to collaborate and communicate within a group.

To be able to use sounds creatively to represent a chosen environment.

To perform a composition.

To be able to apply pitch and dynamics to enhance a composition.

To be able to read notation from left to right.