



Alice Ingham RC Primary School

Year 2 – Curriculum Overview – Spring Term

SPRING TERM

| | Spring: Half Term 1 | | Half Term | Spring: Half Term 2 | |
|----------|---|---|-----------|--|---|
| Religion | Local Church: Books | Eucharist: Thanksgiving | | Lent/Easter: Opportunities | Events of Holy Week |
| English | Poetry – People | | | Poetry – Traditional Tale based | |
| | Fiction | Non fiction | | Fiction | Non-Fiction |
| | <p><u>Model Text</u></p> <p>Rainbow Fish (shortened version)</p> <p><u>Genre</u></p> <p>Change tale</p> <p><u>Toolkit</u></p> <p>Character</p> <p><u>Writing outcome (innovation)</u></p> <p>Change the fish/animal</p> <p><u>Independent writing outcome</u></p> <p>Write own change tale</p> | <p><u>Model Text</u></p> <p>Rainbow Fish Information text</p> <p><u>Genre</u></p> <p>Information</p> <p><u>Toolkit</u></p> <p>Information</p> <p><u>Writing outcome (innovation)</u></p> <p>New fantasy animal/fish text</p> <p><u>Independent writing outcome</u></p> <p>Information about a creature that you know a lot about</p> | | <p><u>Model Text</u></p> <p>Lighthouse Keeper’s Lunch</p> <p><u>Genre</u></p> <p>Beat the monster</p> <p><u>Toolkit</u></p> <p>Description</p> <p><u>Writing outcome (innovation)</u></p> <p>Sequel new issue for lighthouse keeper</p> <p><u>Independent writing outcome</u></p> <p>New sequel</p> | <p><u>Model Text</u></p> <p>Real shared experience recount e.g. World Book Day</p> <p><u>Genre</u></p> <p>Recount</p> <p><u>Toolkit</u></p> <p>Recount</p> <p><u>Writing outcome (innovation)</u></p> <p>Innovation of real shared experience recount</p> <p><u>Independent writing outcome</u></p> <p>Own choice real experience recount e.g. Mad Science Day</p> |
| | <p>Cross curricular writing</p> <p>Recount</p> | | | <p>Cross curricular writing</p> <p>Information</p> | |



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| Maths | Multiplication and Division | Statistics | Length & Height | | Properties of Shape | Fractions |
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| | <ul style="list-style-type: none"> Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. Ask and answer questions about totalling and comparing categorical data. Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}$C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$. | | | | <ul style="list-style-type: none"> Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line. Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces. Identify 2D shapes on the surface of 3D shapes (for example, a circle on a cylinder and a triangle on a pyramid). Compare and sort common 2D and 3D shapes and everyday objects. Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity. Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. Recognise and show, using diagrams, equivalent fractions with small denominators. | |



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| Science | <p style="text-align: center;">Exploring Everyday Materials</p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching | | <p style="text-align: center;">Growing Plants</p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions • 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 • observe and describe how seeds and bulbs grow into mature plants • find out and describe how plants need water, light and a suitable temperature to grow and stay healthy |
| Geography | <p style="text-align: center;">Let's go on Safari</p> <p>Children will be taught to:</p> <ul style="list-style-type: none"> • name and locate the world's seven continents and five oceans • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country • use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage | | |
| History | | | <p style="text-align: center;">Florence Nightingale</p> |



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| | | | <p>Children will be taught about the lives of significant individuals in the past who have contributed to national and international achievements and will compare aspects of life in different periods.</p> <p>To do this, they are going</p> <ul style="list-style-type: none"> • To find out who Florence Nightingale was and when she lived. • To find out why Florence Nightingale went to Scutari and what hospital conditions were like when she got there. • To find out how Florence Nightingale improved the conditions at the Scutari hospital. • To find out about Florence Nightingale’s later life. • To identify similarities and differences between medical care now and in Victorian times. • To be able to order and summarise events in the life of Florence Nightingale. |
| <p>Art</p> | <p style="text-align: center;">Super Sculptures</p> <p>Children will be taught to:</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work | | |



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| <p>Design Technology</p> | | | <p style="text-align: center;">Baby Bear’s Chair</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Explore and evaluate a range of existing products • Evaluate their ideas and products against design criteria • Build structures, exploring how they can be made stronger, stiffer and more stable • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics • Design purposeful, functional, appealing products for themselves and other users based on design criteria • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics |
| | | | <p>Computing</p> |



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| | <ul style="list-style-type: none"> • Pupils know how to use stop motion to create magic tricks • Pupils can explain why we benefit from evaluating our work. • Pupils can create a stop motion animation whilst keeping the iPad still throughout • Pupils can plan and create an animation with a clear story | | <ul style="list-style-type: none"> • Pupils can use the rule of thirds technique when taking photos • Pupils can use speech bubbles as labels in strip design |
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| Music | African Drumming | | | Song Writing with Glockenspiels | |
| | <p>During this half-term the children will be introduced to the music of a different culture. The lessons teach participants a little bit of history of the Djembe and how the drums are made, information about the countries themselves and how to play the basic hits and rhythms. The lessons are hands-on with all children having the opportunity to play the drums, both as part of the group and in a solo capacity.</p> <ul style="list-style-type: none"> • Pupils know where a Djembe comes from and what it is made of • Pupils know the difference between a Bass, Tone and Slap hit • Pupils can copy and repeat a rhythm back • Pupils can play in time to a backing track • Pupils can play a unison beat in small groups • Pupils can play basic rhythms at varying tempos and dynamics • Pupils can lead call and response rhythms with the class • Pupils can say the word Hello in Swahili • Pupils can play multiple complex rhythms accurately • Pupils can create rudimentary drum patterns | | | <p>Children in year 2 will begin to compose with purpose following briefs and guidance. In this advanced level, year 2 will begin to look at writing lyrics using rhyming words, these words will be added to word boards and be used to help create lyrics in future tasks. Children will create music and lyrics to non-musical stimuli such as pictures, poems, and stories; as well as writing lyrics for well known classical pieces.</p> <ul style="list-style-type: none"> • Pupils can come up with simple lyrics. • Pupils can think of words that rhyme. • Pupils can create short melodies using a Glockenspiel. • Pupils know what a word board is. • Pupils can recall words and ideas about a theme. • Pupils know what a melody is. • Pupils understand that songwriters sometimes borrow parts of other songs. • Pupils can write musical ideas based off non-musical ideas. • Pupils understand that songs have a structure. • Pupils can articulate what they like and dislike about a song. | |
| PE | Groovy Gymnastics | Skip to the Beat | Brilliant Ball Skills | Gym Skills | |
| | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities | | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending | | |



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| MFL (Spanish) | Days, Months, Seasons and Fruits | Food, Drink & Giving |
| | <p>Children will be able to identify the days of the week, months, seasons and names of fruit. There will be a focus on reading skills and playing games to reinforce what they are learning.</p> <ul style="list-style-type: none"> • Pupils can say 3-4 of the days of the week. • Pupils can say a third of the months of the year. • Pupils can say some of the seasons. • Pupils can say 3-4 of the fruits covered in the unit. • Pupils can say most, if not all of the days of the week. • Pupils can say at least half of the months of the year. • Pupils can say all of the seasons. • Pupils can say between 5 and 7 of the fruits covered in the unit. • Pupils can say eight or more months of the year. • Pupils can say at least eight of the fruits covered in the unit. | <p>Pupils will learn different food and drink vocabulary and start to give their opinions on these items.</p> <ul style="list-style-type: none"> • Pupils can say 3-4 of the new foods covered in the unit. • Pupils can say at least half of the drinks covered in the unit. • Pupils can confidently and accurately say 'I like' and 'I dislike'. • Pupils can answer the questions introduced in this unit with a low level of accuracy. • Pupils can say between 5 and 7 of the new foods covered in the unit. • Pupils can say all the drinks covered in the unit. • Pupils can confidently say 'I like', 'I don't like', 'I love' and 'I hate'. • Pupils can ask and answer the questions introduced in this unit with a low level of accuracy. • Pupils can say at least 8 of the new foods covered in the unit. • Pupils can accurately ask and answer all questions learnt so far with a good level of pronunciation. |