

Curriculum Map – This document sets out what we will focus on over the next few weeks of Spring Term. It covers the key knowledge, skills and understanding that we will cover. Where possible we aim for our curriculum to be brought to life through visits, visitors and other educational experiences that make learning memorable. Some subjects lend themselves to cross-curricular work whereas others require a more discreet approach and will be taught separately.

Our Learning Principles, & Values



- *Child-centred* – excites, informs and inspires children to learn, know and remember.
- *Inclusive* – ensures equal opportunities for all
- *Relevant* – reflects the world in which we live and promotes sustainability
- *Challenging* – ensures children achieve their best
- *Literature rich* – placing reading at the heart of everything
- *Enjoyable* – provides opportunities for children to be active, inquisitive, creative learners

Responsibility – Respect – Teamwork – Reflection

How did we learn to fly?

Why is our world wonderful?

Decade
Evidence
Eyewitness
Flight
Historic
Inventor
Living memory
Past
Present
Primary source

Aerial photograph
Capital city
Continent
Country
Data collection
Fieldwork
Human feature
Key
Lake
Landmark

Year Two Spring Term Curriculum Map

English - Reading

- Develop phonics until decoding is secure.
- Read words containing common suffixes and prefixes.
- Compound words and plurals.
- Read common exception words.
- Read & re-read phonic appropriate books.
- Discuss & express views about fiction & non-fiction.
- Become familiar with & retell stories.
- Ask & answer questions; make predictions.
- Begin to make inferences

English - Writing

- Spell by segmenting into phonemes.
- Learn to spell common exception words, compound words and plurals.
- Spell using common suffixes and prefixes.
- Use appropriate size letters & spaces.
- Develop positive attitude & stamina for writing.
- Begin to plan ideas for writing to entertain, inform and persuade.
- Record ideas sentence by sentence.
- Make simple additions & changes after proof reading.

English

- Use simple conjunctions.
- Begin to expand noun phrases.
- Use . ! ? ,
- Use some features of standard English.
- **Speaking & Listening**
- Articulate & justify answers.
- Initiate & respond to comments.
- Use spoken language to develop understanding.

Maths - Number

- Read/write 2-digit numbers in words and figures.
- Counting up to 100 in 2's, 5's and 10's and back.
- Compare and order two-digit numbers using < > and =
- Round two-digit numbers to the nearest 10.
- Recall + and – facts to 20 quickly.

Maths – Calculations

- Understand that – is the opposite of +.
- Add or subtract single- or two-digit numbers to multiples of 10/one- digit numbers.
- Pairs to 20.
- Pairs of multiples of 10 to 100.
- Understand that halving is the inverse of doubling.
- Multiples of 2, 5 & 10.
- X2 x5 x10 tables and division facts.
- Estimate and check answers to calculations.

Maths - Shape, Space & Measures

- Identify & describe 2D and 3D shapes.
- Pictograms/Block graphs.
- Measuring using a ruler, tape measure and metre stick, ml and l.
- Recognise whole, $\frac{1}{2}$ and $\frac{1}{4}$ turns.
- Know that a right angle = $\frac{1}{4}$ turn.
- Measuring using a balance or scales to the nearest g or kg.
- Reading time to the $\frac{1}{4}$ hour.
- Knowing relationship between seconds, minutes, hours, days.
- Find $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ of shapes & sets of objects.
- Direction and position.

Science

Plants & living things

Key Scientific Skills

- ❖ Collecting evidence
- ❖ Asking questions
- ❖ Carrying out experiments
- ❖ Making comparisons
- ❖ Fair testing
- ❖ Classification

Living things and their habitats – things that are living, dead and things that have never been alive. Plants and animals in their habitats. Food chains

Plants – seeds and bulbs growing into mature plants. Needs of a plant to grow and stay healthy.

PSHE & C

Living in the wider world – what jobs do people do?

- People and jobs; money; role of the internet

Health and wellbeing – what helps up to stay safe?

- Keeping safe; recognising risk; rules

History

How did we learn to fly?

- Find out about the Wright brothers
- Develop an understanding of historical significance
- Investigate why Bessie Coleman is significant

Music

- Sing songs
- Exploring instruments and symbols in music
 - Change the way their voice sounds and imitate others when they change theirs
 - Play instruments to accompany songs
- Exploring pitch
 - Identify high/low/same sounds
 - Play glockenspiel/chime bars
- Listen and understand live and recorded music.

Design Technology

- Design and cook a pizza
- Select tools and equipment to perform practical tasks which are fit for purpose and able to explain why
- Use techniques such as cutting, peeling, grating, dough rolling
- Understand seasonality and know where and how a variety of ingredients

Computing

Coding – create and debug simple programs

Presenting ideas – recognise common uses of information technology beyond school

Art and Design

- Use a range of materials – pen, pencil, chalk and charcoal
- Use drawing and painting linked to Science
- Develop a range of techniques in using line, shape, form and space
- Learn about the work of artists and making links to their work

Geography

Why is our world wonderful?

- Identify geographical characteristics of the UK
- Locate some of world's most amazing places
- To know the names of the five oceans and locate them on a map

PE

Games

- Dribbling
- Kicking
- Hitting

Gymnastics

- Pathways – straight, zig-zag and curving
- Rolling and turning/spinning and twisting

RE

What is the 'good news' that Christians believe Jesus brings?

Why does Easter matter to Christians?