



WHAT WILL I BE DOING AT SCHOOL THIS TERM?

An overview of some of the work being carried out in Year 2 during the Spring term.

Religious Education.

The topics for R.E come from the Catholic Religious Education Programme called 'Come and See.'

The children will be working on:

Books

In this topic, the children will explore:

- Different books used at home and school and reveal the books used on Sunday by the parish family.
- The scriptures and begin to understand that they are the treasured Word of God for the Jewish and Christian communities.
- The books used by the Christian community to record and hand on its story.
- The lectionary, which is used at Mass and contains the scriptures used by the community throughout the year.

Thanksgiving

In this topic, the children will explore:

- Different ways to say thank you.
- The word Eucharist which means 'thanksgiving'. Eucharist is another name for the Mass.
- The parish family gathers to give thanks to God, most of all for the gift of Jesus, his son.
- We give thanks to God for giving us Jesus in Holy Communion.

Opportunities

In this topic, the children will explore:

- How each day offers opportunities for good.
- That the 40 days of Lent are an opportunity for Christians to turn towards what is good in preparation for Easter.
- Ways to do good by prayer and by doing something extra to prepare for the celebration of Jesus' Resurrection at Easter.

English

In English we will be working on:

Stories from other cultures

Poetry

Non chronological reports

The children will be learning the following key skills:

- **Reading stories with a familiar setting, using expression and taking particular note of full stops, commas and question marks.**
 - **Predicting what may happen, based upon previous events.**
 - **Retelling a story, using words from the text.**
 - **Recognising and discussing the features of different texts.**
 - **Reading words of two or more syllables.**
 - **Reading accurately by blending sounds in unfamiliar words, especially alternative graphemes.**
 - **Reading words containing: 's, 'es, 'ing, 'ed, 'er, 'est endings.**
 - **Developing an understanding by linking reading to prior knowledge and background information.**
 - **Making links between the book that they are reading and other books that they have read.**
 - **Applying phonic knowledge and skills to decode words.**
 - **Reading Common Exception Words.**
 - **Reading words accurately and fluently at 90 words per minute.**
 - **Using inference to draw simple conclusions about characters, settings and events.**
 - **Making simple inferences about characters from what they say and do.**
 - **Discussing favourite authors.**
 - **Answering questions by referring back to the text.**
 - **Checking that they understand the text that they are reading and explain the meaning of words in context.**
 - **Re-reading books to build up their fluency and confidence.**
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- **Writing simple, coherent narratives about personal experiences.**
 - **Writing about real events, recording these simply and clearly.**
 - **Demarcating most sentences in their writing with capital letters and full stops, and use question marks correctly when required**
 - **Using present and past tense mostly correctly and consistently**
 - **Using co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses.**
 - **Segmenting spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others • spell many common exception words.**
 - **Forming capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.**
 - **Using spacing between words that reflects the size of the letters.**

They will also be:

- Recognising the key features of non-chronological reports, stories and persuasive texts. For example: paragraphs, sub headings, different layouts and story language.
- Reading, writing and changing stories, using expression and taking particular note of full stops, commas, apostrophes, adjectives, adverbs and exclamation marks.
- Discussing story structure, settings and themes.
- Writing their own stories using this structure and building stamina through writing longer pieces.
- Recognising simple recurring literary language in stories and patterns.
- Asking and answering questions.
- Making simple additions, revisions and corrections to their own writing by re-reading to check it makes sense.
- Using the correct grammatical terminology when discussing their writing through self and peer assessment.
- Beginning to write in a joined style.
- Phonics: learning spellings of common exception words.

Mathematics

The children will be working on the following key skills:

- **Reading scales in divisions of ones, twos, fives and tens.**
- **Adding and subtracting any 2 two-digit numbers using an efficient strategy, explaining methods verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$).**
- **Recalling all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If $7 + 3 = 10$, then $17 + 3 = 20$; if $7 - 3 = 4$, then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$).**
- **Recalling multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary.**
- **Identifying $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$, of a number or shape and know that all parts must be equal parts of the whole.**
- **Using different coins to make the same amount.**
- **Reading the time on a clock to the nearest 15 minutes.**
- **Naming and describing properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.**

They will also be:

- Working with numbers to 100 – reciting, reading and writing.
- Counting on/back in ones, twos, threes, fives and tens.
- Using $<$ and $>$.
- Recalling and using addition and subtraction facts to 10, 20 and 100 fluently.

- Comparing, ordering, estimating and measuring volume, capacity and temperature.
- Combining amounts of money to make a particular value. (50p, £1.00, £2.00)
- Choosing and using appropriate standard units to estimate and measure length/ height (m/cm) in any direction, mass (kg/g) and capacity to the nearest appropriate unit, using rulers and scales.
- Identifying and describing the properties of 2D and 3D shapes.
- Recognising the terms clockwise and anti-clockwise.
- Comparing and sequencing intervals of time.

Science

The children will be working on:

Living things and their habitats including plants and animals in the local environment

Identifying 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, knowing how they depend on each other.

Identifying and naming a variety of plants and animals in their habitats.

Describing how animals obtain their food from plants and other animals, introducing the idea of a simple food chain, and identifying and naming different food sources.

Computing

We are researchers

The children will be working on:

- Scoping a topic and breaking down questions.
- Searching for information safely and effectively using the internet.
- Using other search engines and simple Wikipedia.
- Developing presentation skills to create and deliver a short multimedia presentation.

During the course of the Spring Term the children will have ample opportunity to research many famous landmarks in Australia including; The Great Barrier Reef and The Sydney Opera House. In addition to this, the children will be researching Madagascar as well as the plants and animals within the rainforest. This unit allows the children to develop their research skills. Children will be encouraged to select and retrieve the most significant information from large amounts of texts.

We are zoologists

The children will be working on:

- Discussing classification keys and identifying bugs.
- Completing results charts.

- Taking, uploading, editing and enhancing photographs with captions.
- Inputting data and creating charts.
- Recording information on a digital map by locating places, adding pins and information on Google maps.
- Summarising and presenting discoveries.

Geography: Far far away

This term we will be studying Australia and Madagascar. We will

- Name and locate 7 continents and five oceans.
- Use maps, atlases and globes to pinpoint these places on maps and in atlases.
- Use aerial photographs.
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.
- Use and understand specific geographical vocabulary to human and physical geography.
- Identify seasonal and daily weather patterns and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

Art: Landmarks, and animals from both Australia and Madagascar

- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- To use a range of materials creatively to design and make products.
- Draw using a variety of line styles and experiment using patterns.

During this topic, we will be incorporating collage, painting and sketching as well as Aboriginal Art.

Design & Technology: Winding mechanisms

The children will be researching, designing and building a winding mechanism in small groups to enhance and develop their D&T skills and their team work skills. The children will be using tools to assemble, join and combine materials. They will talk about their own and others' work.

PE

In PE our topic is:

Dance – The children will make and repeat short dance phrases that express moods and feelings. They will improve control. The children will use different parts of the body to show a sense of dynamic, expressive and rhythmic qualities in their own dance. They will talk about different stimuli for the start of dance phrases. They will choose appropriate movements for different dance ideas. The children will say what they like and dislike, giving reasons to support their opinions.

In Music our topics are pulse, rhythm, pitch and pattern.

The children will:

- Listen with concentration and understanding to range of high quality live and recorded music.
- Experiment with, create, select and combine sounds using the interrelated dimensions of music.
- Create movement to accompany musical ideas.
- Perform simple repeated patterns and accompaniments keeping a steady pulse.
- Use symbols to represent sounds.

PSHE

The following Attitudes and Dispositions will be addressed via PSHE and through a cross curricular approach:

- Showing initiative
- Developing self-awareness
- Acting as a team player
- Being calm
- Acting as a good friend
- Being unselfish and putting others first
- Showing honesty
- Being a good listener
- Being calm
- Developing self-awareness
- Being 'fit & healthy'
- Becoming independent
- Being polite and well mannered
- Being caring and thoughtful of others and showing empathy
- Becoming 'a guardian of the world'
- Being spiritual and showing 'awe and wonder of the world.'