

Year 2 Spring Term Curriculum Provision
We aim to begin teaching in this term...

Values and Virtues (Golden Thread):	<ul style="list-style-type: none"> • Curious and active about God’s world. – see notes underneath subjects. • Intentional and Prophetic
Catholic Social Teaching	<ul style="list-style-type: none"> • Solidarity and The Common Good – Day of Prayer for Peace (16th January), Little Way Association, Little Way Week • Option for the Poor and Vulnerable – Lent, Almsgiving and Fasting, Migrants and Refugees, Food Banks
Book options:	<ul style="list-style-type: none"> • A Ticket Around the World (Natalie Diaz & Melissa Owens) • Handa’s Surprise

R.E.	<p>Christmas</p> <ul style="list-style-type: none"> • be able to sequence the story of Christmas from the annunciation to the flight into Egypt • understand some of the difficulties faced by Mary and Joseph on their journeys <p>Parables and Miracles</p> <ul style="list-style-type: none"> • know a range of parables and miracles • understand the qualities of Jesus as a healer and a teacher <p>Special Celebrations</p> <ul style="list-style-type: none"> • know the seasons of the Liturgical year • know that sacraments are special celebrations <p>Lent</p> <ul style="list-style-type: none"> • know the importance of Jesus’ teachings about forgiveness • have some understanding about how we experience forgiveness through the Sacrament of Reconciliation <p>Holy Week</p> <ul style="list-style-type: none"> • understand the words and actions of Jesus at the Last Supper and his final week on Earth English
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Word Reading

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
- Read words containing common suffixes.
- Read accurately words of two or more syllables that contain the same graphemes as above.
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

Comprehension

- Understand both the books that they can already read accurately and fluently and those that they listen to by checking that the text makes sense to them as they read and correcting inaccurate reading.
- Understand both the books that they can already read accurately and fluently and those that they listen to by making inferences on the basis of what is being said and done.
- Understand both the books that they can already read accurately and fluently and those that they listen to by answering and asking questions.

Composition

- Develop positive attitudes towards and stamina for writing by writing for different purposes.
- Develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional).
- Make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly].

Handwriting

- Form lower-case letters of the correct size relative to one another.
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.

Grammar, Punctuation and Spelling

- Spell by learning to spell common exception words.
- Spell by learning to spell some words with contracted forms.
- Spell by distinguishing between homophones and near-homophones.
- Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.
- Use grammatical terminology for Year 2 learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks.
- Learn how to use sentences with different forms: statement, question, exclamation, command.
- Learn how to use the present and past tenses correctly and consistently including the progressive form.
- Use grammatical terminology for Year 2 understanding the use of the suffixes -er, -est in adjectives and the use of the -ly in Standard English to turn adjectives into adverbs.
- Learn how to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)

Maths	<p>Multiplication and Division</p> <ul style="list-style-type: none"> Recall and use multiplication and division facts for the 2, 5 and 10 times 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. Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. <p>Statistics</p> <ul style="list-style-type: none"> 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. <p>Geometry- properties of shape</p> <ul style="list-style-type: none"> Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.] Compare and sort common 2-D and 3-D shapes and everyday objects. <p>Number – fractions</p> <ul style="list-style-type: none"> 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 $\frac{1}{2}$. <p>Measurement: length and height</p> <ul style="list-style-type: none"> Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); 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 $=$
Science	<ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions observing closely, using simple equipment gathering and recording data to help in answering questions 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 notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

P.E.	<p>Gymnastics Master basic movements including running and jumping. Developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <ul style="list-style-type: none">• Travel, showing change of speed and direction• Perform 'Teddy bear' & 'Pencil' rolls• Create, remember and perform simple movement sequences <p>Games Master basic movements including running, jumping, throwing and catching. Developing balance, agility and co-ordination</p> <ul style="list-style-type: none">• Show sending techniques such as passing, bouncing and rolling. <p>Show sending techniques over distances.</p>
Computing	<ul style="list-style-type: none">• Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.• Use technology purposefully to create, organise, store, manipulate and retrieve digital content

- about different feelings that humans can experience
- how to recognise and name different feelings
- how feelings can affect people's bodies and how they behave
- how to recognise what others might be feeling
- about different feelings that humans can experience
- how to recognise and name different feelings
- how feelings can affect people's bodies and how they behave
- how to recognise what others might be feeling
- to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it
- how to manage when finding things difficult
- that bodies and feelings can be hurt by words and actions;
- about how people may feel if they experience hurtful behaviour or bullying
- how feelings can affect people's bodies and how they behave
- to recognise that not everyone feels the same at the same time, or feels the same about the same things
- different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good
- to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it
- how to manage when finding things difficult
- about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better
- simple strategies to resolve arguments between friends positively
- about how people may feel if they experience hurtful behaviour or bullying
- about what is kind and unkind behaviour, and how this can affect others
- about how to treat themselves and others with respect; how to be polite and courteous
- about growing and changing from young to old and how people's needs change
- about the roles different people (e.g. acquaintances, friends and relatives) play in our lives
- to identify the people who love and care for them and what they do to help them feel cared for
- about the different groups they belong to
- what money is; forms that money comes in; that money comes from different sources
- that money needs to be looked after; different ways of doing this
- that people make different choices about how to save and spend money
- about the difference between needs and wants; that sometimes people may not always be able to have the things they want
- that jobs help people to earn money to pay for things

- about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)
- to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it
- to recognise the ways in which we are all unique
- about the roles different people (e.g. acquaintances, friends and relatives) play in our lives
- to identify the people who love and care for them and what they do to help them feel cared for
- about different types of families including those that may be different to their own
- to identify common features of family life
- that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried
- how feelings can affect people's bodies and how they behave
- about how people make friends and what makes a good friendship
- about how to recognise when they or someone else feels lonely and what to do
- that bodies and feelings can be hurt by words and actions;
- that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult
- about what is kind and unkind behaviour, and how this can affect others
- about how to treat themselves and others with respect; how to be polite and courteous
- how people and other living things have different needs; about the responsibilities of caring for them
- about the different roles and responsibilities people have in their community
- how to recognise what others might be feeling
- different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good
- how to manage when finding things difficult
- simple strategies to resolve arguments between friends positively
- how to ask for help if a friendship is making them feel unhappy
- that bodies and feelings can be hurt by words and actions;
- about what is kind and unkind behaviour, and how this can affect others
- about how to treat themselves and others with respect; how to be polite and courteous
- how to listen to other people and play and work cooperatively
- how to talk about and share their opinions on things that matter to them
- about preparing to move to a new class/year group

Spring Term
All Around The World

Local links:	<ul style="list-style-type: none"> • British telecom • Midlands Art Centre – Puppets • Dudley Archives and Local History 			
Planning resources	<ul style="list-style-type: none"> • Growth and Survival (Science) • Around the World (Geography) • Puppets (DT) • Upcycling (ESR) • Arctic Adventures (Music) • Growing Plants (Science) • Communication (History) • Telephones (DT) 			
Subj	Learning Aims			
History	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	"WOW" Experience Ideas

	<p>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>	<ul style="list-style-type: none"> • To describe who William Caxton was and what he introduced to Britain. • To find out about the invention of telegraphs and Morse code. • To find out who Alexander Graham Bell was and what he invented. • To find out about Tim Berners-Lee and what he invented. • To compare the lives of William Caxton and Tim Berners-Lee. • To explore the impact of these inventions on the Midlands / The Black Country. <i>(Dudley Archives)</i> <p>This links to faith filled and hopeful because the children can see how people were hopeful for a better life/ improvements in their life. They will also see how times have changed and the impact this has had on their life today.</p> <p>BV – Individual Liberty – display board of children’s WOW work. Mutual respect – children to be involved in partner and group work during lessons. Children learn about an aspect of life and how this has developed.</p>	<p>Black Country Europe Telegraph Morse Code World Wide Web Telephone Internet Communication Information William Caxton Tim Berners-Lee Alexander Graham Bell</p>	<p>Use the world wide web to communicate with other people – email, Purple Mash.</p>
Geo grap	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	

	<p>Name and locate the world's seven continents name, locate and identify characteristics of the four countries and capital cities of the</p> <p>United Kingdom and its surrounding seas 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</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	<ul style="list-style-type: none"> • To locate Europe on a world map and identify some of its countries and features. • To locate Asia on a world map and explore the features and characteristics of China. • To locate Australia on a world map and identify some of its features and characteristics • To be able to locate Africa on a world map and explore the features and characteristics of Kenya. • To identify North America on a world map and explore the characteristics and features of the USA • To locate South America on a world map and explore the features and characteristics of Brazil • To locate Antarctica on a world map and identify some of its features and characteristics <p>This links to the Topic because the children will be going around the world exploring the differences in culture, education, countries etc. This links to Curious and Active because the children will be curious about the different places around the world and active in what they will find out about each one. It also links to Faith filled and hopeful because the children can use hope to face challenges and the unknown. The children will show faith in the communities where they belong.</p>	<p>Countries Continents Map Europe World South America North America Asia Australasia Antarctica Africa Land marks Characteristics</p>	<p>Puppets go around the world with the children and visit each location. Record fun facts from each place.</p>
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		<p>BV – Individual Liberty – display board of children’s WOW work. Mutual respect – children to be involved in partner and group work during lessons Tolerance of culture – Black history Month . Democracy – questionnaires completed by the children</p>		
Art	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	

	<p>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.</p>	<ul style="list-style-type: none"> • To explore the work of Andy Warhol • To design and plan a piece of artwork in the style of Andy Warhol • To create a piece of artwork in the style of Andy Warhol (<i>make links between artist and own work</i>) • To explore the similarities and differences between different artists and practices (<i>Andy Warhol compared to previously-studied artist</i>) <p>Andy Warhol is famous for creating brightly coloured portraits of famous people and popular items. We are learning about some famous people in the History section so can use these people to portrait.</p>	<p>Range</p> <p>Artists</p> <p>Differences</p> <p>Designer</p> <p>Andy Warhol</p>	
DT	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	

<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Select from and use a range of tools and equipment to perform practical tasks</p> <p>Select from and use a wide range of materials and components, including construction materials and textiles according to their characteristics</p> <p>Explore and evaluate a wider range of existing products</p> <p>Evaluate their ideas and products against a more detailed design criteria</p>	<ul style="list-style-type: none"> • To investigate a range of puppets and their features. (<i>Midlands Art Centre – tours</i>) • To be able to work with fabric to create a finger puppet • To develop and practise sewing skills. • To design a sock Puppet • To follow a design to make a puppet • To evaluate a finished product. <p>This links to the Topic as children will make puppets who will go around the world exploring. They will complete the Geography through the eyes of the puppet.</p> <p>This links to curious and active because the children will use the puppets to go around the world and be curious about the creations God has made. Active in seeing if there is anything they can do to make the world a better place. at the end of each lesson the children will be given a chance to write down any curiosities and these will be answered at the start of the following lesson.. it also links to Faith filled and hopeful because the children can use hope to face challenges and the unknown. The children will show faith in the communities where they belong.</p> <p>BV – Mutual respect – food bank donations and money donations during Lent or fundraising activity.</p>	<p>Design Purposeful Products Puppets Investigate Evaluate Practise Template</p>	<p>Visit Merry Hill to look for designer clothes and patterns / art work they have used.</p> <p>Puppet Show in classroom – recorded. Visit from Midlands Art Centre performing puppet show.</p>
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		Individual liberty – charity events for Lent – making things to sell.		
Music	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	

	<p>listen with concentration and understanding to a range of high-quality live and recorded music</p>	<ul style="list-style-type: none"> • To identify music from each place that is visited across the world. • To remember which place within the country the music originated from. • To link each piece of music to its location. • To identify different groups of instruments. • To respond physically when performing. <p>BV – Individual Liberty – we respect other people’s opinions and choices on the work they create.</p> <p>We are special – in the talents God has given us.</p>	<p>Listen Concentrate Live Recorded Music Country Continent Origin</p>	<p>Performing the music from each country.</p>
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