



Our Learning in Year 2

Spring Term

English

Our learning will include the following texts:

- King and King, by Linda de Haan and Stern Nijland;
- Prince Charming and his Quest for a Wife, by Cethan Leahy;
- The Princess Boy, by Cheryl Kilodavis;
- The Paper Bag Princess, by Robert Munsch;
- The Tiny Seed, by Eric Carle;
- Growing Frogs, by Vivian French.

At the beginning of each half term we begin with a poetry focus. This supports the children's understanding of rhyme and helps to promote a love of poetry.

Throughout the term, we will be producing a range of writing, often using the above texts as our starting points. Every week, the children will also complete reading comprehension questions associated with each text.

All children will have the opportunity to access texts that are suitable for a child working at their chronological age, as well as texts and resources that match their current level of attainment, whether that be at, above or below their chronological age, using our carefully banded reading book system.

English – Grammar, Punctuation and Spelling (GPS) and Writing

During our daily GPS sessions, we will continue to develop our understanding of the structure of sentences, including how they are punctuated, and we will build upon our knowledge of word classes.

COMPOSITION	
Grammar and Punctuation	Writing Process
<ul style="list-style-type: none"> • begins to use subordinating conjunctions (joining words) <i>when, if, that, because, as</i>; • begins to use past and present tense correctly; • uses commas in lists; • uses capital letters and full stops; • understands and uses the term adverb; • begins to use adverbs in writing. 	<ul style="list-style-type: none"> • develops stamina to write at increasing length; • writes down key ideas and words (incl. some new vocabulary drawn from listening to, and talking about, whole books to develop plans); • considers word choice, grammar and punctuation; • re-reads own writing to check for sense, basic errors and meaning; • reads aloud writing with appropriate intonation to make meaning clear.

Spelling

Look out for the spellings that will come home every week. We follow the sequence from Spelling Shed.

Year 2 Spring Term Spelling Rules

1. Words where '-es' is added to words ending in 'y'
2. Words where '-ed' is added to words ending in 'y'
3. Words where '-er' and '-est' are added to words ending in 'y'
4. Words where '-ing' is added to words ending in 'e'
5. Challenge Words
6. Words where '-er', '-est' and '-ed' is added to words ending in 'e'
7. Words where '-ing' is added to single syllable words
8. Words where '-ed' is added to single syllable words
9. Words where 'a' makes an /or/ sound
10. Words where 'o' makes an /u/ sound
11. Challenge Words

Activities associated with the words that the children are learning will be available each week on Spelling Shed. Please see the inside cover of your child's Reading Record for the log-in information.

Maths

As part of the basic skills for Year 2, we will also be consolidating our learning of the times table facts using Times Tables Rock Stars. Again, the password for this will be on the inside cover of your child's Reading Record.

Spring Term Y2 Maths Objectives

Spring 1 – S1:
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 $\frac{1}{2}$
Count in fractions up to 10 starting with any given number.
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].
Spring 2 – S2:
Compare and sort common 2-D and 3-D shapes and everyday objects.
Order and arrange combinations of mathematical objects in patterns and sequences.
Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).
Interpret and construct simple pictograms, tally charts, block diagrams and 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.
Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.
Find different combinations of coins that equal the same amounts of money.
Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.
Throughout the term, children will tackle a range of reasoning and problem solving challenges that allow them to: <ul style="list-style-type: none">• visualise.• identify whether something is true or false.• describe what I have done in my own words.

The majority of children will first master the content of the above Maths objectives by becoming fluent in their use, and then move on to problem-solving and reasoning opportunities. This will enable them to apply their new knowledge and skills in a range of different contexts.

Some children may well be working towards consolidation of skills from other year groups. If your child needs this, you should already be aware of how their learning needs are being met. However, if you are unsure please do not hesitate to contact us.

Please refer to the Curriculum Overviews on our website for more detail about each subject.

Science

Our learning in Science will focus on 'Animals, including Humans'. We will be continuing to explore Science using the key question: 'Does Science enable you to have the right to the best possible health care?' In addition, the children will describe the importance for humans of exercise, of eating the right amounts of different types of food, and hygiene. The children will know how our needs and bodies change as we grow up and be able to identify and name the main parts of the body including external genitalia. (Spring 1).

The children will also learn about plants. We will be exploring Science using the question, 'How does a botanist learn?' The children will observe and describe how seeds and bulbs grow into mature plants. They will find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. (Spring 2).

In addition, the children will be developing their skills of 'working scientifically' by identifying and classifying, and gathering and recording data to help in answering questions. The children will plan and carry out their own experiments based upon questions that they have raised using their observations and ideas to suggest answers to questions.

Prior to investigation work, the children will consider how best to ensure that they have the right to be safe.

Computing and Online Safety

We will be continuing with our Online Safety lessons this term and linking these to every child's right to be safe. The children will understand what online bullying looks like (Spring 1), and then begin to use simple guidance for using technology in different environments and settings (Spring 2).

Following on from this, the children will use Web Navigation tools to begin to understand how we can use a common search engine to find images. They will examine inputs and outputs on a computer and they will begin to understand what an algorithm is and practise these using a program online to debug errors (Spring 1). The children will also begin to make a branching database and pictograms using computer programs. (Spring 2).

Geography

In Geography, the children will develop their understanding of the different features of the World using the question: 'Wherever next?'

The children will develop their knowledge of globally significant places – the Equator and the Poles – looking at their location and basic defining characteristics, as well as

Shildon, significant as their hometown. The children will build on their knowledge of continents, oceans and compass points. They will develop an understanding of some features of the weather in hot and cold areas of the world and their effects.

History

In History, the children will develop their understanding of significant individuals in the past using the question: 'Who has helped make History?'

The children will learn about Timothy Hackworth and his contribution to the growth of the railways, and the impact nationally, over time, of the growth of the railways on people and places. The children will compare Timothy Hackworth with another famous figure, Marie Curie.

Physical Education

There are two areas of priority this term – Dance and Gymnastics.

In dance, the children will remember and perform movement phrases using a range of body actions and body parts. They will compose and link movement phrases to make simple dances with clear beginnings, middles and ends.

In gymnastics, the children will remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision. They will link a body shape or a balance to a travelling action.

We will also be looking at Physical Health and Mental Wellbeing.

Children will develop their existing knowledge and skills to include:

- what they can do daily to help them to be mentally and physically healthy;
- the benefits of physical exercise and time outdoors on mental wellbeing and happiness.

Religious Education

During R.E., we will be exploring Christianity using the key question – 'What can we learn from the story of St. Cuthbert?' The children will listen to stories about St. Cuthbert and know how his Christian faith affected his life. They will learn about how his Christian life had an impact then and now. Children will know that Durham Cathedral is still a place of worship and that Lindisfarne is a place of pilgrimage and reflection.

Later in the term, our key question will become, 'How do Christians celebrate Easter?' The children will begin to identify some features and objects found in Churches at Easter. They will know about the significance of gold, white and purple.

The children will identify some Easter practices in churches, e.g., Hallelujah, Easter Hymns and the giving out of eggs. They will know about the significance of bread and wine. The children will recall the story of Good Friday and Easter Day, and other events in the Easter story, e.g., the entry into Jerusalem and The Last Supper.

Art and Design

Our main focus will be 'Colour Creations'. This will be linked to the work of Paul Klee and Andy Warhol.

The children will create sketchbooks to record their observations and use them to review and revisit ideas. They will further improve skill and control when painting. They will develop an understanding of the colour wheel and colour spectrums and understand how to make tints using white, and tones by adding black, to make darker and lighter shades. The children will begin to show confidence when mixing and predicting colours, and experiment with watercolour techniques to create different effects. The children will have the opportunity to paint with creativity and expression.

Music

Our main focus will be to listen with concentration and understanding to a range of high-quality live and recorded music. The children will begin to understand how pulse, rhythm and pitch work together. They will perform and play tuned and un-tuned instruments. They will learn to recognise instruments and basic style indicators, including Rock and Reggae music.

Design and Technology

We will be focusing on Cooking and Nutrition by asking the key question: 'Why is it so important to eat vegetables?'

The children will design, make and evaluate a delicious savoury snack (something) for Lola (someone) to show her how delicious healthy food can be (some purpose). The children will name their snack to appeal to unadventurous eaters like Lola.

PSHE (Relationships Education and Health Education)

Our ongoing focus areas continue to be:

- to understand that children have their own special rights set out in the Convention on the Rights of the Child;
- to be able to identify some of the Articles in the Convention on the Rights of the Child;
- to understand that children's rights are universal, inalienable and unconditional, and that their own rights and the rights of others should be respected;

- to learn from their experiences and be able to recognise and celebrate their strengths and set simple but challenging goals;
- to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class;
- to be able to communicate their feelings to others, to recognise how others show feelings and how to respond;
- to show an understanding of what is fair and unfair, kind and unkind, what is right and wrong;
- to know when people are being unkind either to them or others, how to respond, who to tell and what to say;
- to be able to offer constructive support and feedback to others;
- to understand how to build their Learning Powers and develop a Growth Mind Set;
- to know about basic hygiene routines, e.g., hand washing.

Our focus areas will be:

- Physical Health and Mental Wellbeing: why sleep is important, medicines and keeping healthy, keeping teeth healthy, managing feelings and asking for help (linked to Science - Animals, including Humans);
- Lucinda and Godfrey: Keeping Clean (linked to Science - Animals, including Humans).

Building Learning Powers

As we move through the term, we will build on our understanding of positive behaviours for learning by focusing on reasoning as a means for achieving higher-level thinking skills and reflection that will enable us to capitalise on past experiences. This will contribute to our understanding of what a growth mindset is and how we might achieve this. Children will continue to learn how to be resilient, resourceful, to work together, and to be reflective of their learning and of themselves, as learners. As part of this experience, we will think carefully about what our aspirations are and discuss how we might achieve this by understanding the steps that we could take. This will culminate in our drawings for the Aspirations Tree.

Should you have any questions about your child's learning, please contact the School Office.