



Our Learning in Year 2

Spring Term

English

Our learning will include the following texts:

- Rabbit and Bear, by Julian Gough
- The Magic Porridge Pot, a Traditional Tale
- Each Peach Pear Plum, by Janet and Alan Allberg
- The Gingerbread Man, a Traditional Tale
- The Ninjabread Man, by C.J. Leigh
- Range of non-fiction excerpts about plants
- The Tiny Seed, by Eric Carle
- Prince Charming and his Quest for a Wife, by Ceran Leahy
- The Dark, by Lemony Snicket

Throughout the term, we will be producing a range of writing, often using the above texts as our starting points. Every week, 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)

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.

GPS Overview for Year 2 – Spring Term	
Word	<ul style="list-style-type: none"> • How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]. • Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs.
Sentence	<ul style="list-style-type: none"> • I can write in the present tense. • I can write in the past tense.

	<ul style="list-style-type: none"> • I can write a sentence that uses Standard English <i>saw (not seen), did (not done)</i>. • Subordination (because) and co-ordination (using and, then, but). • Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon].
Text	<ul style="list-style-type: none"> • Correct choice and consistent use of present tense and past tense throughout writing. • Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]. • Predicting what might happen on the basis of what has been read so far. • Discuss and clarify the meaning of words, linking new meanings to known vocabulary.
Punctuation	<ul style="list-style-type: none"> • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Commas to separate items in a list.
Terminology for Children	<ul style="list-style-type: none"> • noun, expanded noun phrase • statement, question, exclamation, command • comma, • suffix, adjective, adverb, verb tense (past, present)

Spelling

Spelling will also be a focus. Look out for the spellings that will come home every week.

Your child may receive a different set of words to their friends, which will mean that they have significant gaps in their knowledge from previous years' spelling skills. Their efforts are best used to fill these gaps before moving on. In that case, they must be aware of and try to learn the Year 1 words too.

Spring Term Year 2 Spelling Words

Shakespeare and More Spelling Wordlist 9	Shakespeare and More Spelling Wordlist 10
Regular Spellings	Regular Spellings
write, written, wrote, wrong, wrap table, apple, bottle, little, middle	key, donkey, monkey, chimney, valley want, watch, wander, quantity, squash word, work, worm, world, worth

camel, tunnel, squirrel, travel, towel, tinsel metal, pedal, capital, hospital, animal pencil, fossil, nostril all, ball, call, walk, talk, always other, mother, brother, nothing, Monday	war, warm, towards television, treasure, usual bare, bear, one, won, sun, son to, too, two, be, bee, blue, blew night, knight
Common Exception Words	Common Exception Words
everybody, even, great, break, steak, pretty, class, grass, pass, plant, path	could, should, would, who, whole, any, many, clothes, busy, people

Activities associated with the words that 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 $\frac{1}{3}$ and $\frac{1}{4}$ of a length, shape, set of objects or quantity.
Write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalent of two quarters and one half.
Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.
Compare and sort common 2-D and 3-D shapes and everyday objects.
Subtracting mentally two digit from 2 digit numbers.
Spring 2 – S2:
Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables.
Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (\div) and equals (=) signs.
Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.

Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward.

Recognise, find name and write fractions $\frac{2}{4}$, and $\frac{3}{4}$ of a length, shape, set of objects or quantity.
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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 exploring Science using the key question: 'Does Science enable you to have the right to the best possible health care?' In addition, children will describe the importance for humans of exercise, of eating the right amounts of different types of food, and hygiene. 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 (e.g. vulva, vagina, penis, testicles). (Spring 1)

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

In addition, children will be expected to develop their 'working scientifically' skills by Identifying and classifying, gathering and recording data to help in answering questions. 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, children will consider how best to ensure that they have the right to be safe during investigations.

Computing and Online Safety

We will be continuing with our Online Safety lessons this term and linking this to every child's right to be safe. 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, Children will use Web Navigation tools to begin to understand how we can use a more 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). Children will also begin to make branching database and pictograms using computer programs. (Spring 2)

Geography

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

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. Children will build on their knowledge of continents, oceans and compass points. Children will develop an understanding of some features of the weather in hot and cold areas of the world and their effects.

History

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

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. Children will compare Timothy Hackworth with another famous figure e.g. Marie Curie.

Physical Education

There are two areas of priority this term – Dance and Gymnastics. In dance 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 beginning, middles and ends. In gymnastics 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 a key question – 'What can we learn from the story of St. Cuthbert?' 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 Lindisfarne is a place of pilgrimage and reflection.

Later in the term, our key question will become 'How do Christians celebrate Easter?' 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. 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. 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

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. Children 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. Children will begin to show confidence when mixing and predicting colours and experiment with watercolour techniques to create different effects. 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. Children will begin to understand how pulse, rhythm and pitch work together. Children 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?'

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).

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:

- understand that children have their own special rights set out in the Convention of the Rights of the Child;
- be able to identify some of the Articles in the Convention on the Rights of the Child;
- understand that children's rights are universal, inalienable and unconditional, and that their own rights and the rights of others should be respected;
- learn from their experiences and be able to recognise and celebrate their strengths and set simple but challenging goals;
- be able to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class;
- be able to communicate their feelings to others, to recognise how others show feelings and how to respond;
- show an understanding of what is fair and unfair, kind and unkind, what is right and wrong;
- know when people are being unkind either to them or others, how to respond, who to tell and what to say;
- be able to offer constructive support and feedback to others;
- understand how to build their Learning Powers and develop a Growth Mind Set;
- 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 (Link to Science - Animals, including Humans)

- R.S.E. Lucinda and Godfrey - Keeping Clean

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 Growth Mindset Tree.

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