

Chase Side Primary School

Year 2 Curriculum Map – Spring Term 2



Well Being

As **Mindful Learners** we will be learning about how to keep ourselves safe.

As **Athletes** we will be working as a team and developing our skills.

As **Dancers** we will be creating movement phrases involving travelling, coordinating movement with a partner and developing a 16 count movement motif.

As **Members of Society** we will be kind and respectful to each other. We will also understand how to emergency services help us.

As **Open Minded Learners** we will be learning what Christians believe and recognising symbols used in Christianity. We will also be learning about the festival of Easter and why it is important to Christians.

World:

As **Scientists** we will be comparing the difference between things that are living, dead and thing that have never lived. We will also identify that most living things live in habitats to which are suited and describe how different habitats provide for the basic needs of animals and plants.

As **Linguists** we will be learning the Spanish vocabulary for food and drink and ask what they would like.

As **Historians** we will be learning about The Great Fire of London as an event beyond living memory and how the event led to changes.

As **Communicators** we will develop our speaking voices to be confident to talk in front of others.

Future:

As **Readers** we will be looking for recurring word patterns, learning and applying different strategies to decode words in a variety of texts. We will be sequencing events from stories, retrieving information, making predictions, inferences and learning to form opinions about a text.

As **Writers** we will be writing setting descriptions, postcards, non-chronological reports and diary entries. We will continue working on using punctuation in our sentences and use a range of conjunctions to join ideas. Our focus texts will be Meerkat Mail and Fire Cat.

As **Mathematicians** we will be understanding fractions as equal parts and how to find $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, as well as equivalent fractions. We will learn about to make tally charts, collect data to draw pictograms and interpret a range of charts. We will recap telling time to the nearest 15 minutes and learn how to tell time to the nearest 5 minutes.

As **Musicians** we will learn how to improvise leading to playing classroom instruments; singing and learning to play instruments within a song; and share and perform the learning that has taken place.

As **Technicians** we will be using 2Paint A Picture to study different artists and replicate their styles using the tool.

As **Designers** we will be learning about food technology and how to design, make and evaluate a healthy pizza.

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CHASE SIDE
PRIMARY SCHOOL
'Stronger together'

ENGLISH: (Writing & Reading)

Texts: Meerkat Mail, Fire Cat, Great Fire of London information texts.

- Setting descriptions
- Writing postcards
- Non chronological reports
- Creative diary entries.
- Build vocabulary
- Reading: use phonics to read unknown words
- Read common and high frequency words
- Sequence events from stories
- Retrieve information
- Make predictions
- Make inferences
- Form opinions about a text

SCIENCE: *Local Habitats*

- Explore/ compare the difference between things that are living, dead, and things that have never lived.
- Identify 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, and how they depend on each other.

PSHE:

Risk
Hazardous substances
Safety Rules
Emergency services – when and how they can help us

MUSIC:

Zootime
Reggae
Animals and Reggae music

HUMANITIES:

HISTORY

Why was the Great Fire of London important?

Events beyond living memory nationally or globally
NC Skills: Knowledge and understanding of events people and changes in the past, Historical enquiry, Chronological understanding, Historical interpretation, Organisation and communication

Fire!

How did the Great Fire of London change the way we live today?

RELIGIOUS EDUCATION:

Who is a Christian and what do they believe?

- Understand that Christians believe in God and follow the example of Jesus.
- Recognise some Christian symbols and images used to express ideas about God.
- Understand why the festival of Easter is important to Christians.

PHYSICAL EDUCATION:

Dance – communicating moods, feelings and ideas (Forests)

- Create movement phrases involving travelling.
- Coordinate movements when dancing with a partner.
- Develop a 16 count movement motif.

Link to Peter and the Wolf - animals

MATHS:

Fractions:

- Working with parts and wholes
- Make equal parts.
- Recognise and find a half.
- Recognise and find a quarter.
- Recognise and find a third.
- Unit fractions
- Non-unit fractions
- Equivalence of a half and 2 quarters.
- Find three quarters.
- Count in fractions.
- Problem solving with fractions.

Statistics:

- Make tally charts.
- Draw pictograms.
- Interpret pictograms.
- Block diagrams

Time:

- Recap quarter past /to
- Telling time to 5 minutes.
- Hours and days.
- Find durations of time.
- Compare durations of time.

COMPUTING:

Topic: Creating pictures

Children will be challenged to explore the tool 2Paint A Picture. They will study different artists and then use tool 2Paint A Picture to replicate their styles.

ART / DESIGN & TECHNOLOGY:

DT – Food technology –

Designing and making our own healthy pizzas.

SPANISH:

Full lessons taught Autumn – Spring 1

Use the programmes and games on Early Start Spanish 2:

What would you like to eat and drink?

Learn food and drink vocabulary and ask for what we would like.

Also learn about Easter in Mexico.