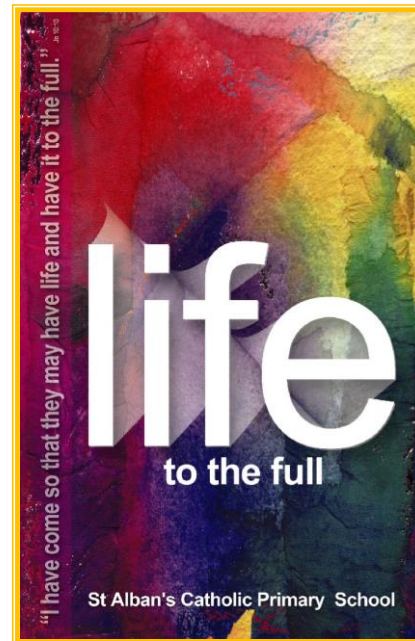




# Welcome to Year 2



Curriculum for Spring Term

In this booklet, we have included some information we feel you may find useful about the work your child will be doing this term. As well as the topics we will be covering in class, we have also included the objectives and expectations for each subject. We hope you will find this information useful and supportive and look forward to working with you across the year.

Miss Curtiss and Mrs. Hill

Year 2 Class Teachers

Subject	Topic information	
RE	<b>Books</b>  <b>Thanksgiving Opportunities</b>	<ul style="list-style-type: none"> <li>• To develop an understanding of different books used at school and at home.</li> <li>• To learn about the books used in Church on Sunday by the Parish family.</li> <li>• Recognise the bible as a special book and retell some stories from it.</li> <li>• Ask and respond to questions about receiving and giving thanks.</li> <li>• Retell the story of the Last Supper and use words and phrases from the Eucharist (Mass) that show how Catholics give thanks to God.</li> <li>• Describe ways in which Christians use the time of Lent to find ways of helping others.</li> <li>• Describe religious actions and symbols of Lent and Holy Week.</li> </ul>
English	<b>Read, Write Inc. consolidation / Guided Reading</b>  <b>Traditional Tales</b>  <b>Non-Chronological Reports</b>  <b>Poetry</b>	<p>Speaking &amp; listening</p> <ul style="list-style-type: none"> <li>• Listen to, discuss and express views about a wide range of poetry, stories and non-fiction.</li> <li>• Retell a wide range of stories.</li> <li>• Discuss sequence of events in stories and meaning of unfamiliar words found in texts.</li> <li>• Use drama to investigate texts.</li> <li>• Recite some poems by heart.</li> </ul> <hr/> <p>Reading</p> <ul style="list-style-type: none"> <li>• Read most words quickly and accurately, without overt sounding or blending.</li> <li>• Increase fluency and expression</li> <li>• Read a range of non-fiction books that are structured in different ways.</li> <li>• Share favourite words and phrases from books.</li> <li>• Make inferences on the basis of what is being said and done in a text.</li> </ul> <hr/> <p>Writing</p> <ul style="list-style-type: none"> <li>• Plan a piece of writing stating how it will begin and end and what key vocabulary will be used.</li> <li>• Write a non-chronological report.</li> <li>• Write a fictional recount.</li> <li>• Write about personal experiences and about the experiences of others (characters).</li> <li>• Use correct positioning on the line, paying particular attention to ascenders and descenders.</li> <li>• Use full stops, question marks and exclamation marks to end a sentence.</li> </ul>

Maths	Number and Place Value	<ul style="list-style-type: none"> <li>• 10s on the number line to 100</li> <li>• 10s and 1s on the number line to 100</li> <li>• Estimate numbers on a number line</li> <li>• Add a 2-digit number and a 1-digit number - crossing ten</li> <li>• Subtract a 1-digit number from a 2-digit number - crossing ten</li> <li>• Add two 2-digit numbers - not crossing ten - add ones and add tens</li> <li>• Subtract a 2-digit number from a 2-digit number - not crossing ten</li> <li>• Compare objects and numbers</li> <li>• Order objects and numbers</li> </ul>
	Addition and Subtraction	<ul style="list-style-type: none"> <li>• 10 more, 10 less</li> <li>• Add and subtract 10s</li> <li>• Add and subtract two 2-digit numbers (not across a 10)</li> <li>• Add and subtract two 2-digit numbers (across a 10)</li> <li>• Mixed addition and subtraction</li> <li>• Compare number sentences</li> <li>• Missing number problems</li> </ul>
	Multiplication and Division	<ul style="list-style-type: none"> <li>• Count in 2s, 3s, 5s and 10s</li> <li>• The 2, 5 and 10 times table</li> <li>• Divide by 2, 5 and 10</li> <li>• Doubling and halving</li> <li>• Odd and even numbers</li> </ul>
	Fractions, Percentages and Decimals	<ul style="list-style-type: none"> <li>• Introduction to parts and whole</li> <li>• Equal and unequal parts</li> <li>• Recognise a half</li> <li>• Find a half</li> </ul>
	Geometry	<ul style="list-style-type: none"> <li>• Lines of symmetry on shapes</li> <li>• Use lines of symmetry to complete shapes</li> <li>• Count faces, edges and vertices on 3D shapes</li> <li>• Sort 3D shapes</li> <li>• Make patterns with 2D and 3D shapes</li> </ul>

Science	<p>Living things and their habitats</p> <p>Science Adventures/Science Fair</p>	<ul style="list-style-type: none"> <li>• that there are some things alive, dead and some objects that were never alive</li> <li>• how to compare living and dead things</li> <li>• that most things live in habitats to which they are suited</li> <li>• how different habitats provide for the basic needs of animals and plants</li> <li>• how to compare two contrasting habitats</li> <li>• how habitats provide for their organism</li> <li>• how to identify and name a plant and its habitat</li> <li>• how to identify and name an animal and its habitat</li> <li>• how to identify and name an insect and its habitat</li> <li>• the meaning of predator, prey, consumer and producer within a food chain</li> <li>• how animals obtain their food from plants and other animals</li> <li>• how to identify and name sources of food within a chain</li> </ul>
History	<p>Florence Nightingale &amp; Mary Seacole</p>	<ul style="list-style-type: none"> <li>• To learn about events beyond living memory that are significant both locally and nationally.</li> <li>• To understand who Florence Nightingale was, what she did and when.</li> <li>• To know why Florence was known as the Lady of the Lamp.</li> <li>• To learn about the impact Florence Nightingale &amp; Mary Seacole had on nursing today.</li> <li>• To recognize the similarities and differences between Florence Nightingale &amp; Mary Seacole regarding their careers and impact.</li> </ul>
Geography	<p>My world &amp; me</p>	<ul style="list-style-type: none"> <li>• To revise the continents of the world and recognise that UK is in the continent of Europe.</li> <li>• To know that countries near the Equator are hot and those further away are cold. To name a few of these countries.</li> <li>• To know which continents fall along the equator line.</li> <li>• To recognise that there are a variety of animals on different continents and between hot and cold climates.</li> </ul>
Computing	<p>Information Technology</p>	<ul style="list-style-type: none"> <li>• To create, name, retrieve and save content.</li> <li>• Can use a range of media in their digital content including photos, text &amp; sound.</li> </ul>
Music	<p>'I wanna play in a band'</p> <p>'Zootime'</p>	<ul style="list-style-type: none"> <li>• Use voices expressively and creatively by singing songs</li> <li>• Listen and respond to different genres of music</li> <li>• Play tuned and untuned instruments</li> <li>• Experiment with sounds</li> </ul>
PE	<p>Gymnastics</p> <p>Dance - Explorers</p>	<ul style="list-style-type: none"> <li>• To move out of rolls into a balanced action.</li> <li>• To move with flow using apparatus.</li> <li>• To move with a jump and a roll and end with a balance.</li> <li>• To move with control.</li> </ul>

		<ul style="list-style-type: none"> <li>• To move whole body to depict a character.</li> <li>• To move as a champion dancer.</li> </ul>
Art	Lowry	<ul style="list-style-type: none"> <li>• To create a symmetrical self portrait</li> <li>• To use oil pastels to recreate a work by Lowry</li> <li>• To paint a Lowry style scene</li> <li>• To draw Lowry architecture</li> </ul>
Design Technology	Cookery - Making Dips	<ul style="list-style-type: none"> <li>• Select from and use a range of tools and equipment to perform practical tasks, select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li> </ul>
Citizenship	General issues shared as part of Pastoral lessons	<ul style="list-style-type: none"> <li>• Learn basic First Aid and Road Safety</li> <li>• Understand democracy and justice within the school council</li> <li>• Recognise local social justice through understanding the work of Society of St. Vincent de Paul</li> <li>• Learn about charity work e.g. Children in Need and Cafod.</li> <li>• Develop opportunities to share views, debate and take part in balanced arguments.</li> </ul>

**Spellings for Year 2 Words for tests will be taken from the following list:**

<i>Sounds/Rules</i>	<i>Example words</i>
The /dg/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	badge, edge, bridge, dodge, fudge; age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy; jacket, jar, jog, join, adjust
The /s/ sound spelt c before e, i and y	race, ice, cell, city, fancy
The /n/ sound spelt kn and (less often) gn at the beginning of words	knock, know, knee, gnat, gnaw
The /r/ sound spelt wr at the beginning of words	write, written, wrote, wrong, wrap
The // or /əl/ sound spelt -le at the end of words	table, apple, bottle, little, middle
The // or /əl/ sound spelt -el at the end of words	camel, tunnel, squirrel, travel, towel, tinsel
The // or /əl/ sound spelt -al at the end of words	metal, pedal, capital, hospital, animal
Words ending -il	pencil, fossil, nostril
The /aɪ/ sound spelt -y at the end of words	cry, fly, dry, try, reply, July
Adding -es to nouns and verbs ending in -y	flies, tries, replies, copies, babies, carries
Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it	copied, copier, happier, happiest, cried, replied copying, crying, replying
Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it	hiking, hiked, hiker, nicer, nicest, shiny
Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny
The sound spelt a before l and ll	all, ball, call, walk, talk, always

The o sound

other, mother, brother, nothing, Monday

The /i:/ sound spelt

-ey

key, donkey, monkey, chimney, valley

The /a/ sound spelt a after w and qu

want, watch, wander, quantity, squash

The /ʊr/ sound spelt or after w as o

word, work, worm, world, worth

The /ɔ:/ sound spelt ar after w

war, warm, towards

The /z/ sound spelt s

television, treasure, usual

The suffixes -ment,  
-ness, -ful, -less and -ly

enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly

merriment, happiness, plentiful, penniless, happily

Contractions

can't, didn't, hasn't, couldn't, it's, I'll

The possessive apostrophe (singular nouns)

Megan's, Ravi's, the girl's, the child's, the man's

Words ending in -tion

station, fiction, motion, national, section

Homophones and near-homophones

there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son,  
to/too/two, be/bee, blue/blew, night/knight

Common exception words

door, floor, poor, because, find, kind, mind, behind, child, children\*, wild, climb,  
most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break,  
steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path,  
bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole,  
any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents,  
Christmas - and/or others according to programme used.

**Note:** 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.



## KS1 Homework - to be completed in pencil only.

Given out: Friday

To be returned: Thursday

### 1. Spellings

Please practice spellings. These are linked to the sounds or words currently looked at in focussed Read Write Inc and Guided reading groups.

### 3. Maths

Complete the sheet and return it in your homework bag.

### 4. Reading

Read book from school or home and record this in your record. Your parents might also like to add a comment too. A new Reading book will be issued on a Friday if completed one is returned on the Thursday.

Formal written reports are distributed to all parents in July.

Parents are welcome to contact the school at any time during the school year if they have any concerns or queries over their child's education.

More information about our school can be found on our website at [www.stalbansgateshead.org](http://www.stalbansgateshead.org)