

## Year 2 Spring Term Curriculum Map

English		
Writing (HFL)		Phonics (RWI) Spelling (No Nonsense)
<b>Year 2 Writing purposes</b>	<p><b>Narrative:</b> Entertain (2.6)</p> <p><b>Non-chronological report:</b> Inform (2.7)</p> <p><b>Narrative:</b> Entertain (2.8)</p> <p><b>Free verse and simile:</b> Poetry (2.9)</p>	<p>Phonic speed sound lessons daily</p> <p>Contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're Homophones and near homophones Adding '-ing', '-ed', '-er', '-est' and '-y' sound spelt 'wr' Adding suffixes '-ful', '-less' and '-ly' Words ending '-tion'</p>
<b>Year 2 Writing outcomes with core texts</b>	<p>Narrative linked to Rapunzel</p> <p>Non-chronological report linked to Big Blue Whale</p> <p>Narrative linked to Julian is a Mermaid and Splash</p> <p>Poetry linked to The Puffin Book of Fantastic First Poems</p>	<p style="text-align: center;"><b>Handwriting (Letter Join)</b></p> <p>Letter families</p> <p>Diagonal and horizontal joins</p> <p>The letter f and k</p>
<p><b>Vocabulary:</b> Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), comma, apostrophe plus all previously taught vocabulary.</p>		
Reading		
<p><b>The pupil can:</b> Read accurately and fluently by blending sounds in words containing graphemes taught and alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables containing graphemes taught and alternative sounds for graphemes.</p> <p>Read words containing common suffixes (-s, -es, -ing, -ed, -er, -est, changing y to i and removing e, -ness, -ful).</p> <p>Read Year 1 and Year 2 common exception words.</p> <p>Build up a repertoire of poems learnt by heart, reciting some with appropriate intonation.</p> <p>Clarify the meaning of words and phrases, discussing their favourite (including homophones and near homophones).</p> <p><b>In a book they can already read fluently, the pupil can:</b> Predict what might happen on the basis of what has been read so far.</p> <p>Ask and answer questions, making inferences on the basis of what is being said and done.</p> <p>Check that the text makes sense to them as they read, and correct inaccurate reading.</p> <p>Discuss the sequence of events in books.</p> <p><b>In a book read to them, pupils can:</b> Participate in discussions about books, poems and other works, taking turns and listening to what others say.</p> <p>Explain and discuss their understanding of books, poems and other works.</p> <p>Retell a wider range of familiar stories, fairy stories and traditional tales, considering their particular characteristics.</p> <p>Understand that non-fiction books are structured in different ways.</p> <p>Recognise recurring literary language in stories and poems.</p>		<p>Reading fluency sessions in afternoon (5 mins)</p> <p><b>Fiction:</b></p> <p>Extract – Flying Fergus</p> <p>Extract – Horrid Henry</p> <p>Extract – According to Humphrey</p> <p><b>Non-Fiction:</b></p> <p>Africa – Weather</p> <p>Africa – Cities</p> <p>Queen Victoria - Long live the Queen</p> <p><b>Poems:</b></p> <p>5 mini- beast riddles</p> <p><b>Poems to learn by heart:</b></p> <p>I heard a bird sing by Oliver Herford</p>
<p><b>Class Reads:</b> <a href="#">A Bear Called Paddington by Michael Bond</a>, Grimwood by Nadia Shireen, The Twits by Roald Dahl, Superdad's Day Off by Phil Earle, The World According to Humphrey by Betty G Birney, The Hodgeheg by Dick King-Smith, Secret Agents Jack and Max Stalwart: Book 1 - The Battle for the Emerald Buddha: Thailand by Elizabeth Hunt, Big Sky Mountain by Alex Milway</p>		

## Maths (Herts Essentials)

### Key Concepts

2LS14 – Statistics: totalling and comparing amounts in block graphs, pictograms, tables, and tally charts  
 2LS15 – Written addition method  
 2LS16 – Commutativity in addition but not in subtraction  
 2LS17 – Written subtraction method  
 2LS18 – Problem solving with addition and subtraction in a range of contexts  
 2LS19 – Time: telling the time to o'clock, half past, quarter past and quarter to  
 2LS20 – Time: estimating, ordering, and comparing time (amalgamate step 1 and 2)  
 2LS21 – Double and halve one and two-digit numbers and amounts of money  
 2LS22 – Times tables pattern and strategy: 2s, 5s and 10s (counting in 3s)  
 2LS23 – Multiplication: multiples and repeated addition  
 2LS24 – Multiplication: number of groups, group size and product  
 2LS25 – Multiplication problem solving  
 2LS26 – Division: sharing and grouping  
 2LS27 – Division: sharing and grouping problems including remainders

### Vocabulary

#### Statistics

pictogram tally chart tallies block diagram table data category / categories	key sorting totalling comparing horizontal vertical Venn diagram	Carroll diagram block graph scale title frequent survey axis / axes
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#### Measurement: Time

analogue quarter past / to five / ten / past / to	clockwise anticlockwise noon	midday midnight intervals of time
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#### Number: Counting and number properties

numeral hundreds	step counting	count in multiples
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#### Number: Place value, ordering and comparing

place value partition place holder estimate estimation	half-way three-digit equivalent greater than > less than <	digit mid-point quartile
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#### Number: Calculation

commutative inverse calculate multiplication division times tables multiplication table repeated addition	reordering mental method written method reduce increase combination multiply / multiplied fact family	calculation divide remainder multiple / multiples rebalancing product divisible
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## Science (Oak Academy)

### New life (2.3)

### Introduction to food chains (2.4)

#### Skills

#### Knowledge

#### Skills

#### Knowledge

Explore how animals, including humans, have offspring that grow into adults and examines their basic survival needs, such as water, food, and air.  
Ask questions, observing closely, identifying and classifying, and using observations to suggest answers to questions.

Explore how animals, including humans, have offspring that grow into adults

How animals obtain food from plants and other animals using simple food chains. Identify and name different food sources, asking questions, classifying, and gathering and recording data to answer questions about animal diets and food chains.

Explore how animals get their food and how food chains connect different living things.

**Vocabulary:** Plant, seed, shoot, root, hand lens, bulb, flower bud, healthy, temperature, botanist, investigate, unhealthy, wilt, observe, record, water, survive, compare, warmth, suitable, light, shade, sustainable, crop, healthy diet, locally

**Vocabulary:** Living, alive, non-living, sort, living thing, life processes, move, alive, dead, never alive, compare, group, animals, habitat, suitable, basic needs, plant, microhabitat, minibeast, threat, protect, wildlife-friendly garden

### History (Spring 2) Kings and Queens (2.2)

### Geography (Spring 1) Kenya (2.2)

#### Skills

#### Knowledge

#### Skills

#### Knowledge

To be able to order events in chronological order. (Timeline of monarchs)

To be compare similarities and differences between ways of life in different periods.

To be able to use a range of resources to find out information about events and determine whether they are reliable.

To be able to research key individuals (Richard III, Queen Victoria, and Queen Elizabeth) and reach a conclusion based on evidence.

To be able to compare two monarchs and periods in time. (Queen Elizabeth I and Queen Victoria)  
To be able to explain the role of a monarch.  
To know the timeframe of different monarchs.  
To know the importance of an heir for the royal family throughout history.

To use maps, atlases and a globe to locate the UK and its countries.

To use an atlas and globe with support to name and locate the world's 7 continents and 5 oceans.

To identify different physical and human features of Kenya and England.

To be able to identify different biomes in Kenya

To be able to identify famous landmarks in England and Kenya.

To know that Kenya is a country in the continent of Africa.

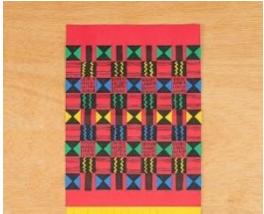

To know the capital cities of both Kenya and England

To know and taste different foods from Africa – Yam, Biltong, mango, pineapple

**Vocabulary:** king, queen, rules, crown, sword, coins, book/ bible, order, dates, family, oldest, son, daughter, mother, father, past, rules, facts, monarch, ruler, heir, family tree, family name, significant individual, chronological timeline, inherit, reliable, unreliable, sources.

**Vocabulary:** continent, ocean, river, Europe, North and South America, Asia, Africa, Oceania, Antarctica, Pacific, Indian, Southern, Atlantic, Arctic, biome, desert, savannah, forest, Mount Kenya Lake Victoria, Yam, Biltong, mango, pineapple

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Art – Spring 1 Pattern – lino prints and weaving (2.2)		Design and Technology (Plan Bee) – Spring 2 Puppets (2.2)	
Skills	Knowledge	Skills	Knowledge
<p>To experiment and explore weaving as a textile technique.</p> <p>To consider how pattern design interlinks with this.</p> <p>To use a variety of media when weaving and explore texture. (paper, wool etc).</p> <p>To make links between own artwork and other artists</p> <p>To make decisions about what they are going to represent and why.</p> <p>To use work from artists as a stimulus for own work.</p> <p>To create a lino print using a polystyrene tile and sharp pencil with control and accuracy.</p> <p>Apply colour to tile and print</p> <p>Combine weaving and printing to create own Ndebele house</p>	<p>To understand how weaving works.</p> <p>To know of different artists</p> <p>How different colours and symbols represent different things in Kente cloth</p> <p>Recognise that rectangle, triangle, chevron and triangles are traditionally used in Ndebele art.</p> <p>To understand why Ndebele houses are painted.</p> <div style="text-align: center;">     </div>	<p>I can cut out felt using a simple template.</p> <p>I can stick pieces of felt together to make a finger puppet.</p> <p>I can add pieces of felt and other materials to a finger puppet to create features, such as eyes, hats and mouths.</p> <p>I can use running stitch to join two pieces of fabric together.</p> <p>I can use overstitch to join two pieces of fabric together.</p> <p>I can sew a button onto a piece of fabric.</p> <p>I can design a glove puppet for a particular purpose.</p> <p>I can follow a design to make a glove puppet by sewing two pieces of fabric together and adding decorations.</p> <p>I can evaluate my finished glove puppet by identifying what went well and what could be improved.</p>	<p>To know and explore a variety of puppets</p> <p>To know what could be used to decorate a puppet – sequin, button, felt, gems, etc.</p>
<p><b>Vocabulary:</b> weaving, textile, fabric, pattern, layers, Kente, Ndebele, colour, chevron, rectangle, triangle, line</p> <p><b>Artists:</b> Various kente cloths, photographs of Ndebele houses</p>		<p><b>Vocabulary:</b> puppet, glove, decorations, fabric, felt, stitch, over stich, running stich, sequin, button</p>	

## Music (Sing Up)

### Skills and Knowledge

#### Grandama Rap (2.21)

- Show the following durations with actions: ‘walk’ (crotchet) and ‘jogging’ (quavers).
- Chant and play rhythms using the durations of ‘walk’ (crotchet), ‘jogging’ (quavers), and ‘shh’ (crotchet rest) from stick notation.
- Learn a clapping game to *Hi lo chicka lo* that shows the rhythm.
- Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app.
- Chant *Grandma rap* rhythmically and perform to an accompaniment children create.

#### Orawa (2.22)

- Improvise and compose, structuring short musical ideas to form a larger piece.
- Sing and play, performing composed pieces for an audience.
- Listen and appraise, with focus and attention to detail, recalling sounds and patterns.

#### Trains (2.23)

- Listen to and analyse four pieces of music inspired by travel/vehicles.
- Learn a simple rhythm pattern and perform it with tempo and volume changes.
- Learn about the musical terms *crescendo*, *diminuendo*, *accelerando*, *ritenuto*.
- Begin to understand duration and rhythm notation.
- Follow signals from a conductor.
- Structure musical ideas into a whole-class composition.

### Vocabulary

#### Grandama Rap

**Duration:** beat, duration actions ‘walk’ (crotchet), ‘jogging’ (quavers), and ‘shh’ (crotchet rest), rhythm.

**Pitch:** pitch shape.

**Structure:** 4-beat rhythm.

**Tempo:** steady beat.

**Texture:** round.

#### Orawa

**Tempo:** beat, pulse.

**Timbre:** chant.

**Structure:** coda (Italian meaning ‘tail’ - a fancy ending), repetition, call-and-response.

**Other:** transforming an idea.

#### Trains

**Duration:** the length of a note.

**Dynamics:** volume, *crescendo* (gradually getting louder), *diminuendo* (gradually getting quieter).

**Tempo:** speed, *accelerando* (gradually getting faster), *ritenuto* (gradually getting slower).

**Other:** conductor – the person who signals to musicians and often decides the tempo of a piece as well as when it starts and stops.

PSHE (Jigsaw)		Computing (Switched on Computing)	
Skills	Knowledge	Skills	Knowledge
<p><b>Spring 1 – Dreams and Goals</b>            Be able to describe their own achievements and the feelings linked to this            Recognise their own strengths as a learner            Recognise how working with others can be helpful            Be able to work effectively with a partner            Be able to choose a partner with whom they work well            Be able to work as part of a group            Recognise how it feels to be part of a group that succeeds and store this feeling</p> <p><b>Spring 2 – Healthy</b> Desire to make healthy lifestyle choices            Identify when a feeling is weak and when a feeling is strong            Feel positive about caring for their bodies and keeping it healthy            Have a healthy relationship with food            Express how it feels to share healthy food with their friends <b>Me</b></p>	<p><b>Spring 1 – Dreams and Goals</b>            Know how to choose a realistic goal and think about how to achieve it            Know that it is important to persevere            Know how to recognise what working together well looks like            Know what good group working looks like            Know how to share success with other people</p> <p><b>Spring 2 – Healthy Me</b>            Know what their body needs to stay healthy            Know what relaxed means            Know what makes them feel relaxed / stressed            Know how medicines work in their bodies            Know that it is important to use medicines safely            Know how to make some healthy snacks            Know why healthy snacks are good for their bodies            Know which foods given their bodies energy</p>	<p><b>2.3- We are photographers</b>            consider the technical and artistic merits of photographs            use the iPad camera app            take digital photographs            review, reject or pick the images they take            edit and enhance their photographs</p> <p><b>2.4- We are safe researchers</b>            develop collaboration skills through working as part of a group            develop research skills through searching for information on the Internet            think through privacy implications of their use of search engines            be more discerning in evaluating online information            improve note-taking skills through the use of mind mapping develop presentation skills through creating and delivering a short multimedia presentation.</p>	<p><b>2.3- We are photographers</b>            Use technology purposefully to create, organise, store, manipulate and retrieve digital content.            Recognise common uses of information technology beyond school.            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.</p> <p><b>2.4- We are safe researchers</b>            Use technology purposefully to create, organise, store, manipulate and retrieve digital content.            Recognise common uses of information technology beyond school.            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.</p>
<p><b>Vocabulary:</b>  <b>Spr 1:</b> Realistic, Proud, Success, Celebrate, achievement, Goal, Strength, Persevere, Challenge, Difficult, Easy, Learning Together, Partner, Team work, Product.  <b>Spr 2:</b> Healthy choices, Lifestyle, Motivation ,Relax, Relaxation, Tense, Calm, Healthy, Unhealthy, Dangerous, Medicines, Safe, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious</p>		<p><b>Vocabulary:</b>  <b>2.3- We are photographers</b>            Adjustment, camera roll, colour value, crop, filter, iCloud, JPEG, pixel, rule of thirds, sensor  <b>2.4- We are safe researchers</b>            Bing, creative commons, duck duck go, filter, google, google custom system, mind map, presentation, safe search, search engine, Wikipedia</p>	

## Religious Education (R.E)- Herts Agreed Syllabus

### Skills

**Beliefs and practices** - Describe at least three examples of different belief and practices, including festivals, worship, rituals and ways of life. Explain some meanings behind them using appropriate vocabulary.

**Sources of wisdom** - Retell and suggest meanings to some religious and moral stories. Think, talk and ask questions about some sacred writings and sources of wisdom, and the traditions from which they come.

**Symbols and actions** - Identify at least three examples of religious symbols and actions. Explain how and why they express religious meaning. Describe some similarities between communities.

**Prayer, worship and reflection** - Explain how and where worshippers connect to prayer and worship. Discuss the concept of prayer. Participate in periods of stillness and reflection and respond to these moments.

**Identity and belonging** - Explore how groups express who they are. Discuss how individuals belong to communities, including faith groups. Describe what a leader does and why.

**Ultimate questions** - Ask and answer a range of 'how' and 'why' questions about belonging, meaning and truth. Express their own ideas and opinions.

**Human responsibility and values** - Retell stories and share real life examples of how people show care and concern for humanity and the world. Think, talk and ask questions about why people do this.

**Justice and fairness** – Explain the influence of rules. Retell moral stories and explain how these stories show what is right and wrong, just and fair.

### Knowledge

<p><b>Who is a Muslim and how do they live? Part 1 (2.3)</b></p> <p>Tawhid Ibadah: Islam</p> <ul style="list-style-type: none"> <li>• Find out about the key beliefs and ways of living for Muslims.</li> <li>• Learn about some of the key Muslim beliefs about God found in the Shahadah, including the 99 names of Allah.</li> <li>• Explore stories about the Prophet and find out about what these teach Muslims today about ways of living.</li> <li>• Learn about the five pillars of Islam and how these impact upon the lives of believers.</li> </ul> <p>Understand the importance of prayer and what it means for Muslims worldwide.</p>	<p><b>Spring 2 - Why does Easter matter to Christians? (2.4)</b></p> <p>Salvation: Christianity</p> <ul style="list-style-type: none"> <li>• Recognise that the concepts of God, Incarnation, Gospel, and Salvation are all part of the big story of the Bible.</li> <li>• Find out about the key events of Holy Week and Easter, making links with the Christian belief of salvation.</li> <li>• Learn about how Christians show their beliefs about Jesus being their saviour within celebrations and worship in church at Easter.</li> <li>• Consider what the story of Easter means for Christians today.</li> </ul>
<p><b>Vocabulary:</b> Shahadah, Zakat, Muslims, Hajj, Islam, Sawm, Salah, Tawhid, Ramadan, Prophet</p>	<p><b>Vocabulary:</b> God, Salvation, Saviour, Resurrection, Eternal Life, Secular, Easter, Worship, Good Friday, Religious</p>

## Physical Education (Complete PE)

<p><b>Gymnastics: Linking (2.31)</b></p> <p>The unit of work will challenge pupils to explore different ways that they can link movements and balances together. Pupils will apply 'champion gymnastics' and be able to perform a sequence on apparatus focused on; jumps, rolls and balances.</p>	<p><b>Ball skills: Feet 1 (2.32)</b></p> <p>The unit of work will challenge pupils to apply their knowledge and understanding of dribbling, passing and receiving in order to keep possession as a team and score a point.</p>	<p><b>Dance: Mr Candy's Sweet Factory (2.41)</b></p> <p>The unit of work will develop pupil's ability to create and develop their characters, adding movements, expression and emotion to their performance. Pupils will be able to create a motif and will develop their motifs with a partner to include some different elements of choreography, including telling a story.</p>	<p><b>Ball skills: Hands 2 (2.42)</b></p> <p>The unit of work will challenge pupils to apply their understanding of underarm and overarm throwing to beat their opponents. Pupils will further extend their understanding of why we need to be accurate when we throw</p>
<p><b>Vocabulary:</b> 2.31: Champion gymnast, linking, flow, transition, jump, roll, sequence</p>	<p><b>Vocabulary:</b> 2.32: Attacker, Defender, Possession, Space, Dribbling, Passing</p>	<p><b>Vocabulary:</b></p>	<p><b>Vocabulary:</b> 2.42: Attacker, Defender, Batting, Fielder, Throwing, Catching</p>

		2.41: Champion dancer, rhythm, choreography, control, expression, emotion, unison, motif	
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