

Year 2 – Spring Curriculum letter

Welcome back to St. Mary's for the Spring Term. I hope you had an enjoyable and restful Christmas break. This letter will inform you of the exciting things that your child will be learning about, over the next two half terms.

General reminders

Please ensure that your child reads every day and that this is noted in your child's home-school diary. Children's reading should be noted in the home-school diary at least 4 times a week. If there are any important notes, especially regarding a change in pick-up arrangements, please ensure that these notes are clearly written in the home-school diary.

Please ensure your child has the correct uniform every day and that all of your child's belongings are clearly name-labelled.

Our PE days (for the first half term, at least) are Wednesday and Thursday. Children may come to school in their PE kit on these days and if they have an after (or before) school club.

Spellings and times-tables are collected and given out on Fridays. Children should practice these every day, for no more than 10 minutes.

Curriculum

Our topics over the term are 'Explorers' and 'Africa'. We will be reading 'How to find gold' by Viviane Schwartz and 'Lila and the secret of rain' by David Conway.

RE

Our topics for RE this term are 'The Chosen People' and 'The Good News'.

<u>The Chosen People</u>					
Learning focuses					
I am learning that we are chosen by God.	I am learning that we thank God by helping others.	I am learning why God chose Abraham.	I am learning that Abraham trusted God to guide him.	I am learning that God chosen Moses to help his people	I am learning that we are chosen to help others.

The Good News					
Learning focuses					
I know that Jesus can change sadness into joy.	I know that we should always remember to thank Jesus for his help.	I know that Jesus used his power to help others.	I am reflecting on the importance of how Jesus used his powers.	I know that Jesus brought the good news of God's love.	I am reflecting on what the good news of God's love means for us.

Maths

Our areas for study for this term are Multiplication and Division, Statistics, Properties of Shapes and Fractions. Children will develop their fluency, reasoning and problem-solving skills in these areas.

Multiplication and division	Statistics	Properties of Shapes	Fractions
Learning focuses			
Recognise, make and add equal groups	Make tally charts	Recognise and make 2-D and 3-D shapes	Make equal parts
Multiplication sentences using x symbol and using pictures	Draw and interpret pictograms and block diagrams	Count the sides and vertices on 2-D shapes	Recognise and find a half, a quarter and a third
Using arrays		Lines of symmetry	Unit and non-unit fractions
Making doubles		Sort and make patterns with 2D shapes	Equivalence of a half and 2 quarters
2, 5 and 10 times-table		Count faces, edges and vertices on 3D shapes	Find three quarters
Divide by 2, 5 and 10		Sort and make patterns with 3D shapes	Counting in fractions
Odd and even numbers			

Children will continue to be tested on their multiplication tables weekly. Regular practise is important and has a positive impact on Maths attainment.

English

Children will continue to develop their reading and writing skills through study of our class texts. Children will develop a greater understanding and mastery of spelling, grammar and punctuation.

Children will read with an adult on a weekly basis, and will further develop their reading skills in Guided Reading lessons, but we still recommend children read for at least 20 minutes every day with an adult.

Reading	Writing	SPAG
Learning focuses	Learning focuses	Learning focuses
<p>Draw inferences from reading.</p> <p>Predict from details stated and implied.</p> <p>Explain and discuss understanding of reading, maintaining focus on the topic.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Ask questions to improve understanding of a text.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>Plan, write, edit and improve.</p> <p>Compose and rehearse sentences orally.</p> <p>Use the main features of a given text-type.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Use a range of descriptive phrases including some collective nouns.</p> <p>Use organisational devices such as headings and sub headings.</p> <p>Write sentences that include direct speech.</p>	<p>Identifying and using fronted adverbials.</p> <p>Using a comma after a fronted adverbial.</p> <p>Use a range of descriptive phrases including some collective nouns.</p> <p>Using the present perfect form of verbs in contrast to the past tense.</p> <p>Use conjunctions that signal time, shift attention, inject suspense and shift the setting.</p> <p>Write sentences that include direct speech, punctuated correctly.</p>

Science

Our topics for this term are 'Forces' and 'Sound and hearing'.

Children will continue to develop their 'Working Scientifically' skills by planning, designing, undertaking and evaluating their own investigations.

Forces Learning focuses					
I am learning that sometimes pushes and pulls change the shape of objects	I am learning that pushes or pulls can make things speed up or slow down or change direction	I am learning to explain how to make familiar objects move faster or slower	I am learning to suggest questions about ways in which different objects move	I am learning to suggest a question to test, predict what will happen	I am learning to use results in a table to draw a block graph

Sound and hearing Learning focus
Observe and name a variety of sources of sound, noticing that we hear with our ears.

History

Our topic for this term is 'What makes someone a 'significant' person?'. Children will learn about significant people throughout history and what makes them significant.

<u>What makes someone a 'significant' person?</u> Learning focuses				
I know what it means to be significant, To discuss the criteria needed to decide what makes a person significant	I know what it is that makes Christopher Columbus a significant person.	I can compare the experiences of 2 significant people at different times - Christopher Columbus and Neil Armstrong	I know what makes Amy Johnson a significant person.	I can use the information I have learned to present on what makes a person significant.

Geography

Our topic for this term is 'The UK and a contrasting non-European country'. Children will learn about the continent of Africa, comparing it to the United Kingdom in terms of their geographical similarities and differences.

<u>UK and a contrasting non-European country</u> Learning focuses			
I know where Kenya is in the world.	I understand what life is like for people living in Kenya.	I know characteristics of the Maasai culture.	I can compare Ipswich with Kenya, describing the differences and similarities.

Design and Technology

Our focuses for this term are 'Wheels and axles' and 'Template and joining'.

<u>Wheels and axles</u> Learning focuses				
Generate initial ideas and simple design criteria through talking and using own experiences.	Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing.	Explore and evaluate a range of products with wheels and axles.	Distinguish between fixed and freely moving axles.	Know and use technical vocabulary relevant to the project.

<u>Templates and joining</u> Learning focuses				
Design a functional and appealing product for a chosen user and purpose based on simple design criteria.	Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing.	Explore and evaluate a range of existing textile products relevant to the project being undertaken.	Understand how simple 3-D textile products are made, using a template to create two identical shapes.	Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling.

Art

Our topics for this term are 'Printmaking' and 'Textiles and Collage'.

<u>Printmaking</u> Learning focuses		
Make a printing block and use this to create repeated prints	Create repeated prints from natural objects such as fruit and leaves	Apply a range of printing techniques to create patterned effects
Identify the negative and positive space in a printed image	Create a symmetrical printed pattern	Use the technique of overprinting to create interesting effects

<u>Textiles and Collage</u> Learning focuses		
Apply previously taught techniques to different contexts	Select materials and combine to create interesting textural and visual effects	Respond to the work of artists and illustrators
Use a variety of materials and methods to create colourful and patterned effects	Explore and explain the textural, visual and tactile qualities of artwork	Understand the term reconstructed and apply this method to create a balanced collage image

Computing

In this term our focus is 'Computing systems and networks – IT around us'.

Computing systems and networks – IT around us

Learning focuses

To recognise the uses and features of information technology.	To identify the uses of information technology in the school.	To identify information technology beyond school.	To explain how information technology helps us.	To explain how to use information technology safely.	To recognise that choices are made when using information technology.
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PE

Our focus for this term is on honing our dance, gymnastics and net/wall game skills. PE will be taught by Mr Cook and Mr Hurd.

Music

Music will be taught by Mrs Dyer on Wednesday mornings.

I look forward to working closely with you over the term. Should there be any questions or problems, do not hesitate to make an appointment to see me.

With very best wishes,
Mr Cook