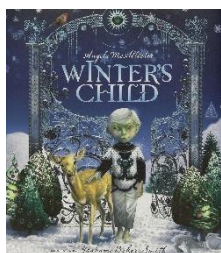




English

During the Spring term, children will develop their reading, writing, spelling and spoken language skills through a range of fiction and non-fiction texts such as *Winter's Child* by Angela McAllister. Learning will be shaped by the *Curious Quests* scheme, where children receive weekly imaginative "quests" from Professor Klunk's portal, inspiring creative writing while meeting key English objectives. Children will write for different purposes, including stories, recounts, information texts and instructions - organising ideas logically and using full sentences. Sentence and grammar work will focus on accurate punctuation, adjectives, conjunctions and tense.

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Year 2

Autumn Term



Reading

As readers, we will focus on:

- reading a range of fiction, non-fiction and poetry to develop our word reading and comprehension.
- using VIPERS to support our in-depth knowledge and comprehension of texts. We will apply our Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising skills to a range of texts and pictures.



Maths

As mathematicians, we will follow White Rose units and NCETM fluency sessions. This half term our learning will largely focus on shape, money, multiplication and division.

We will learn to:

- recognise, describe, and compare 2D and 3D shapes.
- recognise coins and notes and use them to make amounts and solve simple money problems.
- recall and use multiplication and division facts for the 2, 5, and 10 times tables and apply these to solve problems.

Through every small step we will use reasoning and problems-solving skills to master new learning.



Spelling

This term, children will develop their spelling skills by learning common spelling patterns, including word endings (such as *-le*, *-y* and *-ly*), adding suffixes, irregular plurals and tricky letter sounds.

They will also practice Year 2 common exception words, contractions, homophones and using apostrophes correctly, with time built in for review and consolidation.



Science

As scientists, our Kapow units are uses of everyday materials alongside life cycles and health.

By the end of these units, children will have learnt to:

- Identify and compare materials used to make everyday objects and explain why they are suitable.
- Recognise how materials can be changed by stretching, bending, twisting or squashing.
- Measure, record and present simple results (tables and block graphs) to answer questions.
- Describe the life cycles of animals, including humans, and identify basic survival needs
- Understand how to stay healthy through hygiene, exercise and balanced diets
- Collect, record and use data from practical work and simple research to answer questions.



History

As historians, our unit is 'How was school different in the past?'.

Children will learn about what school was like in the past and how it has changed over time, including changes within living memory and beyond. They will explore similarities and differences between schools then and now and understand that changes have happened because of developments such as technology. Children shall develop key historical skills by sequencing events chronologically, using historical vocabulary, and asking and answering questions about the past. They will learn how historians use evidence from sources such as photographs, artefacts, maps and eyewitness accounts to find out about the past, make comparisons with their own lives, and draw simple conclusions which they communicate through discussion, drama and writing.



Religious Education

As theologians, our learning will be through the unit 'What does light mean to people?'

The unit explores the meaning of light in different religions and cultures, focusing on Hinduism, Judaism and Christianity. Children will learn how they are used in festivals such as Diwali, Hanukkah and Advent, what they symbolise, and why they are important to believers. They compare similarities and differences between festivals, share their own experiences of lights, and reflect on what they mean to them and to others.



Enhanced Opportunities

To strive beyond the curriculum, children are provided with additional learning opportunities to widen their knowledge and broaden their experiences.

This term we will:

- Continue our outdoor learning on Tuesdays. We learn about our environment and how to use the outdoors to help us environmentally, physically and mentally.
- Extracurricular clubs such as Miss Connor's puzzles and origami!



Homework

To consolidate learning and support children in knowing and remembering more, we will have the following homework each week:

- 15 minutes of Numbots.
- At least 5 reads. These will be counted every Friday, and children will receive a dojo for every five reads they complete at home.
- 4 gameplays on spelling shed.



Art

As artists, we will be developing our knowledge of crafts and design through our unit '**Painting and mixed media: Life in colour**'.

In this unit, children shall explore colour and texture through practical art activities. They will learn to identify and mix primary and secondary colours, observe and describe colour changes, and apply this knowledge to match colours effectively. Children will experiment with a range of tools and materials to create and recognise different textures, making thoughtful choices when selecting collage materials. They will develop their creativity by planning and arranging their designs, including overlapping shapes, and by talking about their ideas. Children shall also reflect on their work and that of others, sharing likes and dislikes and suggesting ways to develop their collages further.



PE

As sportspeople, we will focus our learning on gymnastics and coordination. Children will develop their balance, strength and flexibility through a range of floor-based movements. They will practice travelling, jumping, rolling and holding simple shapes, and learn to link movements together into short sequences. Children will also work on coordination by using their bodies in controlled ways, improving control, body awareness and confidence. Throughout the unit, they will be encouraged to practice safely, work independently and with others, and reflect on how to improve their movements.



Music

As musicians, we will be learning about dynamics, timbre and tempo through our unit, structure: myths and legends'. This unit will help children develop musical skills through listening, performing, composing and responding to music. They will learn to listen attentively to a range of music, identify instruments, move in time with the beat and reflect on how music makes them feel. Children will practice reading, clapping, writing and playing simple rhythms, including rests, and explore musical structure by creating beginnings, middles and ends. They will use voices and instruments to create soundscapes and short compositions inspired by stories, images and experiences, working collaboratively and maintaining a steady beat. The unit will also build confidence in rehearsing and performing group compositions, following a leader and offering positive feedback to others.



PSHE

In PSHE our units shall be Health and Wellbeing alongside Safety and the Changing Body. In the first unit we will learn to understand and manage our emotions, stay active and relaxed, recognise our strengths, develop a growth mindset, and make healthy choices for our bodies. In the second unit we will learn about using the internet safely, understanding secrets and privacy, respecting our bodies and personal boundaries, and staying safe at home, online, and near roads.



Geography

As geographers, we will develop our skills through the unit, 'Would you prefer to live in hot or cold places?'. We will learn to name and locate the continents, the Equator, and the North and South Poles on a world map. We will also compare hot and cold places around the world and explore what the weather is like where we live. By the end of this unit pupils will be able to describe and compare climates and features of hot and cold places, including the UK and Kenya, using appropriate weather vocabulary.



Computing

As computer experts, our Kapow unit is 'Programming 2: scratch junior'. In this unit, children will explore programming through ScratchJr, developing confidence in using a new application independently. They will create simple programs to make animations, sounds, and interactive outcomes, using algorithms, loops, and events, and will predict and explain what their programs do. By the end of the unit, children will meet the Year 2 National Curriculum aims by creating and debugging simple programs and using logical reasoning to explain how their programs work.



DT

As expert designers, our Kapow unit is 'baby bear's chair'. In this unit, children shall explore natural and man-made structures and investigate how shape and materials affect strength, stiffness, and stability. They will design and make a chair for 'Baby Bear', selecting appropriate materials and construction techniques to meet simple design criteria. Through testing and evaluating their finished model, children will apply technical knowledge and explain how their structure is strong, stiff, and stable, meeting the Year 2 Design and Technology National Curriculum aims to design, make, and evaluate purposeful products.