

## Shepherdswell Academy

Spring 2 Term Curriculum Overview for Year 2 (Badgers and Foxes). This term our topic is Fire! Fire!

### English

We will begin this term by looking at instructions with the aim of creating a safety information booklet. Whilst doing this we will consider how instructions are given and what the best way to deliver them is. We will consider the language that is used whilst giving them and how we sequence them.

In our second unit, we will be writing a narrative in the form of a twisted traditional tale. A traditional tale that has been changed from its original story. Our model text will be 'There is No Dragon in This Story'. Whilst looking at the story we will make predictions and inferences about the characters thoughts and feelings. Whilst writing, we will use contractions, exclamations, and descriptive language.

### Maths

In Maths this term, we will begin with looking at fractions. We will learn about halves, quarters and thirds. We will look at how these fractions are written, learning about numerators and denominators. We will learn how we can have fractions of shapes or fractions of a group of objects or a quantity. We will learn to recognise equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$ . We will learn to write simple fractions sentences such as  $\frac{1}{2}$  of 6 = 3.

We will then move on to looking at mass and discuss how to measure mass using kilograms and grams. We will learn how read a scale and how to estimate and measure mass to the nearest appropriate unit. We will look at recording results using  $>$ ,  $<$  and  $=$ . We will learn to compare and order mass. We will look at concepts such as 'is less than', 'is greater than' and 'is the same as.' We will learn to record results using the appropriate symbols.

### Music

Year 2 termly overview-Spring 2-Music

The topic for this term in music is called 'Zootime'. It is a song written in a Reggae style for the children to sing, improvise and compose instruments with. We will be exploring what pitch, dynamics and timbre mean. We will be singing songs in canon linked to our topic 'Fire, Fire'. We will play percussion instruments to parts of a story to create effects. We will also be learning songs for Easter.

### Science

This unit is about understanding the properties of materials and their suitability. Learners have the opportunity to investigate different materials, and consider those which are best to use for certain tasks. We will also investigate squashing, bending, twisting and stretching. The children will explore the development of materials over time, including researching some of the key material innovators. With opportunities during the unit to observe and test materials.

### History

Children will learn about life in Stuart London by exploring public health, living conditions and occupations. Children will use a range of sources to learn about the events of the great fire of London, the causes and effects and reasons for the rapid spread. Chronology of events will be understood and demonstrated through their understanding of the mass devastation. Using sources, children will debate if the fire could have been controlled and the impact of key figures decision making,

			including King Charles II, Thomas Farriner and Thomas Bloodworth.
<p><b>Computing</b></p> <p>In this unit, the children will begin to understand what the term data means and how data can be collected in the form of a tally chart. They will learn the term 'attribute' and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block diagrams. The children will then use the data presented to answer questions.</p>	<p><b>P.E</b></p> <p>Sending and Receiving - Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.</p> <p>Invasion Games - Pupils develop their understanding of invasion games and the principles of defending and attacking. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and learn to play to the rules.</p>	<p><b>RE</b></p> <p>This half term we will be exploring the question, why does Easter matter to Christians? Throughout this unit of work we will be thinking about Incarnation and Salvation recognising that they are both part of the big story, the bible. We will be exploring the story of Easter as told in the Bible and how this story impacts Christians today. The children will be given the opportunity to think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.</p>	<p><b>DT</b></p> <p>We will be designing a fruit salad to be eaten by the class. We will examine a range of fruits learning facts such as where they are grown and when they can be harvested. We will discuss food hygiene practices when handling food and the importance of following instructions to control risk. We will plan for our final product considering appropriate utensils and resources needed. We will develop a set of criteria in order to determine if we have made a successful product. We will then make an evaluation of our final product against our agreed criteria.</p>

Subject	Word	Definition
Science	<b>force</b>	A strength or power placed upon an object.
	<b>absorbent</b>	Able to soak up another substance or liquid.
	<b>waterproof</b>	Able to resist water.
	<b>stretch</b>	Making something longer or wider without it tearing or breaking
	<b>repel</b>	To move something back by force.
	<b>squash</b>	To squeeze something with such force that it becomes flatter or changes shape.
	<b>properties</b>	The qualities of an object or material; what it can do.
Computing	<b>attachment</b>	An attachment, or email attachment, is a file sent with an email message. It may be an image, video, text document, or any other type of file.
	<b>database</b>	A database is an organized collection of structured information, or data, typically stored electronically in a computer system.
	<b>email</b>	Short for electronic mail, e-mail or email is information stored on a computer that is exchanged between two users over telecommunications.
	<b>fact file</b>	A fact sheet, factsheet, fact file or (in some industries) one sheet is a presentation of information and data in a format that emphasises key points
English	<b>time connectives</b>	Time connectives are words that join phrases or sentences together to help us understand when something is happening.
	<b>bullet points</b>	They can be used for each of several items in a list
	<b>homophones</b>	Each of two or more words having the same pronunciation but different meanings, for example son and sun.
	<b>sequence</b>	A set of related events, movements, or items that follow each other in a particular order.
	<b>predict</b>	The act of telling or trying to tell what will happen in the future.
	<b>infer</b>	To make a guess based on facts and observations.
	<b>contractions</b>	A <b>contraction</b> is a shortened form of two words written as one word in which an apostrophe takes the place of the missing letter or letters. Examples include- he's, she's, isn't, it's
RE	<b>Salvation</b>	The act of saving from loss or damage, in Christianity saving the soul from sin.
	<b>Easter</b>	The Sunday in March or April when Christians commemorate the resurrection of Christ.
	<b>Resurrection</b>	The act of coming back to life after being dead. In the Christian religion, the resurrection of Christ happens 3 days after his death.
Maths	<b>Order</b>	A succession of terms formed according to a rule. There is a definite relation between one term and the next and between each term and its position in the sequence. Example: 1, 4, 9, 16, 25 etc.
	<b>Unit</b>	A standard used in measuring e.g. the metre is a unit of length; the degree is a unit of turn/angle, etc
	<b>Weight</b>	In everyday English weight is often confused with mass. In mathematics, and physics, the weight of a body is the force exerted on the body by the gravity of the earth, or any other gravitational body.
	<b>Less than</b>	Less than is one of the terms used to show the relationship between two values. It states that one value is lesser than the other. The sign for less than is < and with this metric, we can compare numbers, weights, heights, and values.

	<b>Greater than</b>	Can be defined as an inequality used to compare two or more numbers, quantities or values. The sign for greater than is > it is used when a quantity or number is bigger or larger than the second or rest quantities or numbers.
	<b>Kilogram</b>	Symbol: kg. A base unit of mass 1kg. = 1000g.
	<b>Gram</b>	Symbol: g. The unit of mass equal to one thousandth of a kilogram.
	<b>Scales</b>	A measuring device usually consisting of points on a line with equal intervals.
	<b>Compare</b>	In mathematics when two entities (objects, shapes, curves, equations etc.) are compared one is looking for points of similarity and points of difference as far as mathematical properties are concerned.
	<b>Mass</b>	A characteristic of a body, relating to the amount of matter within it.
<b>PE</b>	<b>Release</b>	The point in time where you let go of the ball from your hand, foot or equipment.
	<b>Send</b>	When you pass a ball to a teammate or target by throwing, kicking, rolling or striking it.
	<b>Receive</b>	How you stop and control a ball moving towards you. Catching, using your feet and using your equipment
	<b>Possession</b>	When you or your team have control of the ball.
	<b>Interception</b>	The act of blocking the ball as it travels between opposing players or targets.
	<b>Goal</b>	Something that you can score points by throwing, kicking, striking at or in. Kicking a football into a net is an example of this.
<b>Music</b>	<b>pulse</b>	steady beat
	<b>rhythm</b>	the sounds the words make
	<b>cannon</b>	in a round
	<b>ostinato</b>	repeating pattern
	<b>tempo</b>	rate of speed-the speed at which something is happening.
	<b>pitch</b>	high and low sounds
	<b>dynamics</b>	volume
	<b>timbre</b>	sound or tone in music
<b>PSHE</b>	<b>lifestyle</b>	A way or style of living
	<b>motivation</b>	Motivation is the force to keep going even when things are tough.
	<b>balanced diet</b>	A diet that contains differing kinds of foods in certain quantities and proportions so that the requirement for calories, proteins, minerals, vitamins and alternative nutrients is adequate
<b>DT</b>	<b>Fruit</b>	Plant or tree's edible seed with envelope.
	<b>Nutrients</b>	All the things in food that the body needs to remain healthy.
	<b>Pith</b>	The soft white lining inside fruit such as oranges.
	<b>Salad</b>	A cold dish of fresh and/or cooked vegetables or fruit.
	<b>Sensory evaluation</b>	Subjective testing of foods where senses are used to evaluate qualities such as appearance, smell, taste, texture (mouth feel).
	<b>Utensil</b>	A tool, container, or other article, especially for household use

**How you can support at home this term:**

**Maths:** To use NumBots- <https://play.numbots.com/#/account/school-login-type>

To recall 2-, 5- and 10-times table facts. This can be done using Purple Mash. Recommended games include 2Race and Monster Multiplication. There are also great videos that you can watch to learn times tables. These can be found under 2Simple Table Toons.

Another great website to practice times tables is Hit the Button- <https://www.topmarks.co.uk/maths-games/hit-the-button>

**DT:** Involve children in cooking and food preparation in the home. Discuss different aspects of what is made. Why are those foods chosen over others? Under supervision have them perform simple food preparation tasks such as peeling or grating. Discuss where different foods come from.

**Science:** Discussing the properties of materials and asking why materials are suitable for certain objects. For example-Why is a window made of glass? Why can't a kettle be made from chocolate? Why is brick a good material for houses? Why is plastic a good material to make bottles out of?

**English:**

**Phonics:** Practise sounds at home. Here is a useful website <https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

**Reading:** To read with your child at least 3 times a week and ask them questions about what they have read. Here are some examples-Who is the main character? What do you think will happen next? How does the character feel? Can you predict how the book will end? Who is your favourite character? Finding unfamiliar words and asking-What is the meaning of \_\_\_\_\_?

**Writing:** To practice writing sentences using capitals and full stops. Get your child to pick an object and see if they can write sentences about it using capitals and full stops. Get your child to practice their sentence by telling it to you before writing it down. Then see if they can develop it by adding in adjectives or adverbs or extend it using a conjunction.

**Spelling:** Practise reading and writing the Year 2 common exception words. Your child will have a list of all of these words in their homework books but if you require another copy, please just ask your child's class teacher.

**PE:** Complete sending and receiving activities with your child at home. These can include simple things like rolling up a pair of socks (scrunched up paper ball works well too) and throwing and catching with them. Create goals for your child to try and score in by throwing, kicking and rolling an object into.