



Westleigh Methodist Primary School – Year 2 Curriculum Overview

With God All Things Are Possible – Matthew 19:26

Love Teamwork Thankfulness Generosity Peace Forgiveness Equality Justice



English

As readers, we continue to use Read Write Inc to teach phonics. Your child will be learning all the phonemes and graphemes, through a differentiated approach. This will ensure that they are confident to segment and blend the learned sounds when reading real and alien words. Also, your child will engage in daily reading through the scheme. They will read a text that is closely suited to their current phonetic knowledge. It will encourage them to segment and blend sounds they are familiar with, as well as ‘tricky’ words. Your child will continue to bring two books home. The phonics books are closely matched to your child’s phonics knowledge so they will read it with ease. This is to develop their accuracy and fluency, as well as to celebrate their reading achievements. Their library book is to read for pleasure. Please enjoy reading this book to your child and talking around the story and pictures.

As writers, this half term our book is ‘Handa’s Surprise’. We will be taste testing lots of different fruits and using expanded noun phrases to describe how they taste, smell, look or feel. We will write a newspaper report about a very surprising event which will occur in our own classroom. Watch out for our reports to find out more! We will also be finding out about Kenya

Maths

As mathematicians, we will be using our knowledge of place value to add and subtract numbers to 100. We will be using concrete materials, drawings and abstract calculations to help us solve addition and subtraction problems. We will be using our knowledge of addition and subtraction to calculate money and change.

In Spring 2, we will move onto multiplication and division. We will focus on making equal groups to calculate multiplications. We will also practise sharing objects to solve division problems.

Science

As Scientists, we will be looking at hygiene and the positive impacts of physical exercise. We will focus on how important it is to wash our hands – especially after the recent pandemic! We will carry out an investigation to see what happens when we touch bread with dirty hands. In addition, we will discover how important it is to exercise regularly and how this can positively impact our hearts. Towards the end of the half term, we will explore Everyday Materials. We will identify and compare the suitability of everyday materials. For example, is a plastic straw better than a paper straw? We will find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

In Spring 2, we will explore the topic ‘Living Things and their Habitats’. We will explore what it means to be living, dead and never been alive. We will explore the different types of habitats, including microhabitats, and how they meet the needs of their residents. Also, we will explore simple food chains and how they always start with a producer.

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| <p>and writing a non-chronological report to share our interesting facts. We will send Handa a postcard to tell her all about life here in the UK. In addition, linked to our DT learning, we will write a set of instructions to inform others about how to make a fruit kebab or salad.</p> <p>In Spring 2, our book will be 'The Day the Crayon's Quit'. We will explore why all the crayons are angry at Duncan and we will reflect their emotions through our own letters to Duncan. We will take on the role of Duncan and we will respond to one of the crayons. We will learn about commands and how we can use them to be direct. What commands will different crayons use? We will study a famous poem, by Christina Rossetti, called 'What is Pink?'. We will use this as a stimulus to write our own colourful poems.</p> | | |
| <p style="text-align: center;"><u>Religious Education</u></p> <p>Our Spring 1 RE focus question is 'Who is an inspiring person?'</p> <p>Spiritual: We will explain who inspires us and what qualities they possess.</p> <p>Moral: We will discuss the qualities of an inspirational person.</p> <p>Social: We will reflect upon the impact of an inspirational leader on a community.</p> <p>Cultural: We will enquire into inspirational leaders in other cultures and religious traditions, past and present.</p> | <p style="text-align: center;"><u>History</u></p> <p>As Historians, we will be learning about the famous sinking of the Titanic in 1914. We will find out what life was like on board the ship and we will investigate how it was different for the rich and poor. We will explore what caused the Titanic to sink, even though it was deemed the 'unsinkable'. We will compare the ship to more modern forms of transport and see how transport has evolved over time.</p> | <p style="text-align: center;"><u>Geography</u></p> <p>As Geographers, we will be learning about our amazing Earth and it's seven continents. We will use a world map to locate each continent and we will explore each one to learn about their way of life. Will it be similar or different to ours? We will explore famous human and physical features which can be located within each of the seven continents. In addition, we will use world maps to learn about the five oceans between each of the continents and how the equator controls the temperature around the world.</p> |

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| <p>Our Spring 2 RE focus question is 'Why and how do special places and symbols show what people believe?'</p> <p>Spiritual: We will share with others our own precious objects and places that are special to us.</p> <p>Moral: We will discuss how people show respect for things that are special to themselves and others.</p> <p>Social: We will enquire into the function of the church and its significance in the Christian community.</p> <p>Cultural: We will enquire into the traditions and symbols associated with the Easter festival.</p> | | |
| <p style="text-align: center;"><u>Computing</u></p> <p>In Computing, we will use Purple Mash to explore spreadsheets. We will develop our knowledge of columns and rows. We will also develop our cutting, pasting and saving skills. We will move onto gathering real life data and using this to create block diagrams.</p> | <p style="text-align: center;"><u>PE</u></p> <p>In PE, we will be focussing on attacking and defending. We will develop simple tactics for attacking and defending and to apply these in team games.</p> | <p style="text-align: center;"><u>Music</u></p> <p>As Musicians, we will identify timbres of classroom instruments; change the types of sounds when playing tuned and untuned instruments, sing songs with a wider pitch range.</p> |
| <p style="text-align: center;"><u>PSHE</u></p> <p>In PSHE, we will be focussing on the topic 'Valuing Difference'. We will be exploring what makes us who we are and why we are all unique. We will identify our special people and how we can use kindness to make others feel good.</p> <p>We will also focus on the topic 'Keeping Safe'. We will focus on the purpose of medicines and how we take them to cure illnesses. We will focus on</p> | <p style="text-align: center;"><u>Art and Design</u></p> <p>As artists, we will be exploring the work of Harold Cohen who is a digital artist. We will express our opinions on his pieces, by saying what we like and what we dislike about them. We will use Paint to create a digital piece of art. We will copy and paste an outline of a continent into Paint and use the spray paint tool to add detail to the inside of the continent. We will explore how to save and print our digital pieces.</p> | <p style="text-align: center;"><u>Design Technology</u></p> <p>As designers, we will be designing a healthy fruit kebab or fruit salad. We will draw on our science knowledge to ensure that our creations are full of nutrients to keep our bodies healthy. We will consider how we can make our creations appealing to our audience through neat and precise presentation. We will need to develop a range of cutting skills to achieve this. During the</p> |

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| <p>how adults can give us medicines and how we should lock them away to keep them safe. We will explore safe and unsafe situations and when we should tell adults if we feel unsafe.</p> | | <p>evaluation stage, we will provide constructive feedback to our peers.</p> |
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