Wellington PREP SCHOOL

Year 2
Curriculum Planning

Spring Term

Enclosed you will find a brief summary of this term's curriculum planning for your child. The aim is to inform parents about the work your child is likely to undertake in different subject areas in the coming term. We hope you will find the information interesting and useful in supporting your child's learning at home. However, it is important to note that this should not be used as a tick list. Flexibility is always important in education and it is quite possible that teachers may deviate from their plan for several very good reasons.

Please feel free to discuss any aspect of these planning notes with the appropriate teacher.

ENGLISH

Reading

- Regular reading – individual, group, paired and class.
- Develop a variety of strategies to increase fluency, accuracy and comprehension when reading.
- Explore a variety of texts including fiction, non-fiction and poetry.
- Weekly library visits.
- Launch our Pre-prep reading challenges

Writing

- Read Write Inc – three times a week. Includes reading, written and oral comprehension, and phonics work.
- Non-fiction – letter writing.
- Writing recounts.
- Explorers story writing
- Animal poetry
- Sea creature explanation texts

Spoken Language

- To be able to take part as speakers and listeners in a group.
- To ask and respond to questions.
- Performing poetry

Spelling

- Weekly spelling tests (focusing on particular blends and patterns).
- Individual keywords and group spelling sessions

Handwriting

- Continue to practise joined handwriting, using correct formation and orientation.

MATHEMATICS

The scheme ‘Maths – No Problem!’ incorporates the use of concrete aids, manipulatives, problem solving and group work. It meets the requirements of the 2014 National Curriculum. This research-based approach revisits concepts in a ‘spiral’ curriculum and focuses on teaching to a mastery level so that children develop a deep understanding of mathematical concepts.

Mass

- Learn about mass in the context of kilograms and grams.
- Read scales, to compare the weight of different objects.
- Solve word problems in the context of mass.

Temperature

- Gain experience in measuring temperature.
- Learn about Celsius and how to read thermometers.
- Look at what kinds of temperatures we can measure.

Picture Graphs

- Read, interpret, analyse and construct pictograms.
- Relate information in tally charts and tables to pictograms.

Word Problems

- Introduce bar models.
- Re-enforce addition and subtraction skills.
- Link Maths to real life contexts.

Money

- Writing amounts.
- Counting and comparing amounts.
- Understand equivalent amounts.
- Calculate total amounts and change.

2D Shape

- Compare and sort shapes according to the number of sides, vertices or lines of symmetry.
- Manipulate shapes including moving and turning them or using them for patterns.

RELIGIOUS STUDIES

- Old Testament stories.
- The Jewish Faith.
- Palm Sunday and Easter.

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHEE)

PSHEE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. PSHEE education aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking in the context of learning grouped into three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing). These three core themes are taught throughout the academic year.

- Recognise, name, manage and express feelings in a positive way.
- Understand and be aware of some of the different ways to show and cope with emotions.
- Understand that all actions have consequences.
- Learn to take responsibility for our actions, recognise what is right and wrong.
- Recognise choices that they can make and value their achievements.
- Learn how to set simple goals and targets for themselves.
- Understand their role in the class community.
- Develop a sense of belonging in the wider Community.
- Develop an awareness of the Green Cross Code.

- To know that all household products, including medicines, can be harmful if not used properly.

FRENCH

- Pets - read ‘Georges le Poisson Rouge’.
- Read ‘Petit Ours Brun paints a picture’.
- Revise body parts- ‘Je suis trop gros’.
- Clothes - read ‘Petit Ours Brun S’habille’.
- Days of the week, read ‘Max et Mathilde’.

COMPUTING

During Computing this term, we will continue to follow the 5 curriculum strands:

- Programming
- Data handling
- Multimedia
- Technology in our lives
- E-Safety

Our objectives are:

- I can tell you the order I need to do things to make something happen and talk about this as an algorithm.
- I can program a robot to do particular tasks.
- I can use technology to organise and present my ideas in different ways.
- I can save and open files on the device I use.
- I can talk about why it is important to be kind and polite online and in real life.

SCIENCE

TOPIC - Oceans and Seas

Habitats

- Explore the seven life processes: movement, respiration, sensitivity, nutrition, excretion, reproduction, growth.
- Visit National Marine Aquarium
- Understand that animals and plants are found in different habitats that provide for their basic needs.
- Handle living creatures and plants with care.
- Carry out a simple enquiry, collecting evidence to answer a question.
- Find out about and construct simple food chains, using some of the vocabulary e.g. producer, consumer, prey, predator, herbivore, carnivore and omnivore.
- Predict what might be found in different local habitats and micro habitats.

Humans and other animals

- Understand the human life cycle that they grow and are able to do more things as they get older.
- Notice that animals, including humans, have offspring which grow into adults
- Revisit the basic needs of animals.

GEOGRAPHY

- Begin to know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- Oceans of the world
- Create a film explaining about local habitats.
- To comment on aspects of the environment.
- Use and interpret animal distribution maps.
- Use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.
- Create and follow maps

HISTORY

TOPIC – Explorers

- Find out about Christopher Columbus' life and journeys.
- Explore the impact of his voyages.
- Learn about Neil Armstrong's achievements and the influence he had on the world.
- Draw comparisons between different explorers.

MUSIC

- To consolidate understanding of pulse
- Identify difference between 3 in a bar and 4 in a bar
- Move with the music - link this to dance
- Sing a variety of songs with 4/4 or 3/4 pulse and incorporate hand held percussion
- Look at crotchets and quavers - make ostinato rhythms within 4/4 or 3/4 time
- To listen to a variety of musical styles featuring 3 and 4 in a bar and be able to spot the difference
- 'Music moment' – 2/3 minutes in each lesson of focused listening – theme of the term: Beethoven (250th anniversary of his birth this year)

ART and DESIGN TECHNOLOGY

- To introduce and use colour mixing correctly using a variety of media. To know what is meant by primary, secondary and complementary colours.
- To comment on how well-known artists use colour to good effect in their paintings, particularly complementary colours. To use colour mixing skills.
- To review what they and others have done and say what they think and feel about it.
- 'Take One Picture' in conjunction with the National Gallery study of 'Men of the Docks' by George Bellows.

WELLBEING

- Swimming - developing water confidence and improving stroke technique.
- Games - Improving balance, agility and coordination through multi-skilled based games including netball, football, hockey and tag rugby.
- Dance - Developing rhythm and learning a range of movements to music.
- Learning personal and social skills to work as a team, in pairs and as an individual.

FOREST SCHOOL

- Animals and habitats linked to Science.
- Cooking on an open fire
- Using tools safely