

Heathfield PRIMARY SCHOOL



C u r r i c u l u m B o o k l e t

Y e a r 2

S p r i n g 1

w r i t i n g

Keywords

narrative
informal letters
noun phrases
adjectives
full stops

conjunctions
verbs
character description
poetry
question mark

exclamation mark

In school we will be learning

This term, children will be recapping how to write a narrative, where they will focus on using 'but' to extend their sentences and learning how to use 'when' to extend sentences as an opener. Also, they will learn how to write and select powerful adjectives to engage and excite the reader.

After narrative writing, they will study informal letters (in a postcard style), where they will focus on using 'and', 'but', 'because' and 'when' to extend sentences to engage the reader. They will group ideas around a common theme and select/ use powerful verbs to excite the reader.

During this term, they will also learn how to write an effective character description and the importance of using powerful adjectives, verbs and noun phrases in order to build a picture in the reader's mind.

Lastly, they will learn how to write an effective poem. They will evaluate the organisational features of a studied poem and then learn how to use those features within their own writing.



Writing to entertain



Writing

to inform



Writing to persuade



Writing to discuss

At home you can

- Help your child to practise their letter formation.
- Practise capital letter and lowercase formation.
- Pick a character from a book, then write a character description on them.
- Plan a simple narrative about a day out and then write it up.
- Write a postcard to a friend/ family member about an exciting day.
- Practise writing sentences using conjunctions.
- Look at what a poem is and what features are needed.

Useful websites



conjunctions



poetry



postcard

Happy hardworking courageous kind



reading

Keywords

inference
decoding
fluency
predictions
comprehension

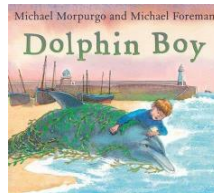
retrieval
vocabulary

In school we will be learning

The children will be exploring the story 'Dolphin Boy'. They will be consolidating their learning from the Autumn term. The children will focus on inference questions, where they will be using clues from the text and their own knowledge to make inferences and answer questions.

In year 2, the children will also be continuing to practise their retrieval skills by finding information from given texts. They will answer a range of retrieval questions ranging from multiple choice, true or false and writing in sentences. The children will also explore vocabulary and how to find the meaning of words. They will be making predictions based on the title, book cover and texts, making sensible predictions on what they think will happen next based on what they have read so far.

In guided reading sessions that occur at least once a week, the children will further develop their fluency, accuracy and automatic decoding of words. They will explore a range of types of texts from poems, play scripts, fiction, non-fiction and levelled reading books in these sessions.



At home you can

- Read with your child daily their levelled reading book and write a comment in their reading journal.
- Encourage them to read their class library book and enrichment book for pleasure. You may have to read it with them depending on the text. Ask your child questions about the character, what they think is going to happen next, why they think certain things have happened in the story.
- Create a [story map](#) to retell one of your child's favourite story.
- Write a book review about the stories you have read in your book bag. What was your favourite part? Who were your favourite characters? Why?

Useful websites



e-books



reading aloud



phonics play

Happy hardworking courageous kind



Maths

Keywords

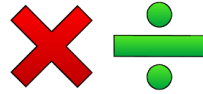
multiplication
multiply
measuring
lots of
groups of

constructing
division
divide
interpreting
sharing

pictogram
equal
tally

In school we will be learning

At the start of term, children will be looking at multiplication and division. This will include different strategies (use of arrays, number lines, bar models) and being able to solve word problems and reasoning type questions. Children will be following the concrete, pictorial, abstract concept, when possible, to allow them to understand it in small steps.

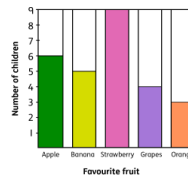


They will then move onto measurement which will include recognising and counting money (different ways to make a pound, adding and subtracting money and comparing money) whilst linking it to real life scenarios.



Towards the end of term, children will be looking at statistics where they will be interpreting and constructing simple charts and diagrams. This will also be linked to real life scenarios and will allow children to ask and answer questions based on them.

Throughout the term, children will be going over their term 1 and 2 knowledge as retrieval focuses on the start of every lesson. They will also be timetable practice every week which will include the 2, 5 and 10-times table.



At home you can

- Practise their timetable and addition and subtraction facts regularly. There are many fun games on 'Top marks' that are useful.
- Begin to introduce the concept of money to your children when taking them out shopping. Ask them different questions such as 'How much does all this total?' 'How much can you buy for £2?' 'Will you get any money back from this?'
- Create your own bar charts/graphs. The second QR code is a useful website to introduce this and will help them to understand what they are and how to read them.

Useful websites



maths games



simple charts

Happy hardworking courageous kind



Keywords

absorbent
opaque
transparent
waterproof
bending

stretching
twisting
swashing
object
material

property
strong
not strong
soft
hard

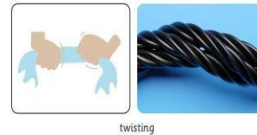
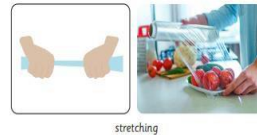
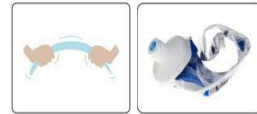
In school we will be learning

In the project 'Uses of Materials', the children will revisit learning about materials and their properties from Year 1. It will go over the whole of Spring term but this half term they will learn how to identify and classify materials and describe the properties that make them suitable or unsuitable for a specific use. Children learn how materials can be shaped by bending, stretching, twisting and squashing and carry out a simple comparative test. They look for patterns in their results and identify that a materials use can be determined by whether it can be shaped or not. Before carrying out the test they will make predictions on each material and think about whether it will return to its original shape after shaping.



Shaping materials

Materials can be shaped by bending, stretching, twisting and squashing.



At home you can

- Collect materials and look at what they are made of and their properties: strong, weak, hard, soft, bendy, not bendy etc.
- Make an umbrella at home. Test out materials until you find one that is waterproof and use that to make your umbrella.
- Shape materials and then see if they will return to their original shape e.g. bread, sponge, spoon...

Useful websites



making an umbrella



everyday materials

Humanities Geography

Keywords

erosion
coast
beach
harbour
lighthouse

port
safety
lifeboat
storm
tourist

lifeguard
shipwreck
route
coastlines
anchor

In school we will be learning

Coastlines

In the Coastline project, your child will use maps to learn about the location of the world's seas and oceans and keys to learn about map symbols.

They will also find out about the directions on a compass.

They will learn about the human and physical features of a coastline, including the effects of erosion and how to stay safe when visiting the coast.

They will have the opportunity to learn about the work of the RNLI, what happened to the SS *Rohilla* and about the coastal town of Whitby, including how Captain Cook is linked to the town.

They will research the tourism industry and consider what features make a place a successful tourist destination.



At home you can

- Write a list of things children and adults should do to keep safe at the coast. Once complete – use your list to create an information poster to help people keep safe when visiting the coast. Include: title, bright colours, pictures and important information.
- Using the BBC Bitesize – Coastlines – erosion and watch the video to learn about the physical process of erosion, which changes the coastline over time. Create an information poster to show what you have learned.
- Write a diary entry about a visit to the coast. Use video and websites provided to help you.

Useful websites



human and physical features



Coastlines



safety at the seaside

Happy hardworking courageous kind



computing

Keywords

instruction
sequence
clear
unambiguous
algorithm

program
order
prediction
artwork
design

route
mat
debugging
decomposition

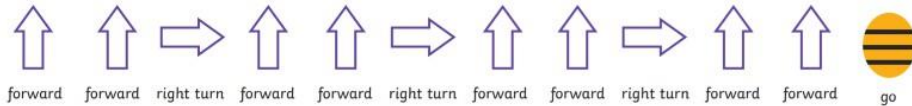
In school we will be learning

This term, we will be developing the children's understanding of instructions in sequences and the use of logical reasoning to predict outcomes. They will use given commands in different orders to investigate how the order affects the outcome. They will also learn about design in programming. They will develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as programs and debug them. Children will focus on sequences and consider the importance of the order of instructions within a sequence. They will create sequences using the same instructions in different orders. They will then test these sequences to see how the different orders affect the outcome.



Example of an algorithm:

1. Follow these programming commands and match to the shape it makes.



Can you make the same shape using different commands?

At home you can

- You can work alongside your child and learn the meaning of the words.
- Find out what computing commands are and how algorithms work.
- Learn the definitions of the keywords above
- Give each other algorithms to get around the house e.g. forward 4 steps, right turn...

Useful websites



algorithm



programming



Bee-Bot in the classroom

Happy hardworking courageous kind



art

Keywords

colour
contemporary artist
form
line
pattern

sculpture
shape
visual element

In school we will be learning

In this art and design project, Flower Head, children build on their understanding of sculptural forms through the subject matter of flowers. They build on their earlier experiences of relief sculpture in the Year 1 project Street View. Children draw from direct observation, both in and out of the classroom and study floral art from different artists and genres, focusing on how artists use visual elements to create interesting pieces.



*The Visionary Flowers,
2002*

In practical activities, children explore the properties of shape, form, texture, colour and patterns and use various materials to make simple 3D forms. Children are introduced to the Japanese artist Yayoi Kusama and her giant flower sculptures in her style. She is a contemporary artist inspired by the natural forms of flowers.

Her giant flower sculptures are brightly coloured and highly patterned. Her work is often placed in urban settings as a contrast to the surrounding buildings.



*Flowers That Bloom
Tomorrow, 2009*

At home you can

- Examine, [press](#) and look at flowers. Talk about the colour, shape and patterns you can see.
- Find out more about [Yayoi Kusama's](#) other art work.
- Make a [3D flower](#).

Useful websites



press flowers



Yayoi Kusama



3D flower

Happy hardworking courageous kind



Music

Keywords

orchestra
strings
unison
woodwind
repeat

duration
length
brass

In school we will be learning

Pupils will carry on the use of recorders for the first half of the spring term.

Year 2 will consolidate how to hold the recorder correctly and make sure they are standing in the correct position.

They will continue to learn how to make a clear sound on the note B.

Pupils will play along with a range of tracks.

We will be asking pupils to keep the pulse when playing along with a range of songs, keeping the recorder in time with the music. Practice games and clapping along starters will be used to help this progression.

An important part of playing the recorder is to breathe at the correct time when playing, so we will emphasise the correct time for this.

Pupils will then develop the ability to identify and draw a time signature, bar lines, treble clef and note B on a score. This is the start of learning notes and reading music.

Throughout the unit, pupils will be asked to explain what the word rhythm means and copy back different rhythms on the note B. To play the note A.



At home you can

- Discuss what has been covered in music lessons at school. Did they like the song? Can they sing any to you? Do they like the type of music?
- I have included a link to a video that goes over the basic of playing the recorder and lots of the items that will be covered in class.
- Compare the song in class to other songs they know. Which do they prefer and why?
- Use the BBC website Bring the Noise to discuss and learn about different aspects of music. Link below. Andy's animal raps are a personal favourite of mine.
- Can children find the pulse of music they listen to? Listen to the music and identify instruments that can be heard. The song link could be used for this.

Useful websites



[Recorder basis](#)



[Bring the Noise](#)



[Stg. Pepper – The Beatles](#)

Happy hardworking courageous kind



r e

Keywords

Unity
Harmony
Commonalities
God
Religion

creator,
Samaritan
Hajj
Leader
Teamwork

In school we will be learning

This term, the children will be looking at the dispositions of 'Creating unity and harmony' and 'Participating and willing to lead'.

Creating unity and harmony.

This unit aims to help the children look at God as a unifying creator and the commonalities of human beings. The children will look at and challenge stereotypes such as men doctors and women teachers.

They will look at how Christians believe that they should love everyone, no matter who they are, they might even be the enemy. The children will also look at the Islamic perspective of unity in Hajj, where all Muslims are required to wear white and treat others as they would wish to be treated.

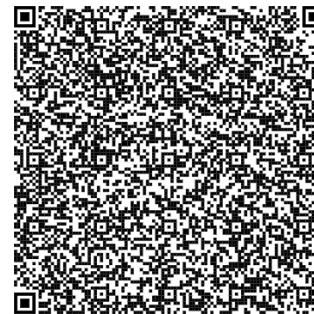
Participating and willing to lead.

This unit aims to help the children learn about individual participation. They will look at the role they play in team games. The children will also look at what Christians do to show working together. They will understand the role of the vicar, in the church, their home and the parish.

At home you can

- Discuss with children what unity and harmony means.
- Discuss how we can show unity and harmony
- Read the story of 'The Good Samaritan'
- Play 'tug of war' what role does each participant need to play?
- Visit a local mosque or church

Useful websites



Jesus loves everyone



What is Hajj?

Happy hardworking courageous kind



pshe

Keywords

jobs
money
earns
strengths
interests

lives
purchasing

In school we will be learning

In this unit of learning, we will be learning about the different jobs that people do and how people earn money through their jobs. We will be exploring where money comes from and how people are paid.

We will be investigating and exploring a range of job types and will be looking in more detail at what strengths and interests are needed to be successful in certain jobs. We will complete activities that help us explore what jobs interest us and what those jobs entail.

In conjunction with this, we will be taking a closer look at how digital devices can be useful in our everyday lives.



At home you can

- Talk to your child about how we can earn money and what different jobs people do to earn money.
- Discuss the range of jobs available to people and how they can choose a job ties in with their strengths and interests.
- Look at jobs that link to what they like to do at the moment e.g. making food means they could write cookbooks or be a chef.

Useful websites



What is my job?



jobs and money

Happy hardworking courageous kind



p E

Keywords

teamwork
communication
problem solving
instructions
successful

safety
honesty
fair play
maps
cooperative

partner
group

In school we will be learning

This half term they are studying the topic Team Building. In this unit pupils develop their teamwork skills. They develop key skills of communication and problem solving. In the lessons to be successful, they need to follow instructions carefully. They learn to discuss, plan and reflect on ideas and strategies. The children will be encouraged to say when they were successful at solving challenges. They lead a partner whilst considering safety. Pupils will learn to show honesty and fair play. They also begin to use basic map skills. In PE lessons, they will either need to work cooperatively with a partner or a small group to succeed.

Key Skills

Physical: balance, jump, run, co-ordination

Social: support and encourage others, communication, inclusion, trust, kindness

Emotional: perseverance, confidence, determination, accepting

Thinking: comprehension, identify strengths and areas for development, problem solving



At home you can

- Play board games together and encourage following the rules and them identifying when they were successful following the rules.
- Play ball games together as a family encouraging team work and following the rules of the game e.g. football, basketball
- Work together with their family to complete a jigsaw puzzle.

Useful websites



Team building activities



Online jigsaw puzzles

Happy hardworking courageous kind

