

Heathfield PRIMARY SCHOOL



Curriculum booklet

Year 2

Spring 2

writing

Keywords

coasts
bays
cliffs
headlands
arches

verbs
nouns
adjectives
shingle
split

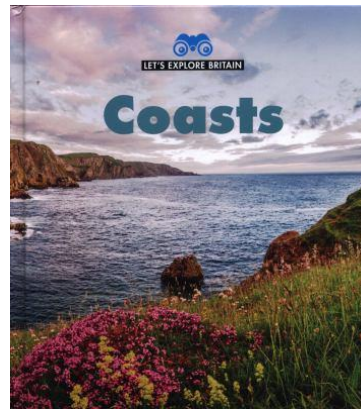
stump
cargo
dunes
groyne
habitat

In school we will be learning

In writing the children will continue exploring 'Dolphin Boy' and begin to focus on the non-fiction text 'Coasts'. They will further be diving deep into this topic in geography. The children will be focusing on writing an informal letter and a fact file linked to the theme of the coast. They will explore the structure and key features of non-fiction texts.

The children will continue to practise and secure their use of basic punctuation. They will be learning how to use a range of sentence openers effectively and how to select precise verbs and adjectives to add clarity to their writing. They will be writing in paragraphs and using words/phrases to link their ideas.

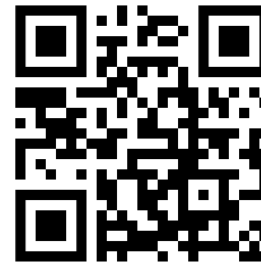
The children will be exploring a range of poems. They will also generate verbs, nouns and adjectives to create their own poem.



At home you can

- Research about coasts around the UK. Create a fact file of the information you find about the coasts.
- Create a poster about the wildlife that live in and around the coasts and what impact coasts have on their life.
- Write a short narrative on a sea animal of your choice.
- Create your own poem!

Useful websites



writing using images as prompts



adjectives

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reading

Keywords

comprehension
vocabulary
inference
retrieval
coasts

review
discuss
scan
explain
describe

infer
predict
retrieve

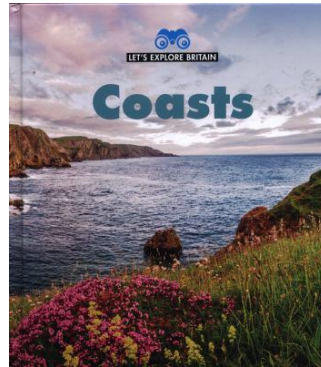
In school we will be learning

The children will be continue reading a non-fiction class text called 'Coasts'. They will be exploring the features of a non-fiction text and the impact of it. The children will be looking at the contents page, glossary and index and what they are used for.

The children will be learning about vocabulary and how to identify hard words in text and find their meaning by reading around the word. They will answer a range of questions from multiple choice to written questions and use the text to help them identify clues.

They will further learn how to retrieve information from a short piece of text. They will scan the text to find the correct information and answer questions using the key words.

In guided reading, the children will continue to practise reading without overtly sounding out words. They will learn how to read a range of texts fluently using automatic decoding.



At home you can

- Practise reading and writing year 2 harder to read and spell words.
- Write a book review about your favourite story you read in the holidays.
- Write a list of how many different materials you read over the holidays e.g. newspaper, magazine, leaflets, letter.
- Find out the meaning of any words you do not know when reading your books.

Useful websites



comprehension



e-books



year 2 HRSW

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Maths

Keywords

pictogram
block diagram
tally
half
quarter

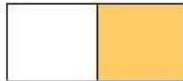
third
equal
equivalence
fraction
whole

position
direction
movement

In school we will be learning

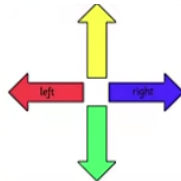
At the start of term, children will be consolidating their learning on statistics where they will become confident in constructing and interpreting simple charts and diagrams (pictograms, block diagrams, tally charts and tables). This will be reinforced during their computing lessons where they will be creating graphs online.

Children will then move on to fractions. This will include recognising and finding a half, quarter and a third on different shapes. They will also be looking at unit and non-unit fractions as well as being able to count in fractions to a whole and understanding the idea of equivalence.



Towards the end of term, children will be moving onto geometry, looking at position and direction. This will include understanding the language of position, describing movements and turn in different contexts. This will be linked to computing where they will be controlling the movements on a Bee-Bot.

Throughout the term, children will be going over their previous learning through retrieval practice at the start of every lesson. There will also be timetable practice of the 2, 5 and 10 times tables.



At home you can

- Begin to use the mathematical language at home so your child can become familiar with the terms. E.g. Can I have a quarter of your pizza? Share half of your cake to your sibling.
- Have a go at this online game, matching equivalent fractions together [Fraction Matcher \(colorado.edu\)](https://www.colorado.edu/fraction-matcher)
- Have a go at this online game to help your child get a basic understanding of position and direction. [Hungry Pirates . Games . peg + cat | PBS KIDS](https://www.pbskids.org/games/hungry-pirates)
- Timetables practice for quick recall [Hit the Button - Quick fire maths practise for 6-11 year olds \(topmarks.co.uk\)](https://www.topmarks.co.uk/Hit-the-Button)

Useful websites



fraction matcher



position and direction



Hit The Button

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Keywords

air
deciduous
embryo
evergreen
germinate/germination

habitat
nutrient
root
seed
stem

compare
conclusion
data
observation
investigate

In school we will be learning

This half term, the children will be covering the topic 'Plant Survival'. They observe seasonal changes in plants and identify and classify the plants growing in their locality, identifying features of these plants. Children conduct a simple comparative test to determine what seeds need to germinate and observe changes over time.

Children compare and look for patterns in where plants grown outdoors and use this knowledge to predict the needs of plants. They carry out a comparative test into what plants need to grow, observing how grass grows with and without light and water. Children explore variation in plants' needs by asking questions and researching unusual plants, such as carnivorous succulents and aquatic plants.

There will be a focus on observing, measuring and recording, with groups of children investigating variation in seed germination.



At home you can

- Learn about what plants need to survive through [research](#).
- Buy cress seeds, plant them and then grown them in different conditions and see which ones grow the best [through observation](#).
- Go outside and see what is growing now and think is this different to later in the year? Why? Carry out research to help find those [answers](#).

Useful websites



research plants



cress experiment



plants and the seasons

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

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computing

Keywords

| | | | | | |
|-----------|-------------|-----------|-----------|---------------|---------|
| more than | popular | votes | compare | group | sharing |
| less than | organise | total | objects | same | |
| most | data | pictogram | count | different | |
| least | object | enter | explain | conclusion | |
| common | tally chart | data | attribute | block diagram | |

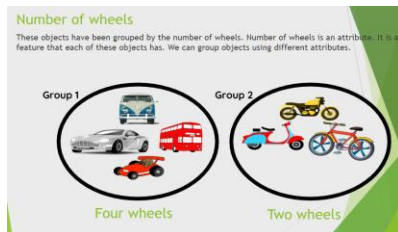
In school we will be learning

Pictograms

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 use the data presented to answer questions.

During this half term children will use [j2e pictogram](#) tool which can be accessed online using a desktop, laptop or tablet computer.

During the beginning of the project, the children will begin to understand the importance of organising data effectively for counting and comparing. They will create their own tally charts to organise data and represent the tally count as a total. Finally, they will answer questions comparing totals in tally charts using vocabulary such as 'more than' and 'less than'.



At home you can

- Sort a collection of objects (toys, fruits, etc.) based on different attributes. For example, they can sort by colour, size, or shape.
- Discuss what "attribute" means and how it helps in organizing data.
- Use the j2e pictogram tool (or an equivalent alternative) to create pictograms online. Encourage your child to input the data they collected during the nature walk or sorting activity.
- Create a simple tally chart on paper or a whiteboard to record the data.

Useful websites



J2e pictogram



how to use J2e pictogram

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D & T

Keywords

apex roof
structure
bench hook
g-clamp
butt joint

hacksaw
cladding
joint
frame
score

stilt
junior
strengthen
mitre
triangular corner

In school we will be learning

This project teaches children about making and strengthening structures, including different ways of joining materials. The project is linked to the topic 'Coastline' and the children will have the opportunity to design and make a beach hut.

They will continue to develop the skills they learnt in Year 1, building structures and exploring how they can be made stronger, stiffer and more stable. They will practise their communication skills, furthering their ability to talk through and explain their drawings and mock-ups. They will begin to use technology to research beach huts and use this to collaboratively produce a design criteria that focuses on purpose, functionality and overall visual appeal of a product. They will be encouraged to make appropriate choice of which equipment and materials to use, according to the design criteria. They will be shown how to safely operate and use tools to build their final design.

At the end of the project, the children will evaluate their projects, deciding what went well and what could be improved upon.



At home you can

- Talk to your child about the structure of your house. What makes it strong? What prevents it from collapsing?
- Look at basic household structures: tables, box structures, chairs etc. Discuss how they are strengthened.
- Practise writing and spelling the keywords and discuss their meaning.
- Click on the QR codes and try some of the activities in the videos.

Useful websites



BBC Teach
- How to
strengthen
structures



BBC Teach –
How to make
a structure
waterproof

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H

Music

Keywords

question and answer
melody
dynamics
tempo
Queen

Deep Purple
Status Quo
Chuck Berry
The Beatles
guitar

drums
beat
rhythm

In school we will be learning

This half term pupils will use the song 'I want to play in a band.' This interactive song allows pupils to move to the rhythm in different ways. While listening to the song we will ask pupils to name instruments I can hear in the song. Pupils will sing the song "I Wanna Play in a Band", moving on to playing along building on the recorder work that was completed last half term. Year 1 pupils will use up to 3 notes; F or F, D & C to play along with the song

Once pupils can play along, they will be asked to compose a simple melody using simple rhythms, choosing from the notes F + G or F, G + A using the recorders.



This will require them to understand what the style of music "Rock" is so that their composition sounds like a rock song. During this we want pupils to know when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.

We want pupils to know that songs include other ways of using the voice e.g. rapping (spoken word). Throughout music lessons we will explain why we need to warm up our voices. Pupils should know the names of untuned percussion instruments played in class.

At home you can

- I have included a link to a rather long video but it is arguably the best rock band ever – Queen - and a collection of their best songs. Did they like the song? Can they sing any to you? Do they like the type of music? Do all of the Queen songs fit into the typical rock songs?
- Since we are asking pupils to identify musical instruments from a song, there is a link to a video that gives lots of information about musical instruments.
- Listen to a range of music at home, in the car, on TV. What instruments can pupils hear? Can they sing along? Can they tap along?

Useful websites



Queens Greatest Hits



[Musical Instruments](#)

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RE

Keywords

caring
merciful
environment
forgiving
forgiveness

Tu Bishyat
ecological awareness
Japji Sahib
Guru Granth Sahib

In school we will be learning

This term the children will be looking at the dispositions 'Caring for Others, Animals, and the Environment' and 'Being Merciful and Forgiving'

Caring for Others, Animals, and the Environment

This unit aims to help the children explore what is good about the world. They will look at different religious viewpoints and how they believe we should look after our environment. The children will also discuss what they appreciate about the natural world and the people in it. They will then reflect and identify what it in the natural environment can they look after as it will look after their future.

Being Merciful and Forgiving

This unit aims to help the children understand the difference between forgiveness and mercy. They will explore whether all acts have consequences and why. The children will look at 'forgiveness' through the religion of Christianity. They will read the story of 'The Prodigal Son Luke' and compare to the parable of 'The merciful servant'. One looks at forgiveness whilst the other looking at being merciful.

At home you can

- Think recycling! What can be recycled? Where can it go?
- Go on a local litter pick
- Make friendship bracelets
- Think about a scenario where you had to ask for forgiveness. Write a short narrative about what happened and what was the outcome?

Useful websites



10 ways to improve the environment



The Prodigal Son

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pshe

Keywords

rules
restrictions
safe
unsafe
resist

pressure
uncomfortable
secret
true
trustworthy

trusted adult

In school we will be learning

What helps us stay safe?

This half term we are learning about what helps us keep safe.

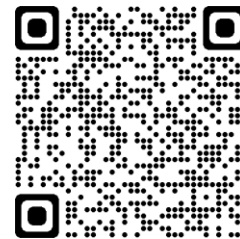
The children will learn how rules and restrictions help us to keep safe. They will also learn how to identify risky and potentially unsafe situation and take steps to avoid or remove ourselves from them. We will talk to them about how to resist pressure to do something that makes us feel unsafe or uncomfortable, including keeping secrets. They will discuss and learn that not everything we see online is true or trustworthy and that people can pretend to be someone they are not. Finally, we will learn how to tell a trusted adult if we are worried for ourselves or others.



At home you can

- Learn about how privacy can make you [happy online](#).
- Talk to your child about who are trusted adults in their lives and who to talk to if they are ever worried about themselves or others.
- Learn about keeping safe from a song from [Super Mood Movers](#).

Useful websites



privacy keeps you safe



safety song and dance

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PE

Keywords

jumping
rolling
balancing
sequence
movement phrases

shape
level
direction
control
shapes

In school we will be learning

Ball skills

In this term, pupils are developing important ball skills that contribute to their physical development and coordination. They will enhance their hand-eye coordination through activities like catching and throwing, while foot-eye coordination is improved by kicking and dribbling. Balance is another key skill taught in this unit, as maintaining stability is crucial for effective movement. Additionally, children will continue to learn spatial awareness, which helps them understand their positioning in relation to others during games. They will also participate in team activities to encourage co-operation and communication with their peers.

Main Skills

Physical: roll, track, dribble with feet, kick, throw, catch, dribble with hands

Social: inclusion, communication, collaboration, leadership

Emotional: independence, honesty, perseverance, determination

Thinking: comprehension, select and apply skills, use tactics



At home you can

1. Play Catch: Use different types of balls to practise catching and throwing. Start with larger, lighter balls and gradually move to smaller ones as their skills improve.
2. Kicking Games: Set up targets in the garden or a safe area to practise kicking a ball towards them.
3. Obstacle Courses: Create simple obstacle courses that require balancing, running and manoeuvring around objects with a ball.
4. Team Games: Organise small games with family members or friends, such as tag or mini soccer matches, to promote teamwork and social skills.
5. Encouragement: Celebrate their efforts and improvements, no matter how small, to build their confidence and enthusiasm for physical activities.

Useful websites



ball games



throwing and catching



developing catching skills

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