

Heathfield PRIMARY SCHOOL



Curriculum Booklet

Year 2

Spring 1

Writing

Keywords

Non chronological report
noun phrases
adjectives
full stops

conjunctions
verbs
character description
question mark

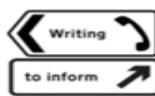
exclamation mark

In school we will be learning

During this term children will develop their writing skills across a range of genres, including non-chronological reports, and letters.

Pupils will focus on writing for different purposes and audiences, learning to organise ideas clearly and develop their writing with increasing detail. Children will practise accurate basic punctuation, including capital letters, full stops, question marks, exclamation marks, and contractions, and will begin to use a secure range of conjunctions such as and, because, but, so, when. They will learn to write more than one sentence about an idea, develop simple beginnings, middles, and endings, and begin to group ideas into sections, particularly in information texts.

Across the term, pupils will build their use of topic vocabulary, expanded noun phrases, and powerful adjectives and verbs to interest the reader and express feelings or viewpoints. They will practise using past tense (-ed) accurately and experiment with sentence openers, including sequence and time words, pronouns, and imperative verbs. Children will also be taught key text organisation features, such as headings, subheadings, bullet points, and simple paragraphs, supporting clarity and structure in their writing. By the end of the term, pupils will be able to write more confidently and independently, selecting language and structures that match the purpose of their writing.



At home you can

- Read together daily and talk about whether the book is a story or information text.
- Ask your child to retell a story using beginning, middle, and end.
- Help your child to check punctuation: capital letters at the start full stops at the end.
- Practise using conjunctions by saying sentences together (e.g. I like dogs because..).
- Play word games to think of interesting adjectives and verbs.
- Encourage your child to write more than one sentence about the same idea.

Useful websites



Oxford Owl Free eBooks, writing tips, and guidance linked to the primary curriculum, ideal for reading and writing.

BBC Bitesize Clear videos, games, and activities to support sentence writing, punctuation, and grammar.

conjunctions

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Reading

Keywords

inference
decoding
fluency
predictions
comprehension

retrieval
vocabulary

In school we will be learning

In this term, children will read age-appropriate texts about Rosa Parks, exploring her life and achievements. Pupils will develop skills to understand and retrieve information, identify key facts, and make simple inferences about people's actions and feelings. Children will focus on reading techniques such as:

Identifying the main idea in a section or paragraph, recognising facts and opinions.

Using context clues to understand new vocabulary, Sequencing events in the text, Noticing headings, subheadings, and captions to organise information.

These reading skills directly support writing by helping pupils to:

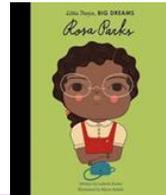
Select key facts to include in a non-chronological report

Use topic-specific vocabulary in their own writing.

Structure writing clearly using headings and sections.

Write sentences that summarise or explain information

Develop ideas about feelings and viewpoints when writing narratives or recounts.



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.

Useful websites



e-books



reading
aloud



phonics
play

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H

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.

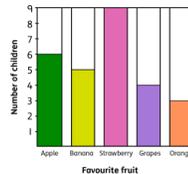


They will then move onto measurement which will include recognising and counting money (different ways to make a pound, adding and subtracting money and comparing money) whilst linking it to real life scenarios.



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

- Practice 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

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Science

Keywords

absorbent
opaque
transparent
waterproof
bending

stretching
twisting
squashing
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.



absorbent sponge



soft fabric



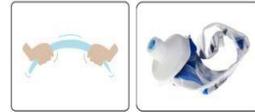
stretchy rubber band



transparent vase

Shaping materials

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



bending



stretching



twisting



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

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History

Keywords

Past

Present

History

Nurse

Conditions

sources

compare

significant

Florence Nightingale

In school we will be learning

During the Spring term, Year 2 pupils learn about changes in nursing and healthcare through the lives of Florence Nightingale and Mary Seacole. Pupils explore the conditions of the army hospital at Scutari during the Crimean War, using a range of secondary sources such as photographs, illustrations, videos and non-fiction texts. They describe hospital conditions, draw simple conclusions, and give opinions about healthcare in the past, including comparing it with hospitals today.

Children learn how to ask historical questions using the 5 Ws and how and use sources to find answers about Florence Nightingale's life, why she became known as "The Lady with the Lamp", and how her work during the war led to improvements in cleanliness, care and nurse training.

Pupils also learn about Mary Seacole's significant role during the Crimean War, including her request to join Florence Nightingale, her work caring for soldiers, setting up the British Hotel, overcoming discrimination, and earning soldiers' respect.

Throughout the unit, pupils develop skills in using sources, asking questions, recounting key events, making comparisons, and giving informed opinions about the past.



At home you can

- Read together a simple non-fiction book or watch a short child-friendly video about Florence Nightingale or Mary Seacole.
- Talk about hospitals: How are hospitals today different from hospitals in the past?
- Practise the 5 Ws: Ask questions like Who was Florence Nightingale? Where did Mary Seacole help soldiers?
- Draw a picture of a hospital in the past and a hospital today.
- Share opinions: Would you like to visit a hospital from the past? Why or why not? Link to real life: Talk about why cleanliness and handwashing are important today.

Useful websites

BBC Bitesize - History Child-friendly videos, simple texts and activities about the past, Florence Nightingale and hospitals then and now.

National Army Museum Visual sources and simple explanations about the Crimean War and army hospitals.

Florence Nightingale Museum Clear information, images and stories about Florence Nightingale's life and achievements.

Mary Seacole Trust Age-appropriate information about Mary Seacole, her life and her importance in history.

National Health Service (NHS) Simple explanations and videos about hospitals and healthcare today, useful for comparisons.

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H

Computing

Keywords

instruction
sequence
clear
unambiguous
algorithm

program
order
prediction
artwork
design

route
mat
debugging
decomposition

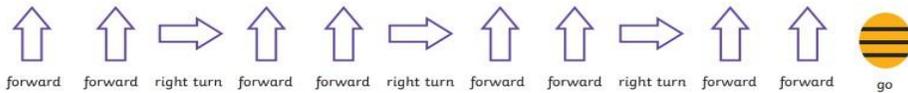
In school we will be learning

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 works.
- 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

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DT

Keywords

Textiles Template Fabric
Running stitch seam Applique
Fastening Evaluate

In school we will be learning

In this term year 2 pupils design and make a small A5 soft toy. They begin by exploring existing toys to understand user, purpose, fabrics, joining and finishing techniques.

Children learn to thread a needle, use a running stitch, and understand seam allowance. They design their toy with annotated sketches, select materials, and plan finishing touches like appliqué, buttons, or fabric paint. Using a template, pupils cut, stitch, and stuff their toy. Lessons finish with evaluation, identifying strengths and improvements. Pupils develop skills in practical sewing, using tools safely, and reflecting on their designs.



At home you can

- Draw and design a soft toy or puppet and label materials and decorations.
- Practice cutting around shapes on fabric or paper.
- Try simple sewing: practise running stitch on scrap fabric or make a bookmark.
- Add finishing touches to a toy or craft using fabric paint, buttons, or felt shapes.
- Talk about toys: Who would play with it? What materials make it soft and safe?
- Evaluate their work: What do they like? What could be improved next time?

Useful websites

Oak National Academy – KS1 Textiles Lesson videos and activities about fabrics, templates, and joining techniques.

BBC Bitesize – Design & Technology KS1 Simple explanations, videos, and ideas for making and designing soft toys.

Sewing.org – Kids Sewing Projects Guides for basic stitching and easy sewing projects suitable for children.

Love Crafts – Kids Sewing Creative ideas for sewing, decorating, and finishing textile projects.

National Literacy Trust – Craft Ideas to link craft and design projects to discussion and storytelling for young learners.

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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](#)

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H

RE

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.

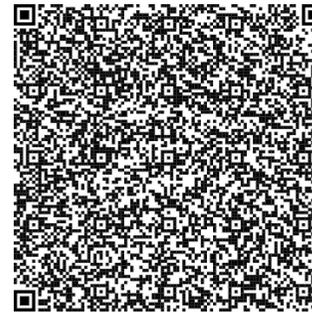
Participating and willing to lead.

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?

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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

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PE

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 then 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

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