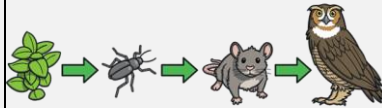


## Scotton Lingerfield Primary School YEAR 2 Curriculum Map – Spring 2 2024

<b>English</b>		<b>Maths</b>		<b>PSHE</b>		<b>Science</b>			
<p><b>As writers we will:</b> Write to inform – non-chronological report. Use expanded noun phrases to describe and specify. Use commas to separate items in a list. Extend our sentences using the coordinating conjunctions ‘and’, ‘but’ and ‘or’ and the subordinating conjunctions ‘because’, ‘so’, ‘when’, ‘if’ and ‘that’. Use apostrophes to show contracted forms e.g. didn’t and won’t. Use present tense correctly and consistently. Begin to evaluate our work independently, making additions and corrections.</p> <p><b>In spellings we will:</b> Focus on Year 2 common exception words. Learn the spelling rule for doubling the final consonant when adding the suffix ‘er’, ‘ed’, or ‘ing’ to one syllable words. e.g. drop+ed = dropped</p> <p><b>As readers we will:</b> Build our reading fluency with our word reading. Retrieve information from a text.</p>		<p><b>As mathematicians we will:</b> Add and subtract within 100 by applying related one-digit addition and subtraction facts. Add and subtract any 2 two-digit numbers using a written method and mentally. Secure fluency in addition and subtraction facts within 10, through continued practise. Secure fluency in multiplication and division facts for the 2, 3, 5 and 10 times tables, through continued practise. Name, read and write the fractions 1/2, 1/3 and 1/4 and relate this to a fraction of length, shape or a set of objects. Find 1/2, 1/3, 1/4 or 3/4 of a number. Recognise the equivalence of 2/4 and 1/2</p>		<p><b>As citizens we will:</b> Learn why medicines are taken. Learn where medicines come from. Learn about keeping ourselves safe around medicines. Learn that medicines can be used to manage and treat medical conditions such as asthma and that it is important to follow instructions of their use.</p>		<p><b>As scientists we will:</b> Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including micro- habitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <div style="text-align: center;">  <pre> graph LR     A[Plant] --&gt; B[Fly]     B --&gt; C[Mouse]     C --&gt; D[Owl]             </pre> </div>			
<b>PE</b>		<b>DT</b>		<b>Art</b>		<b>History</b>		<b>Geography</b>	
<p><b>As sports people we will:</b> Dance with control and co-ordination. Change rhythm, speed, level and direction with consistency. Choreograph a sequence by linking sections together. Link some movement to show a mood or feeling. Say something we like and something that could be improved about a dance.</p>		<p><b>As designer technologists we will:</b> N/A</p>		<p><b>As artists we will:</b> Be focusing on the Fauvism art movement (1905 – 1908) Learn about the artists Henri Matisse and Mildred Bendall. Recognise primary and secondary colours. Mix secondary colours. Use paint and mark making tools to create a piece of artwork in Fauvism style. Evaluate a piece of artwork, saying what we like/dislike about it.</p>		<p><b>As historians we will:</b> N/A</p>		<p><b>As geographers we will:</b> State that the UK stands for the United Kingdom. Point to each country in the UK on a map when prompted. Identify features within the school grounds. Use and respond to directional language. State that an aerial photograph is taken from above. Recognise some familiar features in aerial photographs. Explain that symbols show features on a map. Add symbols to a map.</p>	
<b>Music</b>		<b>Languages</b>		<b>Computing</b>		<b>RE</b>			
<p><b>As musicians we will:</b> Use tempo, dynamics and timbre in our piece of music. Play in time with our group. Use instruments appropriately. Successfully sing back the melody line in time and at the correct pitch. Play either a call and/or response role in time with another pupil. Perform our composition.</p>		<p><b>As linguists we will:</b> N/A</p>		<p><b>As technicians we will:</b> Continue to practise logging on and off laptops. Save and retrieve work. Practise our touch-typing skills using BBC Dance Mat and word processing documents.  BBC Dance Mat: play <a href="#">HERE</a></p>		<p><b>As theologians we will:</b> Identify some ways Christians celebrate; Christmas/Easter and some ways a festival is celebrated in another religion. Re-tell stories connected with Christmas/Easter/Harvest and a festival in another religion and say why these are important to believers. Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion. Collect examples of what people do, five, sing, remember or think about at religious celebrations and say why they matter to believers. Suggest meanings for some symbols and actions used in religious celebrations including, Easter/Christmas, Hannukah and Eid-ul-Fitr. Identify some similarities and differences between the celebrations studied.</p>			