



How can I help?

1. Hear you child read as often as possible and read to them too!
2. Practise times tables. In Year 2 we learn the 2, 5 and 10 times tables. We also learn to count in 3s. Times Table Rockstars is a great way to learn them. Hit the button is a super game too:  
<https://www.topmarks.co.uk/maths-games/hit-the-button>
3. Encourage your child to write as often as possible; write lists, notes and letters to other people.
4. Look around to compare sizes; talk about length, height and weight. Use weighing scales to cook recipes together.
5. Spring is a whole new season after the long winter. What changes can you notice with your child? Keep an eye out for early flowers like snow drops and daffodils. What other changes will your child notice? We will be learning about animals in science. Find out more here:  
<https://www.bbc.co.uk/bitesize/topics/z6882hv/year/z7s22sg>

# Frome Valley CE First School

Year 2

## Curriculum Statement

*Spring Term*

# Year 2 Curriculum Overview

Please look on our website for more information of our curriculum (including topics) and our knowledge organisers.

<p><b>English:</b></p> <ul style="list-style-type: none"> <li>• Use <i>-ly</i> to turn adjectives into adverbs.</li> <li>• Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name].</li> <li>• Understanding statements and exclamations.</li> <li>• Learn how to use present and past tenses correctly and consistently including the progressing form.</li> <li>• Use suffixes such as <i>-ness, -ful, -less</i> and <i>-er</i></li> <li>• Encapsulating what they want to say, sentence by sentence.</li> <li>• Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</li> </ul>	<p><b>History:</b></p> <ul style="list-style-type: none"> <li>• Observe and handle evidence to ask questions and find answers about the past.</li> <li>• Describe significant people from the past.</li> <li>• Show an understanding of historical concepts such as a nation and a nation's history and democracy.</li> <li>• Show an understanding of concepts such as monarchy and war and peace.</li> <li>• Identify some of the different ways the past has been represented.</li> <li>• Recognise that there are reasons why people in the past behaved as they did.</li> <li>• Recount changes that have occurred in their own lives.</li> </ul>	<p><b>Design &amp; Technology:</b></p> <ul style="list-style-type: none"> <li>• Create products using wheels.</li> <li>• Demonstrate a range of joining techniques (such as gluing, using hinges or combining materials to strengthen).</li> <li>• Practise drilling, screwing, gluing and nailing materials to make and strengthen products.</li> <li>• Design products that have a clear purpose and an intended user.</li> <li>• Suggest improvements to existing designs.</li> </ul>
<p><b>Maths:</b></p> <ul style="list-style-type: none"> <li>• Count, compare and calculate with money.</li> <li>• Find change.</li> <li>• Solve 1 and 2 step word problems.</li> <li>• Recognise, make and add equal groups.</li> <li>• Use arrays.</li> <li>• Introducing the multiplication symbol and writing multiplication sentences.</li> <li>• Multiplying and dividing by 2, 10 and 5.</li> <li>• Measuring in centimetres and metres.</li> <li>• Comparing and ordering lengths and heights.</li> <li>• Using the four operations with lengths and heights.</li> </ul>	<p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>• Ask and answer geographical questions such as: what is this place like?</li> <li>• Use aerial photos and plan perspectives to recognise landmarks and basic physical features.</li> <li>• Identify the key features of a location in order to say whether it is a city or town.</li> <li>• Name and locate the world's continents and oceans.</li> <li>• Identify seasonal and daily weather patterns in the United Kingdom.</li> </ul>	<p><b>PE:</b></p> <ul style="list-style-type: none"> <li>• Perform a range of actions with control and coordination.</li> <li>• Respond with different ways of moving to a variety of stimuli, e.g. music, song or a book.</li> <li>• Link actions to perform short dances.</li> <li>• Repeat and remember simple movement patterns.</li> <li>• Keep possession by passing and receiving a ball.</li> <li>• Make decisions on the choice of actions to be performed ensuring smooth links.</li> <li>• Copy and remember actions.</li> <li>• Jump in a variety of ways (straight jump, tuck and star jump) and land with increasing control and balance.</li> <li>• Take some weight on hands, e.g. in a bunny hop.</li> <li>• Vary fundamental movement skills by using the movement adaptations of how, where and with whom or what, e.g. how much force to use when aiming at a target.</li> <li>• Throw underarm in a mature pattern.</li> <li>• Develop an overarm throw.</li> <li>• Recognise space on a court or pitch.</li> <li>• Send an object towards a target.</li> <li>• Chase and retrieve a moving ball.</li> <li>• Jump and land safely.</li> <li>• Change direction.</li> <li>• Use the ready position.</li> </ul>
<p><b>Science:</b></p> <ul style="list-style-type: none"> <li>• Notice that animals, including humans, have offspring which grow into adults.</li> <li>• Investigate and describe the basic needs of animals, including humans, for survival (water, food and air).</li> <li>• Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> <li>• Explore and compare the differences between things that are living, that are dead and that have never been alive.</li> <li>• 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.</li> <li>• Identify and name a variety of plants and animals in their habitats, including micro-habitats.</li> <li>• Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain.</li> <li>• Identify and name a variety of everyday materials.</li> <li>• Describe the simple physical properties of a variety of everyday materials.</li> </ul>	<p><b>RE:</b></p> <ul style="list-style-type: none"> <li>• Describe some of the teachings of a religion.</li> <li>• Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible.</li> <li>• Name and explain the meaning of some religious symbols.</li> <li>• Recognise, name and describe some religious artefacts, places and practices.</li> <li>• Identify the things that are important in their own lives and compare these to religious beliefs and texts.</li> <li>• Describe some of the main festivals or celebrations of a religion.</li> <li>• Give clear, simple accounts of what texts mean to people of different faiths.</li> <li>• Recognise, name and describe some religious artefacts, places and practices.</li> </ul>	<p><b>Art &amp; Design:</b></p> <ul style="list-style-type: none"> <li>• Draw lines of different sizes and thickness.</li> <li>• Show pattern and texture by adding dots and lines.</li> <li>• Show different tones by using coloured pencils.</li> <li>• Describe the work of notable artists, artisans and designers.</li> <li>• Use some of the ideas of artists studied to create pieces.</li> <li>• Explore ideas and collect visual information.</li> <li>• Explore different methods and materials as ideas develop.</li> </ul>
<p><b>Computing:</b></p> <ul style="list-style-type: none"> <li>• To design an algorithm.</li> <li>• To explain that programming projects can have code and artwork.</li> <li>• To create and debug a program that I have written.</li> <li>• To explain that sequences of commands have a start and an outcome.</li> <li>• To recognise that objects can be represented as pictures.</li> <li>• To create a pictogram and a tally chart.</li> <li>• To explain that we can present information using a computer.</li> </ul>	<p><b>PSHCE:</b></p> <ul style="list-style-type: none"> <li>• I carry on trying (persevering) even when I find things difficult.</li> <li>• I know that positive thoughts will help me feel happier.</li> <li>• I can decide on a goal and identify steps to achieve this goal.</li> <li>• I understand what food a body needs to keep it healthy.</li> <li>• I understand how medicines work in my body.</li> <li>• I know how to keep myself safe from the sun.</li> </ul>	<p><b>Music:</b></p> <ul style="list-style-type: none"> <li>• Use the terms: duration, timbre, pitch, tempo, texture and use of silence to describe music.</li> <li>• Recognise changes in timbre, dynamics and pitch and tempo.</li> <li>• Create a mixture of different sounds (long and short, loud and quiet, high and low).</li> <li>• Choose, order, combine and control sounds to create an effect.</li> <li>• Understand layers of sounds and discuss their effect on mood and feelings.</li> <li>• Recognise music comes from different styles and from different times and places.</li> </ul>