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| **Year:2**  **Spring 2** | **St. Joseph’s Curriculum Planning** |
| **Subject** | **National Curriculum Objectives** |
| Mathematics | Revise doubles and corresponding halves to 15; find half of odd and even numbers to 30; Revise and recognise 1/2s, 1/4s, 1/3s and 2/3s of shapes; place 1/2s on a number line; count in 1/2s and 1/4s; understand and write mixed numbers  Count in 2s, 5s and 10s to solve multiplication problems and find specified multiples; introduce the × sign; record the 2, 5 and 10 times-tables; investigate multiplications with the same answer; write multiplications to go with arrays, rotate arrays to show they are commutative  Tell the time to the nearest quarter of an hour using analogue and digital clocks; understand the relationship between seconds, minutes and hours and use a tally chart; interpret and complete a pictogram or block graph where one block or symbol represents one or two things  Revise 2, 5 and 10 times-tables; revise arrays and hops on the number line; multiply by 2, 3, 4, 5 and 10; arrange objects into arrays and write the corresponding multiplications; make links between grouping and multiplication to begin to show division; write divisions as multiplications with holes in and use the ÷ sign  Recognise all coins, know their value, and use them to make amounts; recognise £5, £10, £20 notes; make amounts using coins and £10 note; write amounts using £.p notation; order coins 1p – £2 and notes £5 – £20; add several coins writing totals in £.p notation (no zeros in 10p place); add two amounts of pence, using counting on in 10s and 1s; add two amounts of money, beginning to cross into £s |
| English (Writing) | **spell by**: \* segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly  \* learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones  \* learning to spell common exception words  \* learning to spell more words with contracted forms  \* learning the possessive apostrophe (singular) [for example, the girl’s book] \* distinguishing between homophones and near-homophones \* add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly  \* form lower-case letters of the correct size relative to one another  \* start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined  \* write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters  \* use spacing between words that reflects the size of the letters  **develop positive attitudes towards and stamina for writing by:** \* writing narratives about personal experiences and those of others (real and fictional) \* writing about real events  \* writing poetry  \* writing for different purposes  \* consider what they are going to write before beginning by:  \* planning or saying out loud what they are going to write about \* writing down ideas and/or key words, including new vocabulary  \* encapsulating what they want to say, sentence by sentence  \* make simple additions, revisions and corrections to their own writing by:  \* evaluating their writing with the teacher and other pupils  \* re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form  \* proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]  \* read aloud what they have written with appropriate intonation to make the meaning clear  **vocabulary, grammar and punctuation**  Statutory requirements Pupils should be taught to:  \* develop their understanding of the concepts set out in English Appendix 2 by:  \* learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) \* learn how to use:  \* sentences with different forms: statement, question, exclamation, command  \* expanded noun phrases to describe and specify [for example, the blue butterfly]  \* the present and past tenses correctly and consistently including the progressive form  \* subordination (using when, if, that, or because) and co-ordination (using or, and, or but)  \* the grammar for year 2 in English Appendix 2  \* some features of written Standard English  \* use and understand the grammatical terminology in English Appendix 2 in discussing their writing |
| English (Reading) | \* continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent  \* read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes  \* read accurately words of two or more syllables that contain the same graphemes as above  \* read words containing common suffixes  \* read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word  \* read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered  \* read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation  \* re-read these books to build up their fluency and confidence in word reading.  \* develop pleasure in reading, motivation to read, vocabulary and understanding by:  \* listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently  \* discussing the sequence of events in books and how items of information are related  \* becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales  \* being introduced to non-fiction books that are structured in different ways  \* recognising simple recurring literary language in stories and poetry  \* discussing and clarifying the meanings of words, linking new meanings to known vocabulary  \* discussing their favourite words and phrases  \* continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear  \* understand both the books that they can already read accurately and fluently and those that they listen to by:  \* drawing on what they already know or on background information and vocabulary provided by the teacher  \* checking that the text makes sense to them as they read and correcting inaccurate reading  \* making inferences on the basis of what is being said and done  \* answering and asking questions  \* predicting what might happen on the basis of what has been read so far  \* participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say  \* explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. |
| Science –  Plants | To observe closely using simple equipment by recording observations of a variety of plants in the local environment  To observe and describe how seeds and bulbs grow into mature plants by planting seeds and bulbs.  To observe and describe how seeds and bulbs grow into mature plants by understanding the life cycle of plants.  To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy by comparing the growth of seedlings under different conditions  To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy by explaining what conditions plants need to grow well  To observe and describe how seeds and bulbs grow into mature plants by comparing the growth of seeds and bulbs. |
| Religious Education (R.E)  The Mass | • Know what happens at Mass. Reflect on why it is important for us.  • Know what happens at the beginning of Mass. Reflect on what we should do.  • Know why it is important to listen to the Readings. Reflect on how the Readings can help us.  • Know that at the Offertory we offer gifts to God. Think about the gifts we can offer.  • Know what happens at the Consecration. Think about how important this is for us.  • Know that it is Jesus we receive in Holy Communion. Reflect on how important this is for us |
| Physical Education (P.E) | master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities  participate in team games, developing simple tactics for attacking and defending  perform dances using simple movement patterns. |
| I.C.T | ♣ use logical reasoning to predict the behaviour of simple programs  ♣ use technology purposefully to create, organise, store, manipulate and retrieve digital content  ♣ recognise common uses of information technology beyond school  ♣ use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. |
| History |  |
| Geography  Our Wonderful World | To name and locate the world’s seven continents and five oceans; To use world maps, atlas and globes to identify the UK and its countries, as well as the countries, continents and oceans at this key stage  To name and locate the world’s seven continents and five oceans; in the context of the geography of the world  To understand the location of hot and cold areas of the world in relation to the equator and North and South Pole  To use aerial photographs to recognise landmarks and basic human and physical features. To use basic geographical vocabulary to refer to key physical and human features. |
| Art and Design | \* to use a range of materials creatively to design and make products  \* to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  \* to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  \* about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. |
| Design and Technology | Design ♣ design purposeful, functional, appealing products for themselves and other users based on design criteria ♣ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology  Make ♣ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ♣ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics  Evaluate ♣ explore and evaluate a range of existing products ♣ evaluate their ideas and products against design criteria  Technical knowledge ♣ build structures, exploring how they can be made stronger, stiffer and more stable ♣ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products |
| Music | Pupils should be taught to: \* use their voices expressively and creatively by singing songs and speaking chants and rhymes \* play tuned and untuned instruments musically \* listen with concentration and understanding to a range of high-quality live and recorded music \* experiment with, create, select and combine sounds using the inter-related dimensions of music. |
| M.F.L |  |
| P.H.S.E  Safety First | To recognise that they share a responsibility for keeping themselves and others safe, when to say, ‘yes’, ‘no’, ‘I’ll ask’ and ‘I’ll tell’ including knowing that they do not need to keep secrets. To know about people who look after them, their family networks, who to go to if they are worried and how to attract their attention.  To know about the ways that pupils can help the people who look after them to more easily protect them.  To know rules for and ways of keeping physically and emotionally safe, including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.  To know that household products, including medicines, can be harmful if not used properly.  To know about the ways that pupils can help the people who look after them to more easily protect them.  To know about the ‘special people’ who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialing 999 in an emergency  To know rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.  To understand what is meant by ‘privacy’; their right to keep things ‘private’; the importance of respecting others’ privacy.  To know about the ways that pupils can help the people who look after them to more easily protect them |