



## CURRICULUM OUTLINE - SPRING TERM 2025

### YEAR 2

English	<p><b>Reading:</b> individual and class reading.</p> <p><b>Writing:</b> producing longer pieces of writing, aiming to use more adventurous vocabulary and developing knowledge of sentence structure. Planning and writing recounts, poems and stories and learning to summarise and research information. Learning about a famous poet and author.</p> <p><b>Grammar:</b> revising nouns, verbs, adjectives and contractions; practising punctuating different types of sentences, including statements, questions and exclamations.</p> <p><b>Comprehension:</b> reading a variety of texts including stories, poems, myths and legends and reports. Retrieving information from the text and begin to make inferences about it. Answering questions in full written sentences.</p> <p><b>Handwriting:</b> developing cursive script.</p> <p><b>Spelling:</b> weekly spellings following the school scheme.</p>
Maths	<p><b>3D shape</b> – naming, describing and sorting 3D shapes by their properties, nets of 3D shapes, tessellation, patterns, right angles.</p> <p><b>Money:</b> counting in 2s, 5s and 10s including with 2p, 5p and 10p coins; identifying British coins and notes and making given amounts of money, calculating change.</p> <p><b>Division and multiplication:</b> making equal groups, arrays, 2 x table, dividing by 2, doubling and halving, 10 x table, divide by 10, 5 x table, divide by 5.</p>
Science	<p><b>Uses of everyday materials:</b> identify and compare the suitability of a variety of everyday materials (wood, metal, plastic, glass, brick, rock, paper and cardboard) for uses. Investigate how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p><b>Plants</b> - Observe and describe how seeds and bulbs grow into mature plants and investigate what plants need to grow and stay healthy.</p>
Computing and ICT	<p><b>Word Processing</b> - the basic functions of Microsoft Word.</p> <p><b>Creating and Publishing</b> – create digital posters using a variety of media.</p> <p><b>Coding</b> – add sequences and loops to animate sprites, add and code sounds, and add and edit new sprites.</p>
Humanities	<p><b>Geography:</b> exploring Kenya, its people, the wildlife and landscapes. Locating Kenya on a map and making comparisons with the UK.</p> <p><b>History:</b> learning about Florence Nightingale, her career and how she shaped modern medicine. Comparing her experiences with those of nurse Mary Seacole.</p>
RE	<p><b>Islam:</b> learning about Muslim traditions, celebrations and life in a Muslim community.</p> <p><b>Christianity:</b> learning about Easter customs and traditions.</p>
PSHE	<p><b>Living in the wider world</b> – understand where money comes from, explain the differences between wants and needs, explore life in different countries, explain how their life is different to the lives of other children in different countries, understand how to stay safe online, develop an understanding of stereotypes and how this might affect job choices, identify who to talk to if you're worried or scared</p>

	about something, know when and how to call 999 and understand the PANTS rule and understand ways to keep safe on and near roads.
<b>French</b>	Practising basic vocabulary and structures through a variety of interactive activities, consolidating areas covered in previous terms. New topics introduced include: describing the character of yourself and others, giving somebody's name, talking in more detail about animals and pets, the alphabet, days of the week and months of the year.
<b>Music</b>	<b>Junk orchestra project</b> – compose music using instruments created out of junk modelling, focusing on ensemble playing. Recap musical notation through recorder tasks and celebrate Chinese New Year traditions.
<b>Art</b>	Theme of nature and plant life. Learning to work with inks, wax, paint, collage and paper construction techniques. Looking at artwork by David Hockney.
<b>Games/PE</b>	<b>Rugby and Uni Hoc:</b> developing a selection of basic Uni Hoc skills, and learning the basic skills involved in Tag Rugby. <b>Gym / PE:</b> introduction of basic rhythmic gym skills. FUNS activities and throwing and catching focus. <b>Dance:</b> learning choreography skills.
<b>Critical Thinking</b>	Through a range of cross-curricular activities, children will develop and apply key skills including resilience, independence, communication, creativity, collaboration, and open-mindedness.