

## Year 2 —Curriculum Map—Spring 2

| Literacy   | Maths  | Science  | History  | Art   |
|--|--|--|--|---|
| <p>Revisit forming lowercase letters of the correct size relative to one another (ascenders and descenders).</p> <p>To form capital letters and digits of the correct size.</p> <p>Consolidate use of known suffixes.</p> <p>Revise our use of the possessive apostrophe.</p> <p>To correctly place an apostrophe in contractions.</p> <p>To use commas when writing a list.</p> <p>The use of rhetorical questions.</p> <p>Introduce other forms of subordination and coordination.</p>   | <p>Write simple fractions and recognise equivalence.</p> <p>Show that addition of any two numbers can be done in any order (commutative) and that subtraction of one for another cannot.</p> <p>Choose and use appropriate standard units to estimate and measure: length/height in any direction (m/cm) and mass (kg/g) to the nearest appropriate unit, using rulers and scales.</p> <p>Order and arrange combinations of mathematical objects in patterns and sequences.</p> <p>Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.</p> | <p>To know that plants may grow from either seeds or bulbs and that these then germinate and grow into seedlings which then continue to grow into mature plants.</p> <p>To know that mature plants may have flowers which then develop into seeds, berries, fruits etc. Seeds and bulbs need to be planted outside at particular times of year and they will germinate and grow at different rates.</p> <p>Know that some plants are better suited to growing in full sun and some grow better in partial or full shade.</p> <p>Know that plants also need different amounts of water and space to grow well and stay healthy.</p> | <p>To identify and describe the key features of streets in the 17th Century.</p> <p>To know and be able to talk about some of the ways in which how we live now is different and similar to how people lived in 1666.</p> <p>To know the timeline of events of the Great Fire of London.</p> <p>To understand how we know about the fire—Diary of Samuel Pepys.</p> <p>To explore how London was rebuilt after the fire.</p> <p>To know about the events around the Great Fire of Gateshead and make comparisons between both historical events.</p> | <p>Draw with increased confidence, replicating key shapes to create outlines in their drawings.</p> <p>Learn and memorise the warm colours and how to mix them.</p> <p>Compare artists who have represented the same idea in differing ways.</p> <p>Begin to copy the colours and techniques used by artists.</p> <p>Draw at scale to create a collaborative piece of art.</p>                              |
| Music  | Computing  | RE   | French   | PSHE  |
| <p>To confidently know and sing five songs off by heart.</p> <p>To know some songs have a chorus or a response/answer part.</p> <p>To know that songs have a musical style.</p> <p>To know that rhythms are different from the steady pulse.</p> <p>To know that we add high and low sounds, pitch, when we sing and play our instruments.</p> <p>To know that unison is everyone singing at the same time.</p> <p>Learn the names of the notes in their instrumental part from memory or when written down.</p> <p>To create simple melodies using 1, 3 or 5 notes.</p> | <p>Understand that animation is a collection of still images shown in sequence to create moving images.</p> <p>Create a simple 2D animation.</p> <p>Explain what a frame is.</p> <p>Use a variety of drawing tools appropriately.</p> <p>Animate simple movements by selecting and moving on-screen objects</p> <p>Successfully use the 'Inbetweening' tool to create a simple animation.</p> <p>Plan and tell a simple story with stop motion animation; make two or more figures</p> <p>Interact in a stop motion animation.</p>   | <p>Identify signs of spring and new life around us.</p> <p>Identify the key parts of the Easter story.</p> <p>Explain how Christians celebrate Easter.</p> <p>Recognise how the Easter story impacts the lives of Christians.</p>  | <p>To be able to name and recognise up to 10 animals in French.</p> <p>To attempt to spell some of these nouns with their correct indefinite article.</p> <p>To be able to hold a simple conversation where we pretend that we are a particular animal using the 1st person singular of the verb être (je suis = I am).</p>  | <p>Know what their body needs to stay healthy.</p> <p>Know what relaxed means.</p> <p>Know what makes them feel relaxed / stressed.</p> <p>Know how medicines work in their bodies.</p> <p>Know that it is important to use medicines safely.</p> <p>Know how to make some healthy snacks.</p> <p>Know why healthy snacks are good for their bodies.</p> <p>Know which foods given their bodies energy.</p> |