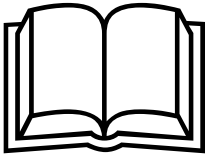# Deanery C.E. Primary School

Programme of Work in Year 2
SPRING TERM 2016

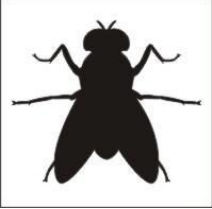| English	**READING** Children experience a range of high-quality fiction, non-fiction and poetry, including a number of ICT and other visual or multimodal texts and texts which relate to other areas of the curriculum. During Year 2, their phonic knowledge and speed of blending increases so that they can decode words independently and quickly. This increases the amount they read, and the number of words they can automatically read builds up. The majority of children read independently and tackle longer and less familiar texts with increasing fluency. They will develop comprehension skills, retrieving information from the text and using inference and deduction skills. **WRITING** Children apply what they know about phonics and spelling rules when spelling unfamiliar words, including two-syllable and three-syllable words. They increase the number of words they can spell correctly in their independent writing in all areas of the curriculum and learn routines for checking and correcting work. Children consolidate their understanding of basic story structure in narrative texts, including different stories by the same author. They recognise formal story elements and common features. Weekly lessons will incorporate spelling, grammar and punctuation rules, encouraging children to use the correct terminology. **BIG WRITING** This will develop the 4 generic targets in writing: Vocabulary, Connectives, Openings and Punctuation. **SPELLING** In Year 2 children will learn to spell High Frequency Words and become familiar with spelling patterns. **HANDWRITING** Children will be taught to use a neat, joined and legible handwriting style both in dedicated practice sessions and consistently across the curriculum.
Mathematical Development	In Year 2, most children solve problems that involve all four operations. Children derive and recall all pairs of numbers that total 20 and the multiples of 10 that total 100. Through regular practice they extend their knowledge of addition and subtraction facts to include all numbers to at least 10. Children use their counting strategies to derive multiples of 2, 5 and 10. They relate these to the relevant multiplication tables and use the tables to recall multiplication facts and derive related division facts. Most children use their knowledge of number facts to add or subtract mentally a single-digit number or a multiple of 10 to or from any two-digit number. They use the language of addition and subtraction accurately. Children understand that multiplication is a shorter form of repeated addition and can be represented by an array. Children will use standard measures for mass, weight, capacity, volume and time.

Science	. **Investigate living things** • understanding about living things - habitats • comparing local habitats • plant reproduction and fair testing – what plants need to grow
R.E.	• If I were there- What happened before the birth of Jesus? What can we learn from those events? • Parables.- How should we behave, are parables stories that really happened or was Jesus teaching us something about ourselves?
P.E.	**Gym –** Linking movement together. • Plan, compose and perform sequences. • Recognise and use changes in level, speed and direction. **Games –** aiming, hitting and kicking. • Co-ordination, control and consistency of actions. • Tactics. **Dance –** friends, bubbles, shadows. Word messages and the three little pigs • Travelling skills, changing direction. • Respond to stimuli • Working together • Structure dance movements • Observation and peer assessments
I.C.T.	**We are detectives** Sending emails, exchanging and sharing information. **We are astronauts** Controlling and directing programmable toys

P.S. H. E.	• **Citizenship** Peer mediators • **Circle Time** Caring & Sharing Show & Tell **SEAL - Going for Goals** • recognise how behaviour affects others • learning from experience **Good to be me** • Changes as we grow • Recognising strengths
Creative Curriculum	**Dressing Up:** In **Geography**, we'll be; • finding out where countries are all over the world • discovering what the climate is like all over the world • researching what people wear in different countries In **Technology**, we'll be: • looking at what clothes are made from • investigating which materials are good for keeping us warm • decision-making, to help when making choices for clothes to take on holiday • weaving with a variety of materials In **Art,** we'll be: • looking at the work of Andy Goldsworthy • finding materials for our own creations • planning and designing 'land art' of our own In **History**, we'll be • researching clothes people wore in the past • comparing clothes 'then' to 'now' In **Information and Communication Technology**, we'll be: • recording results • making patterns, creating designs • researching information
	The Great fire of London • show their developing sense of chronology by placing events and objects in order, and by recognising that their own lives are different from the lives of people in the past. • show knowledge and understanding of aspects of the past beyond living memory, and of some of the main events and people they have studied. • beginning to recognise that there are reasons why people in the past acted as they did. • observe or handle sources of information to answer questions about the past on the basis of simple observations.
Homework	Monday- Spellings Daily- Reading (Books to be in school each day and will be changed each week if read) Weekly- my maths Fortnightly – Target writing book