

# **Deanery C.E. Primary School**

## Programme of Work in Year 2 SPRING TERM 2019

### **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. The weekly guided reading session, as well as ongoing individual reading, will develop comprehension skills through discussion and questioning of the text. Children will need opportunities, both at school and at home, to spend time discussing their reading. This will involve inference, retrieval and deduction as well as retelling, predicting ahead and answering questions about the text.

#### 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, particularly the common exception words.

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. In all areas of writing they will develop the four different sentence types: statements, questions, commands and exclamations. Children will also build further on their understanding of grammar, including identifying verbs, nouns, adjectives and adverbs. They will also consolidate their use of punctuation, to include the use of the apostrophe for possession and contractions as well as commas in lists.

#### Handwriting-

Children will continue to 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 20. They will also look at inverse operations using a bar model. 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 that it can be represented by an array. They will begin to learn multiplication tables by heart, beginning with 2's, 5's and 10's.

Through verbal and worded problems, they will apply their mathematical knowledge, linking number stories and number sentences.

#### Science



### **Investigate living things**

- understanding about living things habitats
- comparing local habitats
- plant reproduction and fair testing what plants need to grow

#### Working scientifically

- Asking simple questions.
- Observing closely, using simple equipment.
- Performing simple tests.
- Using observations and ideas to suggest answers to questions

R.E.	<ul> <li>Special Books</li> <li>What can make a book special?</li> <li>Why is the Bible special to Christians and the Torah special to Jews?</li> </ul>					
P.E.	Gym – Linking movement together.					
' <b>\</b>	<ul> <li>Plan, compose and perform sequences.</li> </ul>					
	<ul> <li>Recognise and use changes in level, speed and direction.</li> </ul>					
	Games – aiming, hitting and kicking.					
	<ul> <li>Co-ordination, control and consistency of actions.</li> </ul>					
	Tactics.					
	<b>Dance –</b> friends, bubbles, shadows. Word messages and the three little pigs					
	<ul> <li>Travelling skills, changing direction.</li> </ul>					
	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					

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P.S. H. E.	Through our PSHE lessons we will be exploring the themes of;					
1 .O. 11. ∟.	Friendship					
••••	Identity					
	· ·					
	Feelings     Sefetti					
0	Safety The Great fire of London					
Creative						
Curriculum	<ul> <li>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.</li> </ul>					
	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.					
	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 <b>History</b> , we'll be					
	researching clothes people wore in the past					
	comparing clothes 'then' to 'now'					
Homework	Spellings- Weekly					
	Reading- Daily (books to be in school each day and will be changed once a week when					
	read).					
	English homework- weekly (Grammar, writing or comprehension)					
	Maths- My Maths/ number bonds/ TTRockstars (times tables)					
Further	For further information please refer to the school website for policies and curriculum					
information	details, (web.deanery.bham.sch.uk) or speak to Year 2 staff.					
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