



# Ridgeway Primary School Year 2 Curriculum Forecast Spring 2022

## A World of Contrasts





# English

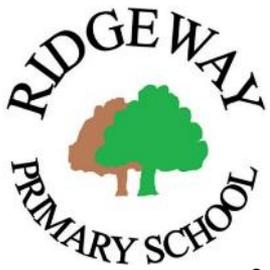
## Writing

- Learning to write for an audience – writing poetry based on opposites. Writing Polar stories based on well known polar stories, substituting characters and settings.
- Focusing on using features of information texts on polar/desert regions, extending use of descriptive language using pictures and video clips, comparing and reviewing a range of story books.
- Writing letters (e.g. to Captain Scott; an Inuit child).
- Proof reading learning and beginning to make simple additions, revisions and corrections to their own writing.
- Differentiated spelling practice: extending children's vocabulary and consolidation of key words.
- Regular handwriting practice, children will be encouraged to use the correct joins in their writing.



## Grammar

- Learning how to use different sentences with different forms and use past and present tenses correctly.
- Using a range of techniques to extend and develop sentence writing.
- Using new grammar correctly including commas for lists and apostrophes.
- Knowing how to spell all of the Year 2 common exception words and how to add suffixes to spell longer words.



# Speaking and Listening

Through the Context for Learning.

- Listening to and telling stories about polar and desert animals.
- Taking part in discussions about polar and desert regions, listening to others and taking turns to speak.
- Answering questions to extend their understanding and knowledge about the world.
  - Expressing and sharing their opinions and answers.
    - Performing a range of poems.

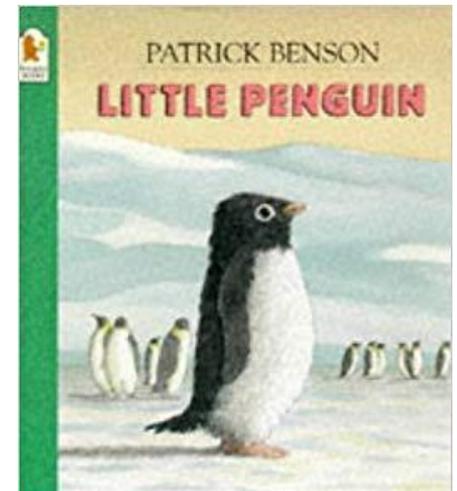
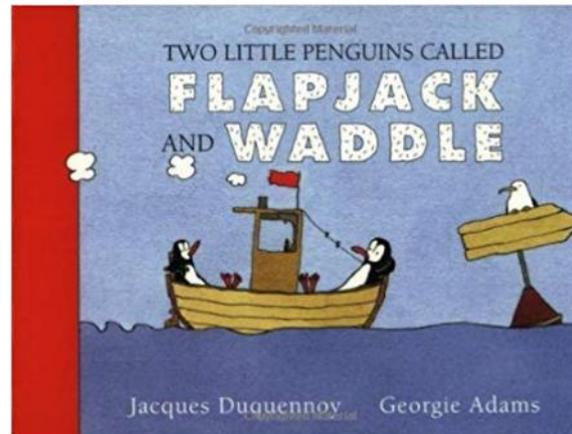
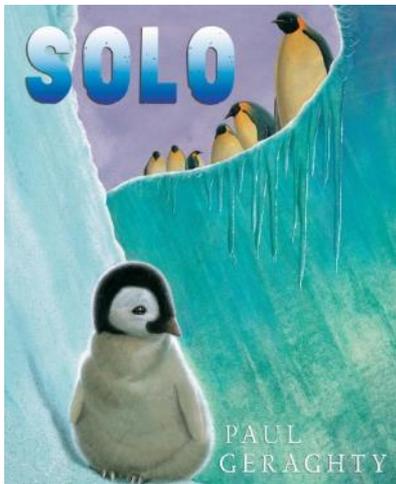




# English

## Reading

- Regular one-to-one and group reading with an adult.
- Regular sharing of information and story books with whole class based on polar/desert themes.
- Daily sharing of high quality texts linked to our context, discussing and expressing views about the text.
- Developing reading comprehension skills through answering and asking questions about stories, predicting what might happen and explaining and discussing their understanding of the books they read. Beginning to answer written questions on a range of texts.





# Maths

- Daily mental maths sessions to teach and practise mental calculation strategies.
- Regular opportunities for problem solving, followed by time to explain mathematical thinking.
- Focus on learning strategies for addition, subtraction, multiplication and division.
- Learning to tell the time on analogue clocks.
- Recognising, finding, naming and writing fractions of length, shape and object.
- Regular opportunities for the application of mathematical skills and understanding.
- Shape, space and measure: developing skills in measuring length and telling the time with related problem solving and recording tasks. Developing knowledge of properties of 2d and 3d shapes.
- Statistics: developing understanding of a variety of ways to collect and organise information.

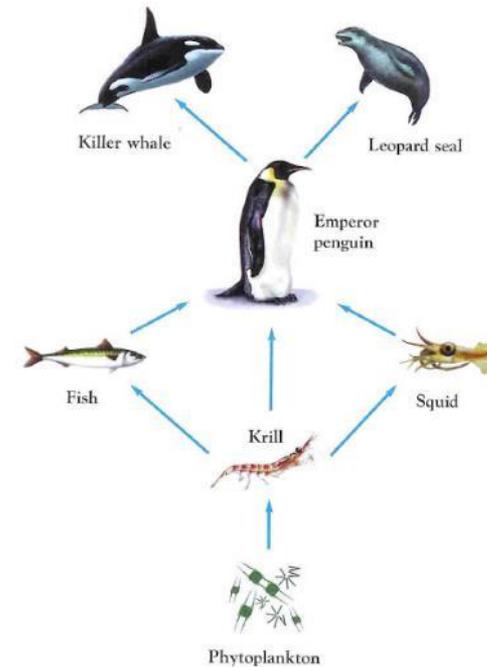




# Science

## Living Things and Their Habitats

- Exploring living things in desert and polar regions.
- Discussing how animals have adapted to their environments.
- Categorising living and non-living things
- Life cycles and food chains of polar animals



## Use of Everyday Materials

- Comparing everyday materials (suitability for desert sandals)
- Scientific opposites – hot and cold.
- Investigating the best conditions for melting ice.



# Computing

## Digital Literacy

- Creating databases to classify birds/animals. (Using Starting Graph to organise data.)
- Use of software to create digital content e.g. PowerPoint and Publisher
- Using a search engine to find information from the internet.

## Programming

- Be able to use a mouse with increasing skill.
- Be able to use programmable devices and input a sequence of instructions.
- To be able to use programming vocabulary to programme a friend (“unplugged” programming)

To create, test and correct algorithms





# History and Geography

## History

- Learning about Polar Exploration.
- Exploring the lives of famous explorers e.g. Scott and Amundsen, Shackleton and other more recent explorers.



## Geography

- Learning the position of co-ordinates: North, South, East, West.
- Comparing and contrasting polar and desert localities, looking at weather, climate, animals, plants and indigenous people.
- Using maps to identify locations including oceans and the 7 continents.
- Understanding differences and similarities between our local environment and a contrasting location





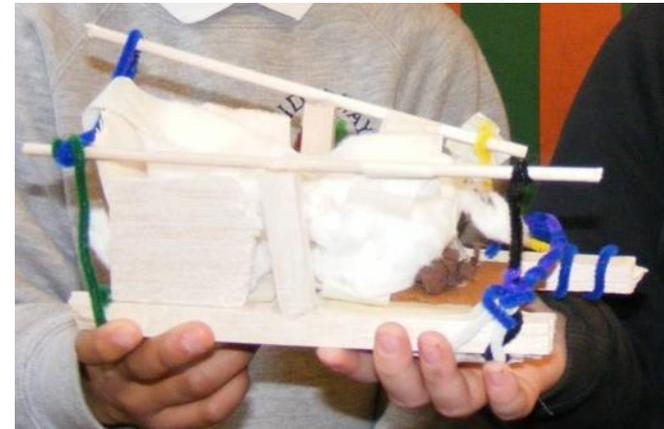
# Art and DT

## Art

- Developing close observational skills through sketching and painting from photographs and life, using a variety of media.
- Exploring different ways of applying paint. Mixing paints to create different shades and tones of warm and cool colours. Exploring 'complementary colours'.
- Learning about the life and work of artists (e.g. Kandinsky, Matisse) and using their work as inspiration for own artwork. Printing repeated snowflake patterns. Creating 3D models of desert and polar animals.
- Developing ability to review their own work and that of others.

## Design and Technology

- Making desert sandals. Designing and making balsa wood sledges for Science investigation.
- Exploring ways to assemble and combine materials.
- Working collaboratively and planning designs.
- Reviewing work and discussing suitability for purpose.
- **Food Technology:** making a variety of context related recipes.





# Music, P.E. and R.E

## Music

- **Composing and Performing:** Exploring playing the ukulele, plucking and strumming.
- Music making using contrasting sounds; fast and slow, loud and quiet, long and short.
- Composing and playing within a class orchestra
- **Listening and Appraising:** Listening to an orchestra and creating a written response.

## P.E.

- Dance – Group and whole class dances around the theme of snow and ice.
- Respond to musical stimuli.
- Gymnastics – Exploring high/low, on/off, wide/narrow
- Developing shape and balances.
- Games – To develop skills of sending and receiving.



## R.E

- Working around the theme of friendship and reflecting on the Easter story.

# Well-being

By the end of their time at Ridgeway primary, children will be confident in managing their emotions, both positive and negative, be a responsible and aware member of both the school and global community and understand the role they play in their own physical and mental health.

This term we will be exploring the following topics:

What jobs do people do?

What helps us to stay safe?