



# Worthington Primary School Curriculum Plan



Respect

Resilience

Pride

Kind and Caring

Optimism

Independence

## From Chariots to Chess

Year Group: Year 2

Teacher: Miss Jennings

Spring Term 1

### English

#### Comprehension and Phonics

The children in Year 2 will take part in a comprehension/ phonics-based task every morning. This will be using their reading skills to decode passages of writing in order to answer comprehension questions or will involve looking at alternative sounds for those already learnt.

*For example – The ‘ai’ sound can also be made:*

‘a’ in apron

‘ey’ in grey

‘eigh’ in neighbour

‘ea’ in break

‘a-e’ in cake

#### Key Literacy texts-

The Sea Saw- Tom Percival

Beegu-Alex Deacon

#### Linking to:

##### Reading

The children will have 1:1 reading with an adult weekly, alongside their home reading book which will be changed every Friday. They will also have access to the reading area and have daily story reads as a whole class. Whilst reading they will apply their phonics to decode regular words and read aloud, but will also be encouraged to answer questions based upon what they have read and what they are able to infer from the text.

##### Writing:

The children will be exposed to a range of texts to explore different styles of writing. This will include writing in role, guides, captions, letters, speech bubbles, notes of advice, missing posters, diary entries, letters of thanks and their very own narrative. During this time, they will work on their use of phonics and understanding of spelling rules. They will also develop their writing composition. Continually reading their work out loud to check if it makes sense and to see if any corrections need to be made. In addition to this, we will refine our use of punctuation including full stops, exclamation marks, comas and apostrophes.

### Maths

#### Multiplication and Division

-Count in 2s

-Count in 5s

-Count in 10s

-Count in 3s

-Recognise equal groups

-Make equal groups

-Make arrays

-Add equal groups

-Multiplication sentences

-Commutativity

-Make equal groups- grouping

-Make equal groups- sharing

-The 2x table

-Divide by 2

-Doubling and halving

-Odd and even

-The 10 times-table

-Divide by 10

-The 5 times-table

-Divide by 5

-The 5 and 10 times-tables

#### Length and height

-Measuring length using objects

-Measure length in centimetres

-Measure length in metres

-Compare length and heights

-Order length and heights

-Four operations with lengths and heights

Topic: History and Geography	Science
<p><b>How have toys changed?</b></p> <p>What is your favourite toy?  Did your parents and grandparents play with the same toys as you?  What were toys like in the past?  What is similar and different about toys now and in the past?  How have teddy bears changed over time?  How have toys changed?</p>	<p><b>Animals including humans – Life Cycles</b></p> <p>Learn how to order the stages of the human life cycle  Describe the stages of life from adulthood to old age  Learn how to match offspring to their parent  Explore the life cycle of a chicken  Describe the life cycle of a butterfly  Explore the life cycle of a frog</p>

Expressive Arts	ICT
<p><b>Painting and Mixed Media</b></p> <p>Making colours  Painting with colour  Printing with paint  Exploring colour mixing  Clarice Cliff plates</p>	<p><b>Programming A – Robot Algorithms</b></p> <p>This unit develops learners’ understanding of instructions in sequences and the use of logical reasoning to predict outcomes. Learners will use given commands in different orders to investigate how the order affects the outcome. They will also learn about design in programming. They will develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as programs and debug them.</p>

PE	Music
<p><b>Gymnastics</b></p> <p>To move smoothly with control  To link stepping with other elements.  To jump with control.  To balance on large and small body parts.  To roll with others.  To create sequences with a partner</p> <p><b>Tennis</b></p> <p>To throw a ball to a target  To hit a ball to a target  To hold a racket with correct grip  To receive a ball and return it  To move confidently in different ways  Play game</p>	<p><b>Rhythm</b></p> <p>Children will begin to play rhythmic patterns found in speech. Confidently copy given rhythms. Begin to understand the differences between pulse and rhythm through physical movement, playing and singing. Use graphic notation to record rhythms. Listen to ideas from others and use them to help improve their work.</p>

RE	PSHE
<p><b>Unit 1.1 What do Christians believe God is like?</b></p> <p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>• Identify what a parable is</li> <li>• Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father</li> <li>• Give clear, simple accounts of what the story means to Christians</li> </ul> <p><b>Understand the impact:</b></p>	<p><b>Diversity and Communities</b></p> <p>Children will be able to describe some aspects of their identity, and, with support, to recognise simple similarities and differences between themselves and others.</p> <ul style="list-style-type: none"> <li>• know some of the groups they belong to, in and out of school, and understand that people have different lifestyles.</li> </ul>

- Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others)
- Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God)

**Make connections:**

- Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas
- Give a reason for the ideas they have and the connections they make.

- be able to recognise different places in their community, know what key places are for, and who some of the people are who can help them.
- know how they can help to look after the school environment.
- understand some basic needs of animals and plants, and, with support, have some ideas about how they can help look after them.