



Year 2 Half Term Learning grid
Spring 2 ‘Off We Go!’

English Year 2		
<p>Writing – Narrative – Meerkat Mail (2 weeks)</p> <p>Gather and organize vocabulary for narrative writing</p> <p>Sequence events appropriately</p> <p>When planning, write down ideas and/or key words, including new vocabulary.</p> <p>Write with an awareness of audience.</p> <p>Add suffixes to spell longer words, including -ful, -less</p> <p>Use sentences with different forms: statement, question, exclamation, command.</p> <p>Phonics Week 1 – plurals – s and es (children, because) Week 2 – prefixes – re, un (sure, sugar)</p> <p>Reading WALT make predictions using experience of reading books in the same genre, by the same author or based on similar themes. WALT make comparisons between books.</p>	<p>Writing – Information – The Hundred Decker Bus (2 weeks)</p> <p>Use commas to separate items in a list.</p> <p>Use a range of conjunctions to join clauses.</p> <p>Use the suffixes -er, -est in adjectives.</p> <p>Write sentences of different forms.</p> <p>Write using expanded noun phrases.</p> <p>Use a range of prepositions.</p> <p>Phonics Week 3– possessive apostrophe, adjectives +er +est (money, even) Week 4 – suffixes – ful, less, verb/noun/adjective (half, whole)</p> <p>Reading WALT use bibliographic knowledge to help retrieve specific information. WALT discuss the sequence of events within a book and how items of information are related</p>	<p>Writing – Traditional Tales – The Three Little Javelinas (2 weeks)</p> <p>Select relevant content that shows and awareness of purpose and an emerging awareness of audience.</p> <p>Use adventurous vocabulary appropriate to the task.</p> <p>Add suffixes to spell longer words, including -ment and -ness.</p> <p>Use a range of prepositions.</p> <p>Link related sentences through pronouns and adverbials.</p> <p>Write exclamatory sentences.</p> <p>Phonics Week 5 – contractions, homophones (water, who, what) Week 6 – suffixes – ment, ness (hour, our, many, any)</p> <p>Reading WALT identify how vocabulary choice affects meaning. WALT identify cause and effect in narrative and non-fiction, e.g. character motivation; why certain information has been included</p>

Mathematics Year 2		
<p>Place Value / Addition and Subtraction</p> <p>Read scales in divisions of 1s, 2s, 5s and 10s. Read scales where not all numbers are given and estimate.</p> <p>Partition any two-digit number into different combinations, explaining their thinking.</p> <p>Add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method.</p> <p>Recall all the number bonds to and within 10 and use these to reason and calculate (e.g. bridging through tens).</p> <p>*Use reasoning about numbers and relationships to solve more complex problems and explain their thinking.</p> <p>*Solve unfamiliar word problems that require more than one step.</p> <p>Mental Maths (half term) To count on and back in 2s, 5s, 10s and 3s.</p>	<p>Geometry / Time</p> <p>Name and describe properties of 2D shapes including number of sides and vertices.</p> <p>Find and describe symmetry in 2D shapes.</p> <p>Name and describe properties of 3D shapes including number of edges, faces and vertices.</p> <p>Compare and common 2D and 3D shapes by their properties.</p> <p>Tell the time on a clock to the nearest 15 minutes.</p> <p>*Tell the time on a clock to the nearest 5 minutes.</p>	<p>Multiplication and Division / Position and Direction</p> <p>Recall multiplication and division facts for the 2, 5, and 10s.</p> <p>Use recalled facts to solve simple problems.</p> <p>Demonstrate commutativity.</p> <p>*Solve unfamiliar word problems that require more than one step.</p> <p>Order and arrange combinations of mathematical objects into patterns.</p> <p>Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line.</p> <p>Distinguish between rotation as a turn and in terms of right angles for quarter, half and three quarter turns (clockwise and anticlockwise)</p>

Year 1 & 2 Wider Subject areas						
<p>Science: <i>Everyday Materials</i></p> <p>WALT distinguish between an object and the material from which it is made. WALT identify and classify. WALT identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. WALT describe the simple physical properties of a variety of everyday materials. WALT compare and group together a variety of everyday materials on the basis of their physical properties. WALT observe carefully, using simple equipment. WALT perform simple tests. WALT ask simple questions and recognise that they can be answered in different ways.</p>	<p>Computing:</p> <p>Computational Thinking Coding (1.7)</p> <p>WALT give and follow instructions WALT use symbols to represent instructions WALT create a program using code blocks WALT edit a program by adding, deleting and moving objects WALT use code to make the program work</p>	<p>D+T</p> <p>Technology Design and Make: vehicle Focus Skill: (Design/Make/Evaluate)</p> <p>Design and Make: a vehicle WALT: evaluate existing products WALT: create a design on purple mash WALT: make design WALT: evaluate and make improvements WALT: evaluate against design criteria</p>	<p>Music:</p> <p>The 3 Bears -Pitch, tempo</p> <p>Pitch WALT: explore high and low sounds. Challenge: respond to high and low sounds</p> <p>Tempo WALT: explore fast and slow Challenge: respond to fast and slow</p>	<p>PE:</p> <p>Perform dances using increasingly complex movement patterns.</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p>RE:</p> <p>Salvation/New Life</p> <p>Why do Christians put a cross in the Easter garden?</p> <p>WALT express creatively or recognize why Christians put a across in the Easter Garden?</p>	<p>History:</p> <p>Inventions 20th Century Transport through time</p> <p>Study the lives of significant individuals in the past who have contributed to international achievements – Henry Ford and George Stevenson</p> <p>20th Century Transport through time through Inventions</p> <p>WALT: Put event in chronological order WALT: Understand how we find out about the past WALT: Ask questions about the past WALT: Explore changes in living memory (transport)</p>