



YEAR TWO (2) SPRING TWO – WHAT WILL YOUR CHILD LEARN THIS HALF TERM?

ENGLISH

Key Question:

Why do we need to make sure that information texts can be understood and how do we do it?

- Explore the features of a non-chronological report. - Structural and language features.
- Understand the difference between facts and opinions.
- Research facts about an animal of their choice
- Plan and write a non-chronological report about an animal.
- Explore the features of an explanation text.
- Identify past and present progressive tense and use them correctly in their writing.
- Use context clues to find the meaning of unfamiliar words.
- Research information about healthy eating.
- Plan and write an explanation text about healthy eating.
- Use the suffixes –er, -ness and –ment in their writing.
- Identify the features of an instructional text.
- Explore how bossy verbs and adverbs are used in instructional texts.
- Use a recipe to make Easter chocolate nests.
- Write their own Easter chocolate nest recipe.

MATHEMATICS

Key Focus:

Measurement: Length/Height

- Measuring length in metres.
- Measuring length in centimetres.
- Comparing length in cm and m.
- Ordering lengths and heights.
- Four operations with lengths and heights.
- Solving word problems.

Measurements: Mass/Capacity/ Temperature

- Measuring mass in kilogram and grams.
- Comparing masses of two and three objects.
- Compare and order volumes.
- Measure and compare volumes and capacity in milliliters and liters.
- Four operations with volume and capacity.
- Solve word problems on volume of water in liters, involving the four operations.
- Accurately read temperature in Celsius
- Estimate temperature and read thermometer to confirm the estimate.
- Apply knowledge of temperature to solve word problems.

SCIENCE

Key Question:

How do living things depend on each other?
Living Things and their Habitat (Biology)

- Understand how animals adapted to its habitat. Part 1 polar region /rainforest habitat.
- Understand how animals adapt to its habitat. Part 2 desert/ water habitat
- Describe how animals get their food.
- Identify a variety of different food sources.
- To develop an understanding of different types of food chain. (food chain on land).
- To understand that animals under the sea feeds (under the sea food chain).
- To identify & explain ways in which habitats are affected.
- To develop an understanding of how we can protect habitats and living Things. (poster, leaflet)
- Write a story entitled "Myself as a habitat". (Creative piece, consolidation of topic)

Skills

- conducting simple surveys and identifying and classifying, using their observations and ideas, to suggest answers to questions asked.
- Sort and group living things based on their features and characteristics.
- Gathering and recording data to help in answering questions.

GEOGRAPHY

Key Question:

How has the farming of cocoa beans affected the lives of the local people and the environment in Ghana?

- Explore the development of the Cadbury company.
- To develop an understanding of cash crops.
- To identify how Fair Trade helps with the basic needs and wants of farmers.
- Explain how people in Ghana rely on growing cocoa beans for a living.
- To explore how the climate crisis impacts the livelihood of farmers.
- To collect and present data for analysis about chocolate consumption.
- Explain how people in Ghana live: their homes, their jobs, how they travel.
- Compare between my local environment (UK) and the contrasting area in Ghana.

RELIGIOUS EDUCATION

Key Question:

What can we learn from sacred books?

- Name and explain the key Jewish festivals.
- Name and explain the meaning of Jewish symbols.
- Explain why the story of Hanukkah is important to Jews.
- Explain what the Jewish holy book is and how it is used.
- Explore some of the stories in the Torah and what they teach about God.
- Explain the message in the story "The Good Samaritan".
- Notice and respond sensitively to some similarities between different religions and worldviews.
- Make links between the messages the messages within sacred texts and how they influence the way people live.

DESIGN & TECHNOLOGY

Key Focus:

Making Chocolate Treats

- Research the different type of chocolate biscuits which are available in shops and decide which ones they like in terms of appearance and taste.
- Complete a grid to assess each biscuit brand in terms of sniff/appearance/shape/taste and texture.
- Identify and describe safe and hygienic practices when handling, preparing and cooking food.
- Agree as a class the type of chocolate treats to be made and draw and label their treats and list the ingredients they will need.
- Work collectively and be able to follow a simple recipe to make their chocolate pancakes, cookies, cupcakes and brownies.
- Evaluate their finished chocolate treats in terms of how they look and taste.



PSHE

Key Question:

Why is it important to respect everyone despite their character, cultural/religious background? What rules do I need to follow to be safe on the road? How can I be safe around my home and community? What is physical fitness? What constitutes a healthy diet? Why is it important to have a healthy diet?

Respectful Relationships

- To understand why is it important to respect everyone despite their character, cultural or religious background.

Health and Prevention and Road Safety

- Visit on The Life Bus
- To understand safety in the home and in the community.
- To develop an understand of Road Safety.

Healthy Eating

- To understand what constitutes a healthy diet and why is it important to have a healthy diet.
- To understand the importance of exercise & being physically healthy.

PHYSICAL EDUCATION

Key Question:

How can I use basic movements and skills learnt to participate in various competitive games?

- Watch the ball and getting in line to receive it underarm throwing
- Bounce and kick a ball whilst moving. To know how to pass the ball in different ways.
- Practise and use kicking and dribbling skills in a game.
- Use different ways of travelling at different speeds and following different pathways, directions or courses.
- Change speed and direction whilst running.
- Use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully.
- Watching the ball getting in line to receive it underarm throwing.
- Kicking the ball, passing the ball and getting in line to receive the ball.