



*To love and serve
as Jesus shows us*

St Vincent's Catholic Primary School

Curriculum Newsletter: Spring 1

Year 2

Class Teacher: Mrs Duffy

2018 - 2019

English

Text: Animal poetry/ The Great Kapok Tree

Writing outcomes: I can write narratives about personal experiences and those of others (real and fictional). I can write about real events. I can re-read to check that my writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.

Grammar learning: I can use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs. I can apply the correct and consistent use of present tense and past tense throughout writing. Spelling learning: I can add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly. I can use the possessive apostrophe (singular) [for example, the girl's book]

Come and See (RE)

Books

Explore About the different books used at home and in school

Reveal: The books used in Church on Sunday by the parish family

Respond: Acquire the skills of assimilation, celebration and application of the above

Thanksgiving

Explore Different ways to say thank you

Reveal The Eucharist: the parish family thanks God for Jesus

Respond Acquire the skills of assimilation celebration and application of the above

Maths

Learning outcomes:

Multiplication and Division Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.

Statistics

Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. Ask and answer questions about totalling and comparing categorical data.

Geometry order and arrange combinations of mathematical objects in patterns and sequences

Use mathematical vocabulary to describe position, direction and movement.

<p style="text-align: center;"><u>Science</u></p> <p>Topic: Mini Worlds</p> <p>Learning outcomes: To identify and compare the suitability of a variety of everyday materials. To explore and compare the differences between things that are living, dead or that has never been alive. To identify that most living things live in habitats and micro-habitats to which they are suited.</p>	<p style="text-align: center;"><u>Music</u></p> <p>Unit 3: I wanna play in a band</p> <p>The children will continue to listen to a variety of musical styles from different times, traditions and composers. Learn to recognise instruments and basic style indicators.</p> <p>Encourage discussions using musical language.</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and un-tuned instruments musically.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Experiment with, create, select and combine sounds using the interrelated dimensions of music</p>	<p style="text-align: center;"><u>Computing</u></p> <p>We are zoologists</p> <p>Learning outcomes:</p> <p>Sort and classify a group of items by answering questions.</p> <p>Collect data using tick charts or tally charts. Use simple charting software to produce pictograms and other basic charts. Take, edit and enhance photographs record information on a digital map.</p>
<p style="text-align: center;">History / Geography</p> <p>Topic: What will we see on our journey around the world?</p> <p>In this unit, the children will: Name and locate the world's seven continents and five oceans learn about the human and physical geography of a small area in (several) non-European countries Read images, maps, atlases and globes Ask and answer questions Use basic geographical vocabulary.</p>	<p style="text-align: center;"><u>PE</u></p> <p>Real PE Unit 3: Cognitive skills</p> <p>Learning outcomes:</p> <p>To improve balance, agility and coordination focusing on cognitive skills. To recognise similarities and difference in performance level. To explain why someone is performing well. To Improve static balancing. To improve dynamic balancing</p> <p>Dance</p>	<p style="text-align: center;"><u>Art:</u></p> <p><u>Artist: Joan Miro</u></p> <p><u>Printmaking</u></p> <p>Learning outcomes: Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Explain that Joan Miró was an artist, who made paintings and sculptures.</p> <p>Use their imaginations to create drawings, paintings and sculptures. Talk about the colours, shapes, and marks that they have used, and to identify at least one way in which their work is similar to Joan Miró's and one way in which it is different.</p>