

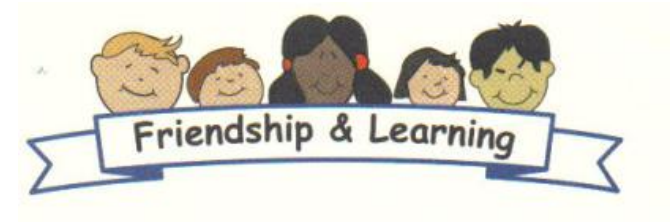
### English

- To gather information on a topic in note form.
- To be able to write a recount of a familiar event.
- To write a newspaper report about a real event in history.
- To write narratives about personal experiences and those of others (real and fictional).
- To write a diary entry as a significant person in history.
- To read and write non-fiction texts that are structured in different ways.
- To be able to use the past and present tenses correctly and consistently.
- To be able to proof-read their writing to check for errors in spelling and punctuation.
- To be able to use a variety of sentence openers.
- To be able to use both familiar and new punctuation correctly, including commas and the possessive apostrophe.

### Mathematics

- To consolidate knowledge of comparing numbers using the symbols  $<$   $>$  and  $=$
- To round two-digit numbers to nearest multiple of ten.
- Add/subtract two-digit numbers by adding/subtracting multiples of ten then one.
- Understand that addition can be done in any order, but not subtraction.
- Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
- Recall and use multiplication and division facts from the 2, 5 and 10 times tables.
- Recognise, find, name and write fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$ , and  $\frac{3}{4}$  of a length, shape, set of objects or quantity
- Be able to order and arrange combinations of mathematical objects in patterns and sequences
- To use mathematical vocabulary to describe position, direction and movement.
- To interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- To ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.

# *Tower Hill Primary School*



## *Curriculum Map*

*Year 2*

*Spring Term*

**Computing**  
**File Navigation**

- To research and gather information safely online
- To be able to use my documents to store and organise information.
- To use technology purposefully to create, organise, store, manipulate and retrieve digital content

**Algorithms - Scratch Jnr**

- To add one of my own ideas into a project
- To break my task into parts (decomposition)
- To create an algorithm and programme with more than one scene

**Geography**

**The Polar Regions**

- To understand what a hot and cold climate is and how the world is split in to four different climate zones.
- To be able to identify the physical features of a polar landscape.
- To be able to compare life in the polar regions to the UK.
- To learn about a famous explorer.

**PE**

**Invasion Games**

- Perform some dribbling skills with hands and feet using space
- Pass a ball accurately (hands & feet) over longer distances to a team mate
- Combine stopping, pick up/collect & send a ball accurately to other players
- Make simple decisions about when /where to move in game to receive a ball

**Gymnastics**

- Make up and perform simple movement phrases.
- Link and repeat basic gymnastic moves.
- To create a phrase using changes in level and speed and using a range of body actions and body parts.

# **Year 2**

## **Foundation Subjects**



### **Spring 1**

### **Frozen Planet**

### **Spring 2**

### **Fire Fire!**



**Science**

**Mini Worlds**

- Explore and compare the differences between things that are living, dead or that have never been alive.
- Identify that most living things live in habitats and micro-habitats to which they are suited.
- Describe how different habitats provide for the basic needs of different kinds of animals and plants.
- Describe how animals obtain their food from plants and other animals.
- Use the idea of a simple food chain.

**Move it**

- To explore how different things move.
- To understand forces used in making something move.
- To compare how things move, including changing objects so that they can move in different ways and different distances.

**Design Technology**

**Fruit Smoothies**

- To be able to give opinions and preferences towards different ingredients.
- To understand how to use the cooking equipment safely.
- To design, prepare and evaluate their own recipe.

**Personal, Social and Emotional**  
**Going for Goals**

- To recognise, name and deal with their feelings in a positive way.
- To think about themselves, learn from their experiences and recognise what they are good at.
- To know to set a simple goal
- To be able to set goals and recognise when they have been achieved.

**History**

**The Great Fire of London**

- To learn about London today and London a long time ago.
- To learn about the story of the Great Fire of London, why the fire spread so quickly and burned for so long.
- To know about the lives of significant men, women and children drawn from the history of Britain and the wider world.
- To learn how London changed after the Great Fire.

**Religious Education**

**Remembering**

- Describe in simple terms what remembering means.
- Simply describe ways in which Jews remember the Passover story.
- Simply describe ways in which remembering can be applied to their own and others' lives.

**Welcoming**

- Describe in simple terms the concept of **welcoming**
- Simply describe how the concept of **welcoming** is expressed by Christians on Palm Sunday
- Identify simple examples of how their responses relate to their own lives and those of others.

**Music - Recorders**

The children will be playing the recorder and will learn the following;

- To know what a recorder is and the different parts.
- To play simple notes with a given rhythm.