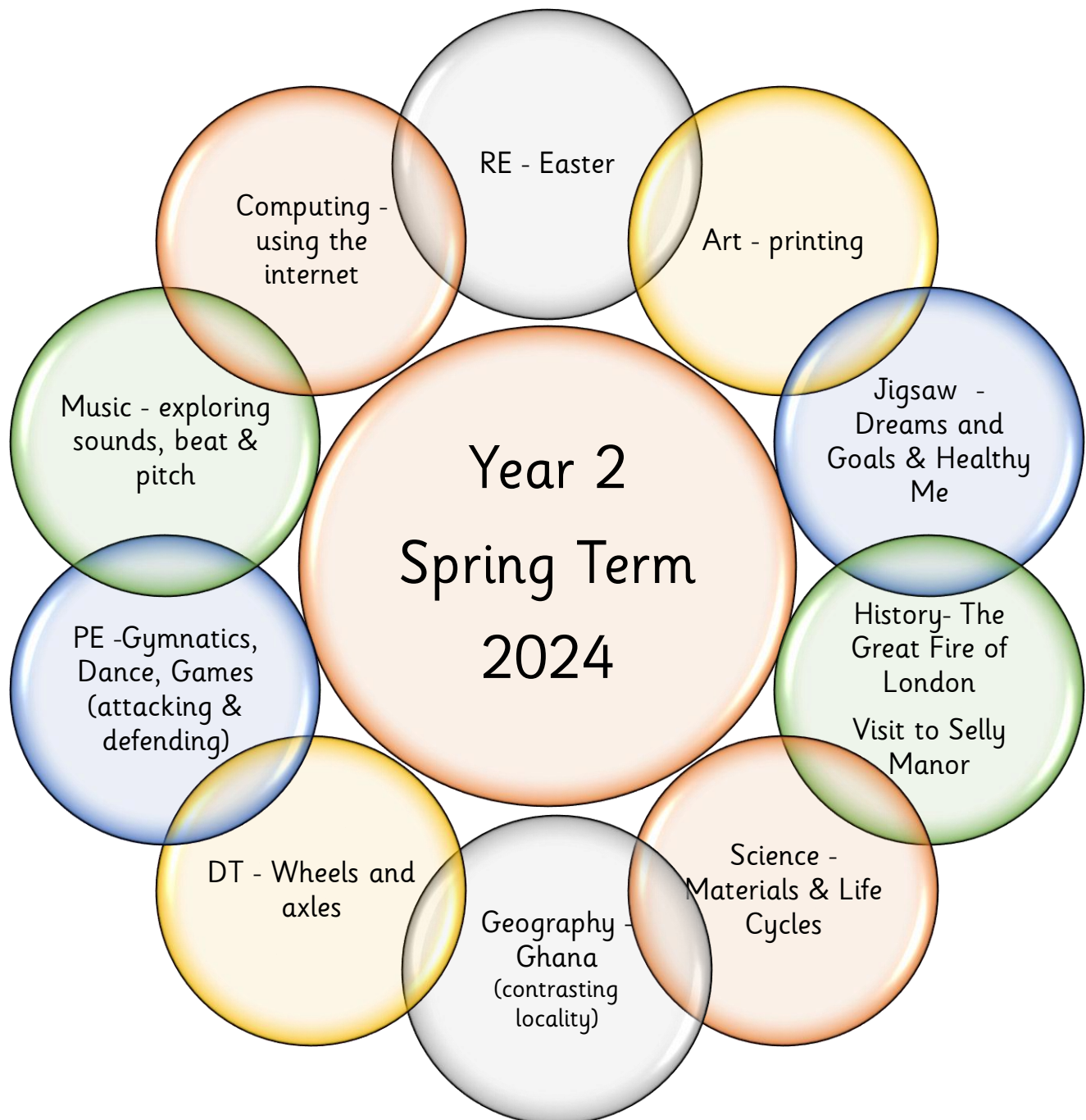


Donnington Wood Infant School and Nursery

In addition to phonics, reading, writing and maths we have the following exciting learning planned for this term -



More detail about specific learning in each area is on the back of this sheet.

Please talk to your child's teacher if you would like more information.

Donnington Wood Infant School and Nursery

Year 2 Spring Term 2024



Phonics and Reading	Maths
Read most words containing common suffixes	<u>Number: place value</u>
Read accurately most words of two or more syllables	Compare and order objects and numbers to 100 and beyond
Read 32/64 Y2 common exception words	Count in 2s, 5s, 10s and 3s
Check it makes sense to them when prompted by an adult	<u>Number: addition & subtraction</u>
Answer questions about a familiar book they have read and begin to make some inferences	Add 2 two digit numbers not crossing ten – add ones and add tens
Literacy	Subtract 2 two digit numbers not crossing ten – add ones and add tens
Form lower-case and capital letters of the correct size relative to one another in <u>most</u> of the writing	Add 2 two-digit numbers crossing ten – add ones and add tens
Spell 20/64 Y2 common exception words	Subtract 2 two-digit numbers crossing ten – add ones and add tens
Write simple narratives about personal experiences and those of others (real or fictional)	Number Bonds to 100
Write about real events, recording these simply and clearly	Add three 1digit numbers
Use question marks correctly when required	<u>Geometry: shape 2D</u>
Use the past tense correctly including the progressive form	Recognise, sort, draw and make patterns with 2D shapes
Use 'and', 'or', & 'but' for coordination	Count sides and vertices on a 2D shape
Re-read own writing to check for sense and that verbs to indicate time are used correctly and consistently	Lines of symmetry
Art	<u>Number: multiplication & division</u>
<u>Printing</u> (Kente cloth - Ghana)	Make equal groups by sharing and grouping
Use printing techniques to create a piece of work	Divide by 2, 5 and 10
Create a repeating pattern	Odd and even numbers
Design a printing block	<u>Measures: mass</u>
Say how other artists have used colour, pattern and shape	Measure and compare mass in grams and kilograms
Create a piece of work in response to another artist's work	<u>Measures: length and height</u>
DT	Measure, compare and order lengths (cm & m)
<u>Wheels and axles</u>	<u>Geometry: shape 3D</u>
Create and use axles and wheels	Recognise, sort and make patterns with 3D shapes
Attach features to a vehicle (e.g. an axle and wheels)	Count faces, edges and vertices on 3D shapes
Generate, develop, model and communicate their ideas through talking and drawing	Science
With support put ideas into practice	<u>Materials</u>
Choose appropriate materials. Suggest ways of manipulating them to achieve a desired outcome	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
Work safely and hygienically	Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
Explain how finished products meet their design criteria and how to make future improvements	<u>Life Cycles</u>
Music	Notice that animals, including humans, have offspring which grow into adults
<u>Beat</u>	<u>Working Scientifically</u>
Chant and sing in two parts while playing a steady beat	Observing closely, using simple equipment
Listen to and repeat rhythmic patterns on body percussion and instruments	Performing simple tests
Perform a steady beat and simple rhythms using movement, percussion, and body percussion	Computing
Understand and differentiate between beat and rhythm	<u>Using the internet</u>
<u>Pitch</u>	Use technology safely and respectfully, keeping personal information private.
Play pitch lines on tuned percussion	Recognise common uses of IT beyond school.
Understand and perform rising and falling pitch direction	PSHE (Jigsaw)
Read and write simple pitch line notation	<u>Dreams and Goals</u>
Combine pitch changes with changes in other elements/dimensions	I can choose a realistic goal and think about how to achieve it
<u>Exploring Sounds</u>	I can carry on trying (persevering) even when things are difficult
Explore voices to create descriptive musical effects	I can recognise who I work well with and who it is more difficult for me to work with
Combine sounds to create a musical effect in response to visual stimuli	I can work well in a group and tell you some ways I worked well with my group
PE	I know how to share success with other people
<u>Gymnastics</u>	<u>Healthy Me</u>
Perform and improve upon balances on different parts of the body	I know what I need to keep my body healthy
Create matching balances with a partner	I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed
Roll in different ways while showing control	I understand how medicines work in my body and how important it is to use them safely
Jump safely in a variety of ways, including on and off apparatus	I can sort toads into the correct toad groups & know which toads my body needs every day to keep me healthy
Combine a selection of movements to create a gymnastic sequence on own and with a partner	I can make some healthy snacks and explain why they are good for my body
<u>Crossbar Dance</u>	I can decide which foods to eat to give my body energy
Change the speed, weight and size of movements	History
Dance and synchronise movements in different formations	<u>visit to Selly Manor</u>
Move in response to a rhythm and different stimuli	<u>Significant Historical Event - The Great Fire of London</u>
Dance with a partner	Understand securely and use a wider range of common words and phrases relating to the passage of time, such as 'nowadays', 'in the past' and 'previously'
<u>Dance</u>	Explain one reason why an event might be significant – why do we remember it?
Improvise and create movements with a partner	Identify a few relevant causes and effects for a significant event
Perform imaginative movements to fit with different stimuli	Can select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions
Show awareness of others when moving	Plan questions and produce answers to a few historical enquiries using historical terminology (e.g. plan and find information needed to write about an event)
Work with a partner to create and perform a dance to show feelings	Geography
Work in a group to develop and link actions to create a simple dance sequence	<u>Contrasting locality (distant place) - Ghana</u>
<u>Games – Attacking and Defending</u>	Recognise a natural environment and describe it using key vocabulary
Move with a ball in a game	Identify a range of human environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary
Use space when passing and receiving in a game	Describe the physical and human geography of a distant place (world)
Use throwing and catching to pass and receive the ball in a game	Describe their locality and how it is different and similar to the distant place
Know how to make or deny space when attacking and defending in a game	
Use attacking and defending skills in a game	
RE	
<u>Easter</u>	
How and why are celebrations important in religion?	