


Morley Memorial Primary School Curriculum Descriptor for Year 2 Spring 2 Half term 2024-25

<p>As readers we will be exploring a range of fiction and non-fiction texts to find out more about insects including <i>The Big Book of Bugs</i> and <i>Spyder</i>. We will also explore authors' language choices in fiction and poetry and pay attention to patterns of sound created through rhythm, rhyme, alliteration and onomatopoeia.</p> <p>In guided reading, we will be making inferences and will also be practising our key skills of prediction, summarising, questioning and clarifying to ensure we have understood our reading.</p> <p>As writers we will begin by writing information texts based upon our exciting animal encounters and our class text <i>The Big Book of Bugs</i>. We will be focussing on accurate punctuation and sentences with different forms: statements, questions, exclamations, commands.</p> <p>As speakers and listeners we will be performing our minibeast poetry, speaking audibly and fluently. We'll use expression to engage our listeners and help to bring our words to life.</p>	<p style="text-align: center;">Year 2 Spring 2</p> <h3 style="text-align: center;">Brilliant Bugs and Harmonious Habitats</h3> 	<p>As mathematicians we will be exploring multiplication and its key concepts. We will investigate factors of zero and one affect the product and represent multiplication equations in different ways. Pupils will use their knowledge of the two, five, and ten times tables to solve problems and explain what each factor represents in a multiplication story. We will also explore the relationship between doubling, halving, and multiplication, including how multiplying by two relates to doubling and how halving and doubling are connected. Pupils will practice doubling and halving two-digit numbers and apply these skills to solve problems efficiently.</p>
<p>As sports people we will develop our dance skills in indoor PE. We will create our own sequence of movements exploring a range of skills including travelling showing control, changing level, speed and direction and the use of unison, meet-and-part and canon. In outdoor PE we will continue to refine and develop our throwing, catching, striking and dribbling skills to incorporate into small games, focusing on cricket skills especially.</p>	<p>Core content knowledge:</p> <ul style="list-style-type: none"> • Items can be classified as living, dead/ once living or never been alive. Living things • Living things (including minibeasts) live in habitats or micro-habitats to which they are suited. These habitats provide for their basic needs. • Some of these plants and animals live in the micro-habitats in our wildflower meadow, such as the pond! • Scientists find out about the world by conducting investigations and/or making careful observations. 	<p>As scientists we will explore and compare the differences between things that are living, dead, and things that have never been alive. We will learn how to identify and name a variety of plants and animals in their habitats, including microhabitats; and describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>As responsible and socially aware children we will develop our sense of personal identity and self-worth and learn to consider and respect the needs and views of others. We will learn how to play kindly, respecting other people's boundaries as well as our own.</p>

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As digitally literate children we will begin to understand what the term data means and how data can be collected in the form of a tally chart. We will learn the term 'attribute' and use this to help them organise data. We will then progress onto presenting data in the form of pictograms and finally block diagrams. Children will use the data presented to answer questions.



As artists and designers we will be exploring and evaluating the work of mono-print artists, generating ideas to produce our own bug-inspired design. We will then make felt bugs using materials which we can sew together. We will evaluate the effectiveness of our own and others' final pieces.



As theologians and philosophers, we will learn about why so many people follow Jesus' teachings, recap the Easter story and understand how stories and parables have helped shape the Christian Faith.



This topic builds on children's Early Years understanding of the world around them and about how animals are either prey or predator, and why they might live where they live.

This topic leads on to our Y2 topic on Humanimals, and also into Y3 science unit on 'animals including humans' (during the topic **Why are Roald Dahl's books so gloriumptuous?**) in which children will learn about the nutritional needs of animals.