

Year 2 Imaginative Learning Project = Engage, Develop, Innovate, Express – Beat, Band, Boogie!

<p style="text-align: center;">English</p> <p>Spelling</p> <ul style="list-style-type: none"> Learn new ways of spelling phonemes for which one or more spellings are already known, learn some words with each spelling including a few common homophones Spell more words with contracted forms and the possessive apostrophe (singular) Add suffixes to spell longer words e.g. -ment, -ness, -ful, -less, -ly Write from memory simple dictated sentences inc the words & punctuation taught so far <p>Handwriting</p> <ul style="list-style-type: none"> Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Write cap letters/digits of correct size/orientation/relationship to one another & to lower case letters <p>Composition</p> <ul style="list-style-type: none"> Consider what they are going to write by: <i>planning/saying what they are going to write about; writing down ideas/key words/new vocab; encapsulating ideas sentence by sentence</i> <p>Grammar, vocabulary and punctuation</p> <ul style="list-style-type: none"> Learn to use correctly: full stops, capital letters, exclamation/question marks, commas for lists, apostrophe for contracted forms/possessive (singular) Learn how to use sentences with different forms: statement, question, exclamation, command Learn how to use expanded noun phrases to describe and specify Learn to use present/past tenses correctly/consistently inc in the progressive form Learn to use subordination using when, if, that, because & co-ordination using or, and, but 	<p style="text-align: center;">Art and Design</p> <ul style="list-style-type: none"> Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 	<p style="text-align: center;">History</p> <ul style="list-style-type: none"> No history to take place in this topic 		
<p style="text-align: center;">Mathematics</p> <p><u>Measures</u></p> <p>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. Find different combinations of coins that equal the same amounts of money. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p> <p><u>Multiplication and division</u></p> <p>Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</p>	<p style="text-align: center;">Design and Technology</p> <ul style="list-style-type: none"> Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Evaluate their ideas and products against design criteria 	<p style="text-align: center;">Geography</p> <ul style="list-style-type: none"> Use simple fieldwork and observational skills to study the geography of their school and it Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key 		
<p style="text-align: center;">Phonics and Spelling</p> <ul style="list-style-type: none"> -ey, eigh, -ea, -aigh, -ie, -y, Revision of sounds learnt in Year 1 	<p style="text-align: center;">Computing</p> <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content 	<p style="text-align: center;">Physical Education</p> <ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Perform dances using simple movement patterns 	<p style="text-align: center;">Science</p> <ul style="list-style-type: none"> Use their observations and ideas to suggest answers to questions Perform simple tests Gather and record data to help in answering questions Identify and classify 	<p style="text-align: center;">Jigsaw & Religious Education (Surrey Agreed Syllabus)</p> <ul style="list-style-type: none"> Recognise that they belong to various groups and communities, such as family and school

		<p style="text-align: center;">Music</p> <ul style="list-style-type: none">• Listen with concentration and understanding to a range of high quality live and recorded music• Experiment with, create, select and combine sounds using interrelated dimensions of music• Use their voices expressively and creatively by singing songs and speaking chants and rhymes• Play tuned and untuned instruments musically		<ul style="list-style-type: none">• Know what improves and harms their local, natural and built environments and about some of the ways people look after them• start to understand that sometimes people make assumptions about boys and girls (stereotypes)• understand some ways in which boys and girls are different and accept that this is ok
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Home Learning:

Find a poem, nursery rhyme or song about marching. Learn it by heart and be ready to perform it to the class on the last week of term.