



St. Lawrence Primary School

La Grande Route de St Laurent
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St Lawrence School Curriculum Letter- Year 2 Spring Term 2021

Welcome back after the Christmas break. I hope everyone had a relaxing holiday. Thank you all for your kind gifts at the end of last term, they were very much appreciated.

Below is an outline of the areas we will be covering this term.

Writing

To begin each week we will be focusing on recount writing, though writing our news from the weekend or previous week. The children will need to focus on sentence structure, spelling, punctuation and use of language during this time. We will use the other writing sessions to focus on particular genre taught through our project work. We will be starting with non-chronological books on castles. Any castle books the children have at home, would be brilliant to bring in and share. During the second half of the term, we will focus on writing stories from the Torah, to link with our RE.

Reading

Our approach to reading will be as last term, with pupils working in groups according to their ability. Assessments in reading will be carried out on a half-termly basis, and children will move groups as necessary, with parents being notified of any changes. The children will not be mixing bubbles with any other year group and only taught within a group of Y2 children.

Maths

In Maths, we will be continuing with Maths No Problem. We will be finishing our objectives from the Autumn term and moving on. We will be working on the following areas.

Measurement: Length

- To measure length in metres.
- To measure length in centimetres.
- To be able to compare length for objects using 'greater than' and 'less than' symbols.
- To be able to compare different lengths using centimetres as the unit of measure.
- To be able to compare and measure various line lengths: both straight and curvy.
- To be able to solve problems involving measurement in the context of word problems.
- To be able to solve addition and multiplication word problems involving measurement.
- To be able to solve addition and division word problems involving measurement.

Measurement: Mass

- To understand that mass is measured in kilograms and by using weighing scales.
- To be able to measure mass in grams and to understand that it is a smaller unit of measure than a kilogram.
- To be able to measure mass accurately in grams using weighing scales.
- To be able to compare the mass of two different objects accurately.
- To be able to compare the mass of three objects and use the appropriate vocabulary.
- To solve word problems in the context of mass.
- To solve word problems involving mass.

Measurement: Temperature

- To be able to accurately read temperature in Celsius.
- To be able to estimate temperature and to read thermometers to confirm the estimate.

Statistics: Picture Graphs

- To be able to read a picture graph with confidence.
- To be able to read and interpret a picture graph with confidence.
- To be able to read and interpret a picture graph where the value of the picture can represent more than 1.
- To be able to read and interpret a picture graph where the value of the picture can represent more than 1.
- To be able to read, interpret and create a picture graph where the value of the picture can represent more than 1.

Calculations: More Word Problems

- To decide when it is appropriate to add and/or subtract when solving word problems; to improve the use of bar modelling and decision making based on visual representations.
- To use the bar model method to solve word problems looking at the difference between two amounts.
- To solve multi-step word problems using bar modelling; to use more than one bar model in a problem to work out the answer.
- To use bar modelling to solve multi-step word problems involving unknown quantities.

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Measurement: Money

- To identify standard UK coins and notes and write their names.
- To count notes in sequences of 5 and 10; to recognise the value of notes by appearance.
- To count coins in sequences of their value; to recognise the value of coins by appearance.
- To represent amounts of money using coins and notes; to count coins and notes using their denominations.
- To create equal amounts of money using different coins.
- To exchange denominations of money for different coins.
- To compare different amounts of money using coins.
- To add money together to determine the total amount.
- To calculate change from £100 or less; to use the bar model approach to represent amounts of money.
- To solve more complex word problems using bar modelling as a primary method.

Geometry – Properties of Shapes: 2D Shapes

- To identify the number of sides on basic 2-D shapes.
- To identify and count the vertices in regular polygons.
- To identify lines of symmetry in basic 2-D shapes.
- To construct shapes using pattern blocks that have lines of symmetry.
- To sort shapes based on number of sides, vertices and other factors.
- To draw shapes using square grid and dot grid paper; to copy shapes from sight using grid paper.
- To recognise patterns of familiar shapes and colours of up to three objects.
- To describe patterns using ordinal numbers and shape names.
- To move shapes on a square grid from one position to another using common language.
- To turn objects using quarter, half and three-quarter turns both clockwise and anticlockwise on a square grid.

Geometry – Properties of Shapes: 3D Shapes

- To recognise 3-D shapes by identifying their properties.
- To describe 3-D shapes and classify them using faces, vertices and edges.
- To describe 3-D shapes based on the number of faces and the 2-D shapes of these faces; to construct nets of shapes into 3-D shapes.
- To group 3-D shapes by similar properties.
- To form 3-D structures using multiple 3-D objects.
- To make and recognise patterns using 3-D shapes.

Fractions: Fractions

- To make equal parts from a whole using simple and complex methods.
- To show and recognise halves and quarters.
- To show and identify more than one quarter using materials and pictures.
- To show and identify thirds in shapes; to use the vocabulary 'numerator' and 'denominator' when referring to fractions.
- To identify and name fractions by looking at the number of pieces and how many are shaded in.
- To recognise equivalent fractions in quarters, thirds and halves.
- To compare and order similar fractions by looking at the size of the pieces shaded.
- To compare and order fractions with different denominators.
- To count the number of wholes and parts to form mixed numbers.
- To count in halves and place halves onto a number line using pictures.
- To count in quarters and place quarters onto a number line using pictures.
- To count in thirds and place thirds onto a number line using pictures.
- To find fractions (half) of whole numbers.
- To find a fraction (third) of a whole number.
- To find a fraction (quarter) of a number.
- To find a fraction (half, third, quarter) of a quantity (length).

To help with this, please practise number bonds regularly, 2, 5, 10 times tables, making equal groups, names of 2D and 3D shapes, revision of telling the time, and money, giving change.

Science

The Science curriculum focus will be on knowledge and understanding as well as participating in exciting and engaging practical experiments. The first topic to be covered will be, Growing Plants, followed by Exploring Everyday Materials.

Project- Towers, Tunnels and Turrets

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Our project focus this term is Medieval History, and Geography. We will be looking at Castles, the location of world famous towers, bridges and castles. We will be discovering how people used to live in medieval times.

Home learning This term's home learning project is due on Friday 19th March. The children can choose 1 activity from the following list. We hope they enjoy completing these projects at home. They are designed to be a fun and engaging project to complete with support from parents and family.

- *Design and create a model of a famous structure from around the world, using junk materials found at home. Will you choose London Bridge, the Leaning Tower of Pisa or perhaps the Statue of Liberty? Find a photograph of your chosen landmark to use as inspiration.*
- *Find, on a world map or globe, all the famous landmarks you would like to visit. Which continents are they in? How would you get there? Talk to your grown-ups and explain your choices. Make a digital display showing images of your favourite places and giving information about each country or city.*
- *Design a fantastic new landmark for your local area! What materials would you use and what special features would it have? Think about how to make it stand out from other landmarks in the world. Plot your landmark on a map of your local area. Present your ideas to your class and perhaps take a vote for the winning design.*

At the end of term, we will have our Year 2 Parent Sharing session, if restrictions allow, where you will be hearing all about how people lived in medieval times. The children are welcome to come dressed for times!

PE.

PE will now be on a Wednesday. Please remember full PE kit must be worn. Hair must be tied up, jewellery and watches removed.

Many thanks for your continued support.

Mo McDonald

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