



YEAR 2: SPRING 1: What was the impact of the 'Race for Space'?

Dear Parents and Carers,

Here is our curriculum map for Spring 1.

Best wishes,
The Year 2 Team!

As Historians can we...?

- ❖ Sequence events in chronological order and give reasons for their order
- ❖ Use a range of appropriate words and phrases to describe the past?
- ❖ Use phrases and words like: before, after, past, present, then and now in their historical learning?
- ❖ Sequence events about the life of a famous person?
- ❖ Work out how long ago an event happened?

As Mathematicians can we...?

- ❖ Recognise coins and notes and count money.
- ❖ Recognise amounts of money
- ❖ Calculate amounts of money and give change
- ❖ Learn our 2s, 5s and 10 times tables.
- ❖ Divide by 2, 5, 10

Hook for learning...

The Darkest Dark - Space

Sticky words...

ROCKET PLANET ORBIT SATELLITE
EXPLORE, ASTRONAUT MOON SPACE

As Speakers can we...?

- ❖ Communicate effectively in small groups.
- ❖ Use sentence stems to link to others' ideas in a discussion.
- ❖ Adapt how we speak in different situations according to audience.

As Designers can we...?

- ❖ Design a fairground wheel.
- ❖ Select appropriate materials.
- ❖ Build and test a moving wheel.
- ❖ Make and evaluate a structure with a rotating wheel.

As Writers can we...?

- ❖ Write a recount using the subordinating conjunction 'when' conjunction.
- ❖ Writing a setting description using the possessive apostrophe.
- ❖ Write a narrative using the suffix 'ful'
- ❖ Write a recount using the past progressive tense

As Scientists can we...?

- ❖ Know that there are different habitats in our local area and name plants and animals that live there.
- ❖ Identify and name plants and animals in a desert, polar, ocean and woodland habitats.
- ❖ Describe animals and plants in a food chain
- ❖ Explore differences between, dead and things that have never been alive.

In Computing can we...?

- ❖ Count and compare data.
- ❖ Enter data
- ❖ Create a pictogram
- ❖ Say what an attribute is
- ❖ Presenting information

In PSHE can we...?

Following the Jigsaw Curriculum:

- ❖ Learn about our dreams and goals
- ❖ Understand the importance of aspirations

In RE can we...?

- ❖ Follow the Leicester agreed syllabus:
- ❖ Visit a place of worship and learn the customs involved.

As Musicians can we...?

Follow the Charanga Curriculum:

- ❖ Listen to and appraise pieces of music.
- ❖ Play instruments with a song.
- ❖ Improvise with a song.