

Year 2 - Areas of Study Spring 2 - 2025

Topic Title: From Marbles to Minecraft

Key Question: How has the way people spend their leisure time changed in the last 50 years?

English (Reading and Writing)

This term our English will be loosely based on using our imagination in ways that reflect how children spent their leisure time in the past.

In the week leading up to 'World Book Week' we will study the book 'Inside the Villains' by Clotilde Perrin and during world book week we will make our own books based on the infamous villains of traditional stories (wolves, witches and giants).

The second text we will study, has been chosen as a high-quality text for the purpose of letter writing skills ie 'The day the crayons quit' by Drew Daywalt. Our writing will be based on thinking about what would happen if other school equipment decided to quit. The children will write letters from glue sticks, rulers, scissors and their coats, telling the children how they feel when they are not treated well.

Finally, we will base our writing on the text 'On Sudden Hill' by Linda Sarah. This is a story based on friendship and the powers of a cardboard box. The children will use their own cardboard box creations as props for their writing.

Maths

This term the children will be developing their understanding of multiplication and division by learning how to make equal groups, writing and solving multiplication and division calculations and representing them in arrays. They will be consolidating their counting skills and solving problems using the 2,5 and 10 times tables. They will also be learning how to measure and compare length and height, mass and capacity using the correct units of measure (centimetres, metres, grams, kilograms, litres and millilitres). The children will be developing their knowledge of money, recognising coins, making different amounts and adding amounts together. Problem solving and reasoning will be an essential aspect of all of these areas of study.

Science

We will develop our understanding of life cycles by learning that animals including humans have offspring which grow into adults

We will be building on the children's knowledge of the life cycles to frogs and chicks (from Reception and Year 1) to introduce the idea that all living things have a life cycle. The children will be able to choose which animal they would like to research. We will also be using our outdoor spaces such as the pond to investigate living things in the changing season first hand.

History
<p>In history this term we will be studying how the way people, including children spend their leisure time has changed over the last 50 years. Why do children and adults play computer games today whereas their grandparents did not? How have the television programmes we watch changed in the last 50 years? When people went out to dinner or dancing in the past, what did they wear and what kind of dancing did they do? This will follow on from the Toys topic unit in Year 1 and focus on how changes in the way people spend their leisure time and technology has had an impact on what we do at the weekends with our parents.</p>
Geography
Not taught this half term.
Art
Not taught this half term.
Design Technology (DT)
<p>In DT this term we will be developing our sewing skills by learning how to produce a cross stitch. This will link with our history theme of how people spent their free time 50 years ago. We will create a sock puppet - which is one of our curriculum promises. We will also make and sew purses.</p>
Music
<p>In Music this term, the children will be learning and exploring beat and rhythm work using crotchets and quavers. Beginning with on-the-spot actions, followed by stepping durations, stick notation is introduced and the children will go on to create their own 4 beat patterns, which they will loop creating an accompaniment to perform the rap to.</p>
Religious Education (RE)
<p>This term the children will be developing their knowledge of the main world religions. Through a question-based approach, the children will be looking at how signs, symbols and stories play an important role in religion. The main religions we will be focusing on are Judaism and Christianity, especially the Easter story as we lead up to Easter. We will be discussing why the cross is a significant symbol to Christians.</p>
Physical Education (PE)
<p>During PE this term the children will be investigating different dance skills with a focus on learning how to move their bodies linked to the life cycle of a frog. They will learn how to use movement imaginatively, responding to music. They will</p>

explore different movement ideas and learn how to remember and repeat them. They will copy, watch and describe ways to move their bodies, linked to each part of a life cycle. They will experiment with different actions, directions and levels to make short dance routines which they will perform to the other classes.

As part of our themed curriculum the children will also learn skipping skills and hula hoop.

Computing

Our computing unit this term is all about making 'mini games' using Scratch. The children will create simple algorithms to make object move across backgrounds and discuss their own experience of computer-based games linking with history topic: 'how children play'. We will also study Minecraft education and explore the build challenges of this game-based curriculum tool.

Personal, Social and Health Education (PSHE)

Following on from our maths unit on finding money totals and different ways to make amounts, in PSHE this half term we will learn about the significance of money in people's lives. We will discuss how children in the past had fewer toys and how money should be kept and looked after. The children will begin to think about the difference between what they 'want' and what they 'need'.

They will continue to develop their resilience, for learning and emotional wellbeing and they will focus on safety and our school value of keeping everyone safe. The children will learn how to identify risks within the home in relation to electrical appliances, fire safety and medicines/household products and discover what steps they can take to avoid or remove themselves from danger. They will learn there are things that people put into their body or onto their skin and how this can affect how they feel (e.g. medicines and creams).

They will also revisit whose job it is to keep us safe and how to get help in an emergency (including how to dial 999).

[*If you require additional information relating to our school curriculum, please ask at the school office or the class teacher.](#)