

Curriculum Overview for Year 2 ~ Spring Term 2019

<p>Reading</p> <ul style="list-style-type: none"> • Listen to, discuss and express views about a range of stories and non-fiction texts. • Discuss the sequence of events in books and how items of information are related. • Recognise simple recurring language in stories. • Discuss and clarify the meanings of words, linking new meanings to known vocabulary. • Understand texts/books drawing on what is already known or on background information provided by an adult. • Check that texts make sense and begin to correct inaccurate reading. • Discuss books, taking turns and listening to what others say; explain own understanding. 	<p>English</p> <p>Writing</p> <ul style="list-style-type: none"> • Learn new ways of spelling phonemes for which one or more spellings are already known. • Write about personal experiences and those of others (real and fictional). • Plan/say out loud what they are going to write about. • Encapsulate what they want to say, sentence by sentence. • Begin to proof-read own writing to check for errors in spelling and punctuation. • Read aloud what they have written with appropriate intonation to make the meaning clear. • Evaluate own writing with the teacher. 	<p>Grammar</p> <ul style="list-style-type: none"> • Use . ? ! and capital letters. • Continue to learn to use the present and past tenses correctly. • Begin to use subordination (using when, if, that, because) and co-ordination (using or, and, but). 	<p>Art & Design</p> <ul style="list-style-type: none"> • Use a range of materials creatively. • Use drawing and painting to develop and share ideas, experiences and imagination. • Develop further techniques in using colour, pattern, texture, line, shape, form and space. 	<p>Computing</p> <ul style="list-style-type: none"> • Use technology safely and respectfully. • Recognise common uses of information technology beyond school • Use technology to create, organise, store, manipulate and retrieve digital content
<p>Multiplication and Division</p> <ul style="list-style-type: none"> • Recall, use and write \times and \div facts for the 2, 5 and 10 multiplication tables; recognising odd and even numbers. • Solve problems involving \times and \div. • Show that multiplication of two numbers can be done in any order (commutative law). <p>Statistics: Graphs</p> <ul style="list-style-type: none"> • Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. • Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity; total & compare data. 	<p>Mathematics</p> <p>Geometry – Properties of Shape</p> <ul style="list-style-type: none"> • Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line. • Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces. • Identify 2D shapes on the surface of 3D shapes, such as a circle on a cylinder and a triangle on a pyramid. • Compare and sort common 2D and 3D shapes and everyday objects. <p>Number - Fractions</p> <ul style="list-style-type: none"> • Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity. • Write simple fractions such as $\frac{1}{2}$ of $6 = 3$. • Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. <p>Measurement</p> <ul style="list-style-type: none"> • Choose and use standard units to estimate and measure length/ height/ mass/ temperature, capacity • Compare and order measurements using $<$, $>$ and $=$ 	<p>Design & Technology</p> <ul style="list-style-type: none"> • Design purposeful, functional and appealing products based on design criteria. • Generate and communicate ideas through talking and drawing. • Use a range of tools and equipment to perform practical tasks, e.g. cutting, shaping, joining and finishing. <ul style="list-style-type: none"> • Use a range of materials including textiles. • Explore/evaluate a range of existing products. • Evaluate finished products against design criteria. 	<p>Geography</p> <ul style="list-style-type: none"> • Use basic geographical vocabulary referring to key human and physical features. • Use aerial photographs and plan perspective to recognise landmarks and basic human and physical features <p>Links to our whole school 'Cultural Links' project.</p>	
<p>Science</p> <p>Working scientifically:</p> <p>Ask simple questions and recognise that they can be answered in different ways.</p> <ul style="list-style-type: none"> • Observe closely, using simple equipment. • Perform simple tests. Identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions. <p>Uses of Everyday Materials:</p> <ul style="list-style-type: none"> • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting & stretching. Compare how things move on different surfaces. 	<p>History</p> <ul style="list-style-type: none"> • Changes within living memory. • Events beyond living memory that are significant nationally. • Learn about the lives of significant individuals in the past who have contributed to national achievements, e.g. Henry Ford. 	<p>PSHE & Citizenship</p> <p>Working Together:</p> <ul style="list-style-type: none"> • Citizenship – Working Together <p>E-Safety:</p> <ul style="list-style-type: none"> • Understanding how to stay safe online <p>Keeping Safe:</p> <ul style="list-style-type: none"> • Healthy and Safer Lifestyles – Managing Risk • Healthy and Safer Lifestyles – Safety Contexts <p>Whole school celebration of 'Safer Internet Day'</p>	<p>Music</p> <ul style="list-style-type: none"> • Listen to and of music. appraise different styles • Sing and play tuned and untuned instruments. • Experiment with, create, select and combine sounds using the inter-related dimensions of music. • Perform and share learning with an audience. 	
<p>Physical Education</p> <ul style="list-style-type: none"> • Perform dances using simple movement patterns. • Develop balance and co-ordination, and begin to apply these to gymnastic activities. 	<p>Religious Education</p> <ul style="list-style-type: none"> • Explore questions about belonging, meaning and truth. • Express own ideas and opinions in response using words, music, art or poetry. • Observe and recount different ways of expressing identity and belonging, responding sensitively. • Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life and explore meanings behind them. 	<p>Physical Education</p> <ul style="list-style-type: none"> • Perform dances using simple movement patterns. • Develop balance and co-ordination, and begin to apply these to gymnastic activities. 	<p>Religious Education</p> <ul style="list-style-type: none"> • Explore questions about belonging, meaning and truth. • Express own ideas and opinions in response using words, music, art or poetry. • Observe and recount different ways of expressing identity and belonging, responding sensitively. • Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life and explore meanings behind them. 	