

YEAR 2 CURRICULUM OVERVIEW 2018-19

| <u>Subject</u> | <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Spring 1</u> | <u>Spring 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
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| Core Text | The snail and the whale The storm whale | The Lonely Beast | Beegu | The Great Fire of London using a selection of non-fiction texts | James and the Giant Peach | Julia Donaldson Poems to Perfrom |
| Trips / Visits | | Cuckfield Museum | | Visit from theatre company | Animazing? | |
| Reading Comprehension Skills | <p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes.</p> <p>Recognise alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain graphemes taught so far.</p> <p>Read words containing common suffixes.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read words in age-appropriate books accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute.</p> <p>Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which he/she can read independently.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing his/her favourite words and phrases.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by drawing on what he/she already knows or on background information and vocabulary provided by the teacher.</p> <p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading.</p> <p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering questions and making inferences on the basis of what is being said and done.</p> <p>Make inferences on the basis of what is said and done in a book he/she is reading independently.</p> <p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering and asking questions and making links.</p> <p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by predicting what might happen on the basis of what has been read so far.</p> <p>Participate in discussion about books, poems and other works that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say.</p> | | | | | |

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| | Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that he/she reads for himself/herself. | | | | | |
| English | <p>Comprehension Inference & deduction. Recount. Annotated drawings. Drama in role. Planning, proof reading and editing writing (Wiz) Storyboard. Character descriptions. Narrative writing.</p> <p>SPAG – Use expanded noun phrases for description and specification. Use capital letters and full stops. Understand the following terminology: noun, noun phrase; adjective, adverb, verb. Common exception words – ‘Take 5’</p> | <p>Storytelling in role. Poetry. Narrative writing. Instructional writing. Planning, proof reading and editing writing (Wiz). Diary Writing. Character descriptions. Newspaper reports. Drama in role.</p> <p>SPAG – Use subordination and co-ordination. Use capital letters and full stops. Understand the following terminology: statement, question, exclamation, command; compound, suffix; tense (past, present); and apostrophe, comma. Common exception words – ‘Take 5’</p> | <p>Drama in role. Letter Writing. Recount. Story writing- beginning, middle, end. Diary writing. Instructional Writing.</p> <p>SPAG- Use present and past tense mostly correctly and consistently Use capital letters and full stops to demarcate sentences consistently in his/her writing with some use of question marks and exclamation marks Use commas to separate items in a list Understand the following terminology: noun, noun phrase; statement, question, exclamation, command; compound, suffix; adjective, adverb, verb; tense (past, present); and apostrophe, comma Common exception words – ‘Take 5’</p> | <p>Drama in role. Planning, proof reading and editing. Storytelling in role. Poetry. Narrative writing. Instructional writing. Planning, proof reading and editing writing (Wiz). Diary Writing. Character descriptions. Newspaper reports. Drama in role.</p> <p>SPAG- Use present and past tense mostly correctly and consistently Understand the following terminology: noun, noun phrase; statement, question, exclamation, command; compound, suffix; adjective, adverb, verb; tense (past, present); and apostrophe, comma Common exception words – ‘Take 5’</p> | <p>Storytelling in role. Poetry. Narrative writing. Instructional writing. Planning, proof reading and editing writing (Wiz). Diary Writing. Character descriptions. Newspaper reports. Drama in role. Planning, proof reading and editing.</p> <p>SPAG- Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name Common exception words – ‘Take 5’</p> | <p>Storytelling in role. Poetry. Narrative writing. Instructional writing. Planning, proof reading and editing writing (Wiz). Diary Writing. Character descriptions. Newspaper reports. Drama in role. Planning, proof reading and editing.</p> <p>SPAG- Use present and past tense mostly correctly and consistently Understand the following terminology: noun, noun phrase; statement, question, exclamation, command; compound, suffix; adjective, adverb, verb; tense (past, present); and apostrophe, comma Common exception words – ‘Take 5’</p> |
| Maths | | <p>Measurement: Money</p> <p>Count money – pence, Count money – pounds (notes and coins), Count</p> | <p>Number: multiplication and division</p> <p>Make equal groups - sharing</p> | <p>Number: Fractions</p> <p>Make equal parts Recognise a half Find a half</p> | <p>Position and direction</p> <p>Order and arrange mathematical objects in patterns and sequences.</p> | <p>Measurement: Mass, capacity and temperature</p> <p>Choose and use appropriate standard units</p> |

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| | <p>Number: Place Value Count objects to 100 and read and write numbers in numerals and words, Represent numbers to 100, Tens and ones with a part whole model, Tens and ones using addition Use a place value chart, Compare objects, Compare numbers, Order objects and numbers, Count in 2s, 5s and 10s, Count in 3s</p> <p>Number: Addition and Subtraction Fact families – Addition and subtraction bonds to 20, Check calculations, Compare number sentences, Related facts, Bonds to 100 (tens), Add and subtract 1s, 10 more and 10 less, Add and subtract 10s, Add a 2-digit and 1-digit number – crossing ten, Subtract a 1-digit number from a 2-digit number – crossing ten, Add two 2-digit numbers – not crossing ten – add ones and add tens, Add two 2-digit numbers – crossing ten – add ones and add tens, Subtract a 2-digit number from a 2-digit number – not crossing ten, Subtract a 2-digit number from a 2-digit number – crossing ten – subtract ones and tens, Bonds to 100 (tens and ones) Add three 1-digit numbers</p> | <p>money – notes and coins, Select money, Make the same amount, Compare money, Find the total, Find the difference, Find change, Two-step problems</p> <p>Multiplication</p> <p>Recognise equal groups Make equal groups Add equal groups Multiplication sentences using the \times symbol Multiplication sentences from pictures Use arrays 2 times-table 5 times-table 10 times-table</p> | <p>Make equal groups - grouping Divide by 2 Odd & even numbers Divide by 5 Divide by 10</p> <p>Statistics</p> <p>Make tally charts Draw pictograms (1-1) Interpret pictograms (1-1) Draw pictograms (2, 5 and 10) Interpret pictograms (2, 5 and 10) Block diagrams</p> <p>Geometry: Properties of shapes</p> <p>Recognise 2D and 3D shapes Count sides on 2D shapes Count vertices on 2D shapes Draw 2D shapes Lines of symmetry Sort 2D shapes Make patterns with 2D shapes Count faces on 3D shapes Count edges on 3D shapes Count vertices on 3D shapes Sort 3D shapes Make patterns with 3D shapes</p> | <p>Recognise a quarter Find a quarter Recognise a third Find a third Unit fractions Non-unit fractions Equivalence of 12 and 24 Find three quarters Count in fractions</p> <p>Measurement: length and height</p> <p>Measure length (cm) Measure length (m) Compare lengths Order lengths Four operations with lengths</p> | <p>Using mathematical vocabulary to describe position, direction and movement including movements in straight lines and distinguishing between rotation as a turn in terms of right angles (quarter, half and three quarter, clockwise and anti-clockwise).</p> <p>Measurement: Time</p> <p>Compare and sequence intervals of time.</p> <p>Tell and write the time to 5 minutes, including quarters and half past the hour.</p> <p>Read scales in divisions of ones, twos, fives and tens in a practical situation including measuring jugs and rulers etc.</p> | <p>to estimate and measure length and height in any direction (m/cm); mass (kg/ g); temp (c); capacity (l/ml); to the nearest appropriate unit.</p> <p>Investigations</p> |
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| <p>Science</p> | <p>Can you explain the differences between things that are living, dead and things that have never been alive (that you find in a habitat)? Can you name some plants and animals in the habitat (and map the habitat)? Can you use observations and ideas to suggest answers to the question 'Do habitats change during the year?' Can you use a food chain to explain how animals get their food?</p> | <p>Can you identify and name plants and animals in their habitats and describe how the habitat provides for their needs? Can you describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other? Can you explain how animals get their food from plants and other animals using a food chain? Can you match animals and their babies? Can you describe how animals change as they grow older? Can you say which foods make a healthy diet? Can you explain how and why you should keep yourself clean?</p> | <p>Can you explain the importance of exercise, eating healthily and keeping clean? Can you explain the importance of exercise, eating healthily and keeping clean? Can you collect and record data to help answer questions? Can you explain the importance of exercise, eating healthily and keeping clean? Why are different materials used for different things? Can you describe the properties of materials using Scientific words? Can you find out which tights are the stretchiest?</p> | <p>How well can we change the shapes of some solid objects? Can you ask questions and know they can be answered in different ways? Can you collect and record data to help answer a question? Can you start to explain how bulbs grow into a flowering plant?</p> | <p>Can you collect and record data to help answer questions? Can you set up a test and make a prediction? Can you describe how plants need water, light and a suitable temperature to grow and stay healthy? Can you describe how seeds and bulbs grow into plants? Can you describe the lifecycle of a flowering plant?</p> | <p>Can you make predictions and describe what you observe using scientific language? Can you identify ways in which habitats have changed since Autumn and Spring? Can you identify different plants and trees in our school grounds? Can you explain how animals and plants are suited to their habitats?</p> |
| <p>Science Investigation Skills</p> | <p>Can you use observations and ideas to suggest answers to the question 'Do habitats change during the year?' Why is exercise important? Which exercise makes you puff the most?</p> <p>Ask relevant questions and use different types of scientific enquiries to answer them Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Gather, record, classify and present data in a variety of ways to help in answering questions Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Identify differences, similarities or changes related to simple scientific ideas and processes Use straightforward scientific evidence to answer questions or to support his/her findings</p> | | | | | |
| <p>Computing</p> | <p>Using the internet E-safety How to use technology</p> | <p>Powerpoint Can you highlight text to change its format? Can you add images to your piece</p> | <p>Computer Art Can you highlight text to change its format? Can</p> | <p>Preparing for Turtle Logo Can you test a set of</p> | <p>Programming Turtle Logo and Scratch</p> | <p>Using and applying Do you understand the different methods of</p> |

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| | <p>safely Keep personal information private Recognise acceptable and unacceptable behaviour Do you understand how to use the internet safely, to learn and communicate with others? Can you use a search engine to find relevant information? Can you find information on a website? Can you use a programme to experiment with adding text and pictures? Can you insert/delete text using the mouse and arrow keys? Can you word process a piece of text? Can you highlight text to change its format? Can you add images to your piece of work?</p> | <p>of work? Can you use a branching database successfully? Can you experiment with text, pictures, and animation to make a simple slide show? Can you word process a piece of text? Can you highlight text to change its format? Can you insert/delete a word using the mouse and arrow keys? Can you word process a piece of text? Can you experiment with text, pictures, and animation to make a simple slide show? Can you create a presentation in a small group and record the narration?</p> | <p>you add images to your piece of work? Can you test a set of instructions? Can you write a simple program and test it? Can you predict what the outcome of a simple program will be? Can you use a branching database successfully? Can you alter an image using the appropriate tools? Can you use the shape tools to draw?</p> | <p>instructions? Can you write a simple program and test it? Can you predict what the outcome of a simple program will be?</p> | <p>Can you test and amend a set of instructions? – algorithms. Can you write a simple program and test it? – fix the factory. Can you predict what the outcome of a simple program will be? – fix the factory.</p> | <p>communication? (e-safety) Can you word process a piece of text? Can you word process a piece of text? Can you highlight text to change its format? Can you insert/delete a word using the mouse and arrow keys? Can you word process a piece of text? Can you word process a piece of text? Can you capture a still image using a camera?</p> |
| Geography | <p>Human Geography. Locational Knowledge. Place Knowledge. Can I label a diagram or photograph using some geographical words?</p> | <p>Human Geography. Locational Knowledge. Place Knowledge. Can I explain what makes Cuckfield special? Can I describe a place outside Europe using geographical words?</p> | <p>Can I name the main cities of England, Wales, Scotland and Ireland?</p> | <p>Can I name the main cities of England, Wales, Scotland and Ireland?</p> | <p>Can I name and label the continents and oceans of the world?</p> | <p>Can I name and label the continents and oceans of the world?</p> |

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| History | <p>Can I research the life of someone who lived in Cuckfield using the internet/information books and talk by Rev Michael?</p> <p>Can I give examples of things that are different in my life from that of my grandparents when they were younger?</p> <p>Can I sequence events in my own life?</p> <p>Can I explain how Cuckfield was different in the past?</p> | <p>Can I explain what Cuckfield is like today?</p> <p>Can I explain how Cuckfield was different in the past? (Talk)</p> <p>Can I explain how Cuckfield was different in the past? (Walk)</p> | <p>Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London</p> <p>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events</p> | <p>Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London</p> <p>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events</p> | <p>Christopher Columbus and Neil Armstrong.</p> <p>Describe the lives of significant people in the past who have contributed to lives of people today.</p> | <p>Christopher Columbus and Neil Armstrong.</p> <p>Describe the lives of significant people in the past who have contributed to lives of people today.</p> |
| Art | <p>Can I take a 2B pencil for a walk and create patterns using it in different ways?</p> <p>Can I mix and match colours and predict outcomes?</p> <p>Can I mix the primary colours to create the secondary colours?</p> | <p>Can you link colours to natural and man-made objects?</p> <p>Can they create a print using pressing, rolling, rubbing and stamping?</p> <p>Can they create part of a class patchwork?</p> | <p>Can they use press printing and rubbings in their art work?</p> | <p>Can you use texture and pattern in your drawings?</p> <p>Can you use tone and colour in your paintings?</p> | <p>Rubbing and collage focusing on Max Ernst</p> | <p>Can you understand that different artistic works are made by craftspeople from different times and cultures?</p> <p>Can you create a picture by yourself using IT mark making tools?</p> |
| DT | <p>Cooking- Can you describe the properties of the ingredients you are using?</p> | <p>Textiles- Can they join textiles together to make something?</p> | <p>Can you choose tools you would like to use and select materials based on your knowledge of their properties? Can you generate, develop, model and communicate your ideas through talking, drawing, templates and mock-ups?</p> <p>Can you design useful, pleasing products for myself and other users</p> | <p>Can you safely measure, mark out, cut and shape materials and components using a range of tools? Can you evaluate and assess the produce you have made using a design criteria?</p> | | |

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| | | | based on a design brief? Can you generate, develop, model and communicate your ideas through talking, drawing, templates and mock-ups? | | | |
| R.E. | Signs and symbols Signs and symbols in everyday life. The main symbols from each faith and their meaning. Symbolic behaviour for Christians and Muslims. | Christmas Giving and receiving at Christmas. Story of the wise men and the significance of their gifts. The purpose of giving gifts at Christmas. God's gift of Jesus. | Special Places What do Christians do when they go to church? Purpose of attending church. Exploring what leaders do for the church. | Easter Why is Easter important for Christmas? Palm Sunday, the Last Supper, Crucifixion and Resurrection. | Religious Leaders The work of religious leaders within the community. Authority figures in our lives. The role and work of different religious leaders. | Easy Questions – Difficult Answers People's relationship with the natural world. Who is God? Why am I here? What is good? What is bad? Is death the end? |
| P.E. | Gymnastics – pathways Multi-skills – throwing and catching | Dance – travel Multi-skills – throwing and catching | Gymnastics- twisting, jumping and turning. Multi-skills- Hockey and tennis. | Dance- perform different Bhangra moves. Multi-skills- Hockey and tennis. | Multi-skills- athletics. | Multi-skills- bat and ball. |
| Music | Exploring musical elements – pitch, duration, dynamics through listening and singing to a variety of songs Rhythmic patterns - Develop the ability to internalise and repeat. | Preparation for Nativity Children to add music/sound to a Christmas story using glockenspiels and percussion. What makes a good sound? | 'Jack and the Beanstalk' – explore pitch, tempo, dynamics and structure through performing songs from this musical story. | Exploring duration and rhythm - learn to recognise and accompany a song with short and long sounds | Exploring instruments and symbols – how symbols can be used to represent vocal and instrumental sounds. Learn to create sequences on paper. | Glockenspiel Stage 1 – On Bongo Beach – exploring the interrelated dimensions of music- pulse, rhythm, pitch, tempo, dynamics through learning to play the glockenspiels . |

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| <p>French</p> | <p>Recalling greetings and vocabulary from last year.</p> <p>‘je m’appelle’.</p> <p>New song ‘Courez Sur Place’.</p> <p>Devine Qui Je Suis’.</p> <p>Le Lapin et Les Ballons’.</p> <p>Song: ‘Les Couleurs’</p> <p>The colours song</p> <p>Counting games - (1-31) and number recognition games (1-10).</p> <p>Writing numbers 1-10</p> <p>French clapping games</p> <p>Christmas Song</p> <p>Differentiated writing based on the rhyme. Christmas song.</p> | | <p>Les Fruits</p> <p>Handling Euro’s</p> <p>Song of Useful Words</p> <p>C’est Combien? (how much is it?)</p> <p>Fruit stalls and shops / Price lists</p> <p>Recall and sing Nous Allons Compter (about numbers, apples and a caterpillar).</p> <p>Explore the story of The Very Hungry Caterpillar in French. Recognising familiar vocabulary, make deductions about/learn new vocabulary.</p> <p>Practise days of the week as an action rhyme + activities</p> | | <p>Easter in France</p> <p>Hungry Caterpillar in French – Copy-writing and drawing familiar sentences from the story.</p> <p>Sur Le Pont d’Avignon - Practising and deciding actions for song.</p> <p>Maps: la mer et la terre.</p> <p>La mer: what vocabulary would be useful at the seaside?</p> <p>Seaside and ships</p> <p>New song “Le Petit Navire” .</p> <p>Discovering the story of Le Pt Navire</p> <p>Beach café.</p> <p>Song of useful words.</p> <p>Recap of this year</p> | |
| <p>PSCHE</p> | <p>Why are rules and values important? What is the difference between ‘needs’ and ‘wants’? Who has ‘needs’ and ‘wants’? What do you understand about rights and responsibilities? Can you identify the different groups to which you belong? Can you make links with people in other communities?</p> | <p>Can you recognise and describe some of your own feelings? Can you describe how your family and friends care for one another? Can you recognise bullying behaviour and understand that it is wrong? Can you recognise bullying behaviour and understand why it is wrong? Can they ask for help if they are being bullied or have witnessed bullying</p> | <p>What is the environment? What are the positive and negative things about our environment? Can you recognise what harms and improves the environment? Do you understand how people sometimes harm the environment? Can you suggest ways to look</p> | <p>Can you identify the similarities and differences between boys and girls? Do you understand where stereotyping comes from? Do you understand how stereotyping can make people feel?</p> | <p>How can you demonstrate respect for the similarities and difference between people? Can you identify how your body has changed since you were born? Can you explain how our bodies change as we get older? (HISTORY LINK) Do you know what is safe</p> | <p>Do you know that all substances can be harmful if they are not used properly? Can you explain why a familiar situation is safe or unsafe?</p> |

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| | | behaviour? | <p>after the environment?</p> <p>How can we look after the environment better?</p> <p>Are you beginning to understand the importance of looking after the environment?</p> <p>Are you beginning to understand what it means to be sustainable?</p> | <p>Can you identify the similarities and differences between boys and girls? Do you understand how stereotyping can make people feel?</p> | <p>to put into or onto your body?</p> | |
| British Values | <p>School Values</p> <p>Self-esteem</p> <p>Democracy</p> | Tolerance of those with different faith and beliefs | Accepting | Respecting of own and others cultures. | <p><u>ACRO Challenge-</u></p> <p>Can they express their own opinion?</p> <p>Do they understand that everyone may not agree with them?</p> <p>Do they understand that there are some decisions that they can be involved in?</p> <p>Can they contribute to enterprise activities?</p> | |