# Curriculum Overview for Year 2 ~ Spring Term 2017 (Get Moving!)

#### Reading

- 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
- 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.

### English

#### Writing

- Learn new ways of spelling phonemes for which one or more spellings are already
- Write about personal experiences and those of others (real and fictional).
- Plan/say out loud what they are going to
- 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.

#### Grammar

- 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).

Mrs Armitage on Wheels writing stories and descriptions; using simple dictionaries; reading non-fiction texts about cars and bicycles.

# Art & Design

- 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.

Picture this: parts of a bike - learn to use a viewfinder and a digital camera; learn about the work of photographers; record observation/ideas using a variety collage & photography. of methods including of art media Use a range to create pictures of cars, bikes and other forms of transport.

# Computing

- Use algorithms; understand that programs execute algorithms by following precise and unambiguous instructions
  - Create and debug simple programs.
    - Use logical reasoning to make predictions about simple programs.
- Use technology safely and respectfully.
- Use technology to collect and store digital content.

Input instructions into a Beebot, predict and debug mistakes; eSafety - understand how to stay safe online and recognise that not everything online is 'real' or

#### Geometry -Properties of Shape

- 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.
- Order and arrange combinations of mathematical objects in patterns and sequences.

· Perform simple tests. Identify and classify.

paper and cardboard for particular uses.

Science

• Ask simple questions

can be answered in

• Observe closely, using

and stretching.

Uses of Everyday Materials:

### **Mathematics**

#### Measurement - Money

- Recognise and use symbols of pounds (£) and pence (p); combine amounts to make a particular value.
- Find different combinations of coins that equal the same amounts of money.
- Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.

Working scientifically:

different ways.

simple equipment.

and recognise that they

#### Number - Fractions

- Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantitu.
- Write simple fractions such as 1/2 of 6
- Recognise the equivalence of 2/4 and

Consolidation of learning from the autumn term.

History

Events beyond living memory that are significant nationally

who have contributed to national achievements, e.g. Henry

Learn about the lives of significant individuals in the past

Trip to Beaulieu Motor Museum

How do we know about the

invention of the car? Find out

the car; communicate understanding in a variety of ways.

The history of the bicycle - Find out how bicycles have

developed over time; sequence bicycles on a timeline.

about the invention of the car; use a variety

of sources to find out about the history of

• Changes within living memory.

Ford.

### Design & Technology

- Design purposeful, functional and appealing products based on design criteria.
- Generate and communicate ideas through talking and
- Use a range of tools and equipment to perform practical tasks, e.g. cutting, shaping, joining and finishing.
  - Use a range of materials including textiles.
  - Explore/evaluate a range of existing products.
- Evaluate finished products against design criteria.

Design and make a vehicle that has wheels and axles.

### **PSHE &**

Good to be Me awareness, learning and understanding empathy.

## Citizenship

developing selfhow to manage feelings

- Recognise, name and deal with feelings in a positive way.
- Think about ourselves, learn from our experiences and recognise what we are good at.
- Learn about the process of growing from young to old and how people's needs change.

#### Citizenship and Safety.

Circle time activities; raising awareness of what makes us special through exploring 'Mr Men' stories and doing a range of related activities.

- Develop balance and co-ordination, and begin to apply these to gymnastic activities.

Dance: Explore movement ideas. Sequence simple dance motifs to create a dance that communicates ideas and feelings.

Gym: Increase the range of gymnastic skills. Create simple sequences of actions on the floor and then on

# Geography

- Use atlases to name countries and capital surrounding seas.
- and locate the four cities of the UK and its
- Understand geographical similarities/differences through studying a small area of the UK.
- Use basic geographical vocabulary referring to key human and physical features.
- Use simple compass directions and locational/directional language to describe location of features & map routes.
- Understand that a variety of types of transport can be used

Continue 'An Island Home' ~ Katie Morag unit.

#### Music

- Sing songs, chants
- and rhymes. Play tuned and untuned instruments.
- Listen to a range of high-quality live and recorded music.
  - Experiment with and combine sounds.

"Journeys and Transport" - Exploring musical journeys and patterns; exploring different rhythms; using body percussion and singing.

# Physical

### Education

 Perform dances using simple movement patterns.

the apparatus.

# Religious

• Explore questions about truth.

• Express own ideas and words, music, art or poetry.

### Education belonging, meaning and

opinions in response using

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.

Learn about the daily life of a Jewish child and explore signs of belonging (e.g. special food, clothing, prayer, scripture, worship). Learn about the Christian Festival of Easter (focus on the concept of 'Changing Feelings') and the Jewish Festival of Pesach (the Passover).

they are made from. Recognise materials which are suitable/unsuitable for different uses.

their properties. Sort objects according to the materials

• Use observations and ideas to suggest answers to questions.

• Identify and compare the suitability of a variety of everyday

materials, including wood, metal, plastic, glass, brick, rock,

• Find out how the shapes of solid objects made from some

Name, explore and describe different materials and

materials can be changed by squashing, bending, twisting

• Gather and record data to help in answering questions.

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