Curriculum Overview for Year 2 ~ Spring Term 2016 (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.

• Count in steps of 2, 5 and 10 forwards

• Solve addition and subtraction problems.

• Add and subtract 3 single digit numbers.

• Recall and use multiplication and division

facts for the 2, 5 and 10 multiplication

• Calculate multiplication number sentences

can be answered in different ways.

• Use observations and ideas to suggest answers to

• Gather and record data to help in answering questions.

• Notice that humans have offspring which grow into adults.

• Find out about and describe the basic needs of animals,

including humans, for survival (water, food and air).

• Describe the importance for humans of exercise, eating th

right amounts of different types of food, and hygiene.

Describe the differences between babies & toddlers;

understand the importance of a healthy diet & exercise;

recognise the need to take care with medicines.

and write them using the multiplication

tables, including recognising odd and

• Use place value and number facts to

Number

• Compare and order

numbers from 0 up to

• Read and write numbers to

at least 100 in numerals.

and backwards from 0.

solve problems.

even numbers.

Science

(x) and equals (=) signs.

Working scientifically:

Ask simple questions

Animals, including humans:

English

Writing

- Learn new ways of spelling phonemes for Use . ?! and capital letters. 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

- Continue to learn to use the present and past tenses correctly.
- Begin to use subordination (using whe if, that, because) and co-ordination (usin or, and, but).

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

about cars and bicycles

Mathematics

- Show that multiplication of two numbers can be done in any order (commutative).
- Solve problems involving multiplication, using materials, arrays, repeated addition and multiplication facts, including problems in context.

Geometry

and recognise that they

- Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.
- Identify 2-D shapes on the surface of 3-D shapes (e.g. a circle on a cylinder and a triangle on a pyramid).
- Compare and sort 3-D shapes.

- Tell and write o'clock/half-past times on analogue and digital clocks, and begin to know quarter past/to the hour on
- Use mathematical vocabulary to describe movement in a straight line and distinguish between rotation as a turn and in terms of a quarter, half and three-quarter turn (clockwise and anticlockwise).

• Interpret and construct tally charts and block graph

questions about totalling.

Measurement

- analogue and digital clocks.

Statistics - Data

Ask and answer

History

- 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

Trip to Beaulieu Motor Museum

How do we know about the invention of the car? Find out about the invention of the car; use a variety of sources to find out about the history of 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.

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 of methods including collage and photography. Sew Penny Farthings. Use a range of art media

to create pictures of cars, bikes and other forms of transport.

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 &

Citizenship

- Going for Goals What makes me special? Explore who we are and what makes us 'us'. Explore ways to get better at things.
- 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.

Physical

Education

- Develop balance and co-ordination, and begin to apply these to gymnastic activities.
- Perform dances using simple movement patterns.

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 the apparatus.

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.

Begin to understand and use branching databases; 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 'true'.

Geography

- Use atlases to name and locate the four countries and capita cities of the UK and its surrounding seas.
- 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 to visit places.

Continue 'An Island Home' ~ Katie Morag unit.

Music

- Sing songs, chants
- 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.

Religious

Education

Torah is and why it is

and rhymes.

- Understand what the special to Jews.
 - Recognise the way the Torah is treated and what this shows about Jewish beliefs.

Judaism - The Torah

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