

Year 2 curriculum overview -2016/ 2017

Termly literacy

Reading – word reading - to read by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To read accurately words of two or more syllables. To read words containing common suffixes. To read further common exception words, noting unusual correspondences between spelling and sound. To read most words quickly and accurately, without sounding and blending. To read aloud books matched to improving phonic knowledge and the sounding out of unfamiliar words. To re-read these books to build up fluency and confidence in reading.

Reading – comprehension – to listen, discuss and express views about a range of poetry, stories and non-fiction. To discuss the sequence of events in books. To become familiar with and retell a wider range of stories, fairy stories and traditional tales. To be introduced to non-fiction books that are structured in different ways. To recognise simple recurring literary language in stories and poetry. To discuss and clarify the meaning of new words. To build up a repertoire of poems learnt by heart and be able to recite them. To participate in discussion about books and poems and discuss the understanding of them.

Writing – spelling - to segment spoken words into phonemes and represent these by graphemes. To learn new ways of spelling phonemes for which one or more spellings are already known. To learn to spell common exception words and more words with contracted forms. To learn the singular possessive apostrophe, [for example, the girl's book]. To be able to distinguish between homophones and near-homophones and to add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.

Writing – handwriting - to form lower-case letters of the correct size to one another. Start to use diagonal and horizontal strokes to join letters and understand which letters, when adjacent to one another, are best left un joined. To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. To use spacing between words that reflects the size of the letters.

Writing – composition - to develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences; writing about real events and writing poetry. To consider what they are going to write about before beginning by: planning or saying out loud what they are going to write and writing down ideas and key words including new vocabulary. To make simple additions, revisions and corrections to their writing by: evaluating their writing with their peers, re-reading to check their writing makes sense and proof reading to check for errors in spelling, grammar and punctuation.

Writing – vocabulary, grammar and punctuation - to learn how to use punctuation correctly, including: full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes to mark where letters are missing in spellings and to mark singular possession in nouns (e.g the girl's name). To learn how to use sentences with different forms: statements, questions, exclamations and commands. To use the present and past tenses correctly and consistently. To learn to form nouns using suffixes such as -ness, -er and by forming compound words (e.g. superman). To learn to form adjectives using suffixes such as -ful, -less. To use adjectives (e.g. slowest) and turn them into adverbs (e.g. slowly). In sentences to know about subordination (using: when, if, that, because) and co-ordination (using: or, and, but). To use expanded noun phrases for description (e.g. 'the blue butterfly').

Termly mathematics

Number – number and place value - to count in steps of 2, 3 and 5 from 0 and in tens from any number forward and backward. To recognise the place value of each digit in a two-digit number. To identify, represent and estimate numbers using different representations, including on a number line. To compare and order numbers from 0 up to 100 using < and >. To read and write numbers to 100 in numerals and words. To use place value and number facts to solve problems.

Number – addition and subtraction - to solve addition and subtraction problems involving numbers, quantities and measures. To apply knowledge of mental and written methods. To recall and use addition and subtraction facts to 20 and use related facts up to 100. To add and subtract numbers using objects, pictorial representations and mentally including: a 2-digit number and ones; a 2-digit number and tens; two 2-digit numbers; adding three 1-digit numbers. To understand that addition of two numbers can be done in any order. To use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

Number – multiplication and division - to recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. To calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs. To show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. To solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts.

Number – fractions - to recognise, name, find 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. To write simple fractions for example, $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.

Measurement - to choose and use appropriate standard units to estimate and measure length/height, mass, temperature and capacity to the nearest appropriate unit. To compare and order lengths, mass, volume/capacity and record the results using >, < and =. To recognise and use symbols for pounds (£) and pence (p). To find different combinations of coins that equal the same amounts. To solve simple problems in a practical context involving addition and subtraction of money, including giving change. To compare and sequence intervals of time. To tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. To know the number of minutes in an hour and the number of hours in a day.

Geometry – shape/ position/ direction - to identify, describe, compare and sort the properties of 2-D shapes and 3-D shapes, including number of edges, sides, vertices, faces and lines of symmetry. To identify 2-D shapes on the surface of 3-D shapes, for example, a circle on a cylinder and a triangle on a pyramid. To order and arrange combinations of mathematical objects in patterns and sequences. To use mathematical vocabulary to describe position, direction and movement.

Statistics - to construct and interpret simple pictograms, tally charts, block diagrams and tables. To ask and answer simple questions by counting the number of objects in each category and sorting, totalling and comparing data.

Year 2 curriculum overview -2016/ 2017

Autumn term

Theme - London's Burning - Firefighter visit

Science: *Uses of everyday materials* - identify and compare the suitability of a variety of everyday materials; find out how the shapes of solid objects made from some materials can be changed. Identify and discuss the uses of different everyday materials, consider how the properties of materials make them suitable or unsuitable for particular purposes and find out about people who have developed useful new materials.

Art: Create a collage of the Fire of London with tissue paper.

History: Complete a time line of the Fire of London, learn about Samuel Pepys, compare the differences of London before and after the fire and put events of the fire in chronological order. Comparing people in the past to their own lives,

DT: Design and make a moving fire engine using wheels and axels.

Geography: Name, locate and identify characteristics of the four countries and the capital cities of the UK and its surrounding seas. Study maps of London before and after the fire; look at compass directions in London.

Music: Learn the song 'London's Burning', sing in rounds, play un-tuned musical instruments.

Literacy Links: Write recounts and diary entries. Read and write adventure stories.

Class Novel - Gangsta Granny- Trip to Wimbledon theatre w/c 31/10

Theme - Green Fingers

Science: *Plants* - observe and describe how seeds and bulbs grow into mature plants; investigate the requirements of plants for germination, growth and survival. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Use the local environment to observe how different plants grow; investigate the processes of reproduction and growth in plants and research Charles Darwin.

Art: Explore patterns using a variety of materials; natural, man-made, wood and rubbings. Study the artist Andy Goldsworthy.

Geography: Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.

History: Research Charles Darwin: who he was and what he did.

Music: Sound collage of a plant growing from seed to flower.

Literacy Links: Read and write poetry about nature.

Theme - Florence Nightingale - dress up day

Science: Understand the similarities between nursing and medicines in the olden days and now. Explore the senses and identify each stage in the human life cycle.

History: Create a time line of Florence Nightingale's life learning about the important events and when they happened.

(Compare to Mary Seacloe) Research Edward Jenner and his influence on medicine.

Geography: Look at the Crimean map and create a key.

Music: Learn and perform the song - 'Lady with the lamp'.

Literacy Links: Explore books with doctors, nurses and dentists.

Theme - Who am I?

Science: *Animals, including humans* - notice that animals, including humans, have offspring which grow into adults. Investigate the processes of reproduction and growth in animals, Find out about and describe the basic needs of animals, including humans, for survival; describe the importance of exercise, eating the right amounts of different types of food and hygiene, for humans.

History: Look at family trees and the royal family. Include aspects of change in national life.

Art: Draw a self-portrait using pencil, crayons and pastels.

Geography: Develop map skills by: identifying the location of hot and cold areas of the world in relation to the Equator and the North and South Poles and a variety of features, for example cities, towns and villages.

Music: Learn and perform the song - 'We are Family'.

Literacy Links: Explore 'The Tiger Who came to Tea' and write own version. Read autobiographies.

Discrete subjects

Computing: 'We are astronauts' - programming on screen; 'We are game testers' - explore how computer games work.

RE: Judaism; Harvest; Festivals of light; Christmas - symbols and the meaning of Advent.

PSHE&C: New beginnings; Getting on and Falling Out.

PE: Gym - movement in different directions, levels and speeds; Dance - respond to musical stimuli; Tag rugby and Netball - using tactics for attacking and defending.

Year 2 curriculum overview -2016/ 2017

Spring term

Theme - Our Planet - Linked to our charity - visit to Pizza Express

Geography: Identify weather patterns and hot/cold area of the world in relation to the equator and north and south poles- also linked to where different food grows.

Art: Still life water colour painting of foods that grow. Based on textures, shades and effects.

Eco-schools: Look at how human activity impacts upon the world we live in.

Music: Learn and perform the song - 'It's up to me and you' (britishcouncil.org).

Literacy Links: Write a newspaper article about the dangers faced by our planet/environment.

Theme - Green Fingers

Science: *Plants* - observe and describe how seeds and bulbs grow into mature plants; investigate the requirements of plants for germination, growth and survival; find out and describe how plants need water, light and a suitable temperature to grow and stay healthy; use the local environment to observe how different plants grow; investigate the processes of reproduction and growth in plants.

Geography: Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.

Eco-schools: Look at eco-systems and how biodiversity has an effect on the environment.

Literacy Links: Write an explanation text about how plants grow.

Theme - The Magic Toymaker

Science: *Uses of everyday materials* - identify and compare the suitability of a variety of everyday materials; find out how the shapes of solid objects made from some materials can be changed. Identify and discuss the uses of different everyday materials and become familiar with how some materials are used for more than one thing.

History: Research inventors of new and old toys.

Music: Learn and perform the song - 'Chitty Chitty Bang Bang'.

Literacy Links: Reading and writing stories with magical settings.

DT: Design and make glove puppets using a template and joining techniques.

Theme - Stories People Tell

Geography: Make maps of real and imaginary places; decide which are attractive and unattractive features.

History: Learn about myths and legends, mythical creatures and why stories are told in different ways.

Art: Make a mask focusing on tone and shade.

Music: Perform music to go with particular stages of different myths and legends.

Literacy Links: Fables

Discrete subjects

Computing: 'We are photographers' - taking, selecting and editing digital images; 'We are researchers' - researching a chosen topic.

RE: Christianity (sacred writings); Judaism (sacred writings); Easter - celebration food.

PSHE&C: Going for Goals; Good to be Me.

PE: Gym - jumping, landing and shape; Dance - jumping, turning and using gestures; Football; Tennis.

Year 2 curriculum overview -2016/ 2017

Summer term

Theme - Jump on a Plane

Science: *Living things and their habitats* - explore and compare the differences between things that are living and dead; identify that most living things live in habitats to which they are suited; identify and name a variety of plants and animals in their habitats; describe how animals obtain their food from plants and other animals; raise and answer questions about the local environment and compare animals in familiar habitats with animals found in less familiar habitats.

Plants - observe and describe how seeds and bulbs grow into mature plants, investigate the requirements of plants for germination, growth and survival. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy; use the local environment to observe how different plants grow and investigate the processes of reproduction and growth in plants.

Geography: Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country. Explore how and why living things live in different habitats and how they adapt to their specific habitat.

History: Research Nelson Mandela and his inspirational life.

Art: Study colours linked to the African Savannah, research a South African artist and practise colour mixing.

Music: Listen to African music and identify instruments used.

Literacy Links: Explore stories by the author Paul Geraghty and write information texts about animals.

DT: Where does food come from?

Theme - Let's get Fit

Science: *Animals, including humans* - investigate the processes of reproduction and growth in animals. Find out about and describe the basic needs of animals, including humans, for survival. Describe the importance for humans of: exercise, eating the right amounts of different types of food and hygiene.

Geography: Look at where food comes from and the different environments food grow in. Learn about the importance of fair trade.

History: Understand how food has changed over the years; write a menu for past civilisations.

DT: Design, plan, make and evaluate a pizza with healthy toppings.

Music: Testing out which music is good/not good for keeping fit to.

Literacy Links: Read and write information texts.

When I Grow up - trip to Kidzania

Geography: key human features (linked to jobs) including cities, towns, villages, factories, farms, offices, ports, harbours and shops.

History: lives of significant individuals with different jobs.

Music: Experimenting with sounds and looking at jobs people have working with music.

Literacy Links: Read and write stories with a journey. Write instructions using 'Rosie's Walk'.

Discrete subjects

Computing: 'We are detectives' - communicating clues; 'We are zoologists' - recording bug hunt data

RE: Islam - key people, places, writings and festivals.

PSHE&C: Relationships; Changes.

PE: Gym - perform sequences with a clear beginning, middle and end; Athletics; Dance - changing the rhythm and speed of movement; Kwik cricket.