

Year 2 Curriculum Overview Spring Term



Subject	Spring term 1		Spring term 2
<p>RE</p>	<p>The Good News</p> <p>To know that Jesus can change sadness into joy.</p> <p>To know that we should always remember to thank Jesus for his help</p> <p>To know that Jesus used his power to help others and reflect on the importance of these events.</p> <p>To know that Jesus brought the good news of God's love and reflect on what this means for us.</p>	<p>H A L F T E R M</p>	<p>Mass</p> <p>To know and reflect on the importance of the celebration of the Mass.</p> <p>To know about the readings at Mass and why we should listen to them.</p> <p>To know that at the Offertory we offer gifts to God.</p> <p>To know and appreciate that at the Consecration the bread and wine are changed into Jesus.</p>
<p>Maths</p>	<p>Number and Place Value</p> <p>To count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.</p> <p>To recognise the place value of each digit in a two-digit number (tens, ones)</p> <p>To identify, represent and estimate numbers using different representations, including the number line To compare and order numbers from 0 up to 100; use and = signs</p> <p>To read and write numbers to at least 100 in numerals and in words</p> <p>To use place value and number facts to solve problems.</p> <p>Addition and Subtraction</p> <p>To solve problems with addition and subtraction:</p> <p>To using concrete objects and pictorial representations, including those involving numbers, quantities and measures</p> <p>To apply their increasing knowledge of mental and written methods</p>		<p>Multiplication and Division incl. Number and Place Value</p> <p>To recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</p> <p>To calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs</p> <p>To show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</p> <p>To solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p> <p>Geometry – Position and Direction</p> <p>To order and arrange combinations of mathematical objects in patterns and sequences</p> <p>To use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and</p>

<p>To recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 To add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</p> <ul style="list-style-type: none"> • a two-digit number and ones • a two-digit number and tens • two two-digit numbers • adding three one-digit numbers <p>To show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p> <p>Geometry - Properties of Shape To identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line To identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces 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 compare and sort common 2-D and 3-D shapes and everyday objects.</p> <p>Measurement (Mass) To choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels To compare and order lengths, mass, volume/capacity and record the results using >, < and =</p>	<p>anticlockwise).</p> <p>Fractions To 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 To write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$</p> <p>Measurement (Time) 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.</p> <p>Measurement (Money) To recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value To find different combinations of coins that equal the same amounts of money To solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p> <p>Measurement (Length and Capacity) To choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels To compare and order lengths, mass, volume/capacity and record the results using >, < and =</p>
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<p>English</p>	<p>Tales from Around the World Unit 4</p> <ul style="list-style-type: none"> • to choose interesting words • to recognise homophones • to express ideas precisely by using a growing vocabulary • to give oral responses to questions about a text. • to read part of a traditional tale demonstrating independence • to give written responses to questions about a text to read aloud with increasing accuracy, fluency and expression • to retell a story • to identify and describe story setting and character • to match captions to pictures to rewrite a story sequence • to act out a story using dialogue to extend ideas and experiences. • to recognise and talk about a story theme • to read about characters and predict some outcomes explaining ideas clearly • to read and write simple similes. • to listen carefully and respond appropriately to chapter summaries • to identify and record key ideas in each chapter • to understand and re-enact part of a story which contributes to a whole retelling • to extend ideas and experiences through role play. to read story chapters independently demonstrating a range of strategies • to demonstrate comprehension of a text by answering questions 	<p>What is my house made of? Unit 5</p> <ul style="list-style-type: none"> • to read fluently, taking note of punctuation • to find answers to questions in a short text • to find out about question words • to listen while others talk and discuss new ideas. • to know that texts have different purposes • to read sections of the text, rather than the whole text, to answer questions • to recognise some features of explanations • to share ideas, using a good vocabulary. • to find information in diagrams and charts • to write in sentences with capital letters and full stops • to join sentences with <i>and, but, so</i> and <i>or</i>. • to know some of the features of an explanation • to write about an explanation text • to use full stops and capital letters. • to use alphabetical order • to read and write dictionary definitions • to spell words with prefixes un and dis • to copy the alphabet and form letters correctly. • to read and follow simple instructions • to add detail in spoken definitions to help the listener • to write longer dictionary definitions to join sentences using <i>and, but, so, or</i>. • to discuss the meaning of unfamiliar words encountered in reading • to find information from different kinds of text • to explain what we think to other people. • to answer questions about a text
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- to demonstrate understanding of character by selecting the best descriptors
- to recognise and spell words with common prefixes. to extend the range of common words recognised on sight
- to write compound sentences using joining words
- to write a new story ending using the structure of a familiar story
- to re-read own writing for sense and accuracy.
- to recognise that stories may be from different times and places
- to recognise different story openers
- to write an effective story opener
- to check own writing for sense and accuracy.
- to read aloud with fluency and expression taking notice of speech marks
- to predict events from language refrains spoken by characters
- to make simple inferences about a character's motivation
- to write compound sentences using a structure from the story.
- to read a story ending and compare it with an earlier prediction
- to find answers to questions by reading a section of the text
- to recognise and use the past tense. to talk about the beginning, middle and end of stories
- to recognise that stories have a shape
- to develop ideas for a circular story

- to make notes from a non-fiction text
- to identify joining words in compound sentences.
- to join sentences using *and, but, or, so*
- to find information from diagrams, illustrations and texts
- to plan a talk about building a den
- to listen to feedback and improve the talk.
- to speak loudly and clearly
- to speak with expression
- to listen carefully and ask questions.
- to write in sentences using capital letters, full stops and question marks
- to use *and, but* and *so* in longer sentences
- to recognise the features of an explanation
- to use headings, diagrams and captions.
- to re-read own writing and:
 - check that it makes sense
 - improve it
 - check punctuation and spelling
- to think about what went well and what could have been better.

	<ul style="list-style-type: none"> • to write a circular story using the familiar structure of a story. • to review story shape • to review characters and settings • to review traditional tale themes • to identify the general features of traditional tales. <p>Poems by famous Poets Unit 6</p> <ul style="list-style-type: none"> • to explore vocabulary choice • to read a poem aloud and recite with accuracy, fluency, expression • to develop an appreciation of poets and authors through research skills • to identify general features of poetry • to extend experiences and ideas through role play. • to read a poem and comment on words and ideas using inference • to read compound words • to compare poems and express an opinion. • to discuss vocabulary choice for effective rhythm • to read, recite and recognise the repetition and rhythm provided by a rhyme • to develop an understanding of key elements of performance • to find factual information from different texts and formats • to write a new version of a poem adding to a model. 	<p>Poems by famous Poets Unit 6 continued</p> <ul style="list-style-type: none"> • to develop an appreciation of poets and authors through research skills • to identify general features of poetry; layout • to answer questions to demonstrate comprehension of meaning. • to discuss the meaning of unfamiliar words in reading • to introduce another significant poet and her work • to read a poem and comment on words and sounds in relation to personification • to read a poem taking some notice of punctuation; apostrophe s (for contractions) • to choose some interesting words and phrases to describe places. • to read and comment on words, sounds and images created in a poem • to extend ideas from the poem • to work effectively in a group • to review general features of poems <p>to use the structure of a poem in developing own writing</p>
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Science	Materials To identify and describe the properties of materials that objects are made from, To understand why the properties of materials are important. To know that materials are manufactured. To carry out a simple investigation	Materials To explore how Charles Macintosh used rubber and cloth to create waterproof clothing. To know that some materials change when they are heated. To know that some materials change when they are cooled.
Computing	Touch typing	Coding
Geography / History	An Island Home To understand how an island is different from the mainland, and identify main features and places of interest. To identify the physical and human features of a place To identify types of transport used in different places. To understand how an environment changes. To recognise how land and buildings are used in different ways To recognise similarities and differences between our locality and another area in the UK. To identify likes and dislikes about a place	Florence Nightingale/ Comparison 1800s with present day To reflect and ask questions To sequence a series of Historical events To identify similarities/ differences in periods of time To use and understand sources of evidence To identify change in periods of time. To use and understand sources of evidence To communicate ideas
PE	Badminton Tennis Gymnastics ? Ballet Football	Badminton Tennis Gymnastics ? Ballet Football
PSHE	Choices To make choices which include sensible eating habits To make choices concerning good hygiene To understand the importance of exercise To think about the right way to play To understand the importance of safe play and the need to be aware of potential dangers To understand what is meant by a “good friend”	Right and Wrong To work together To understand the concept of fairness To understand what kindness involves and what actions are kind and unkind To emphasise the importance of leaving other people’s property alone and the harm done by stealing Rights and Responsibilities

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	<p>To understand the value of money To discuss the wiser use of money and to explore issues such as fairness</p>		<p>To explore how all children have the right to: -be safe -to education -medical care To understand the importance of caring for a pet</p>
Art / DT	<p>Art - To paint a landscape using colour and texture To create a mosaic collage Artist focus: Monet, LS Lowry, Van Gogh, Metzinger</p> <p>D&T - To understand where different foods come from To explore a range of existing products To use the basic principles of a healthy and varied diet To select from and use a range of tools and equipment to perform practical tasks To design a product for themselves and others based on design criteria To evaluate ideas and products against design criteria</p>		<p>Art - To use pastels to create a cityscape To use colour, texture and line Artist focus: Monet, LS Lowry, Van Gogh, Metzinger</p>
Music	<p>Taking Off :Exploring Pitch To know what is meant by pitch To respond to changes of pitch To know how to control the pitch of the voice To relate sounds to symbols To know how simple tunes are made of different pitches To know that percussion instruments produce different pitches. To know that pitch can be used descriptively.</p>		<p>What's the score: Exploring instruments and symbols To recognise different instruments To identify different ways instruments make sounds To identify how sounds can be changed To understand how symbols can be used to represent sounds To know how symbols can be used to describe changing sounds. To listen carefully and respond to sounds using movement. To compose a class composition</p>
MFL - French	<p>Greetings (on going) Days of the week The weather Parts of the body</p>		<p>Facial Features Clothing Basic Directions Easter Activities</p>
Homework	<p>Daily Reading Weekly Maths Weekly English /Spellings</p>		