



Curriculum Overview

Year 2 Spring Term

Subject	Content
Religious Education	<p>Christmas</p> <ul style="list-style-type: none">• be able to sequence the story of Christmas from the annunciation to the flight into Egypt• understand some of the difficulties faced by Mary and Joseph on their journeys <p>Parables and Miracles</p> <ul style="list-style-type: none">• know a range of parables and miracles• understand the qualities of Jesus as a healer and a teacher <p>Special Celebrations</p> <ul style="list-style-type: none">• know the seasons of the Liturgical year• know that sacraments are special celebrations <p>Lent</p> <ul style="list-style-type: none">• know the importance of Jesus' teachings about forgiveness• have some understanding about how we experience forgiveness through the Sacrament of Reconciliation <p>Holy Week</p> <ul style="list-style-type: none">• understand the words and actions of Jesus at the Last Supper and his final week on Earth
Literacy	<p>Phonics:</p> <ul style="list-style-type: none">• adding suffixes: ed, ing, y, s, ful, less• prefix: un, dis• syllables in words <p>Reading:</p> <ul style="list-style-type: none">• deduce, infer or interpret information, events or ideas from texts• identify and comment on the structure and organisation of texts• explain and comment on writers' uses of language

	<p>Writing:</p> <p>All writing genres can be applied at any time during the year regardless of the main teaching focus for each term.</p> <ul style="list-style-type: none"> • identify the features of an explanation text • create a poster to explain a procedure • understand the features a non-chronological report • plan, create and edit a report • know the features of a traditional story • plan and write a story using the different features <p>Grammar, Punctuation and Spelling:</p> <ul style="list-style-type: none"> • explore the use of ? ! , • spell key words correctly, if not, regularly correct them • use conjunctions correctly: and, because, also, but • ensure letters are of a suitable and consistent size
Mathematics	<ul style="list-style-type: none"> • place value to 1000 • addition (using number lines and squares) • subtraction (using number lines and squares) • mental calculation strategies + and – • solving money and real life problems • making decisions and checking results • measures (mass, capacity and problem solving) • shape and space (investigating 3D shape) • handling and sorting data into block graphs
Science	<p>Chemistry</p> <ul style="list-style-type: none"> • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • discover how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. • apply their knowledge of materials to everyday life
Computing	<ul style="list-style-type: none"> • describe carefully what happens in computer games • use logical reasoning to make predictions of what a program will do • test their predictions • think critically about computer games and their use • be aware of how to use games safely • develop collaboration skills through searching for information • improve note taking skills • develop presentation skills

<p>Creative Curriculum</p>	<p>We deliver the following subjects through whole school topics and they are collectively referred to as the Creative Curriculum: Art and Design, Design Technology, Geography, History and Music.</p> <p>Each term the whole school follow a topic theme incorporating many curriculum areas with a particular focus on one of the Creative Curriculum subjects.</p> <p>(See Creative Curriculum Two Year Cycle).</p>
	<p>Spring 1: Water Main Focus: Music</p> <p>We will be exploring how instruments can be used to create different sounds and effects.</p> <ul style="list-style-type: none"> • sing with control of pitch, following the shape of the melody • follow pitch movements with their hands and use high, low and middle voices • identify the pulse in different pieces of music • sustain simple rhythm patterns to a given pulse • play instruments in different ways and create sound effects • explore different sound sources by making sounds and recognise how they can give a message • create and choose sounds in response to a given stimulus
<p>Physical Education</p>	<p>Invasion games</p> <ul style="list-style-type: none"> • play games using modified courts and a small range of throwing skills • make effective decisions when they have the ball, but take time to make them • use bigger target areas to aim for • move to find space when they have not got the ball, when prompted and guided use simple rules fairly <p>Tennis</p> <ul style="list-style-type: none"> • use a small range of tactics • hit a ball with reasonable consistency when practicing • with help, identify practices to help them improve • keep the score during a game
<p>PSHE</p>	<ul style="list-style-type: none"> • demonstrate that they recognise their own worth and that of others by making positive comments about themselves and classmates • knows that people can have different opinions and can simply explain personal views • identifies and makes simple choices about how to carry out the gospel values • can identify and respect differences and similarities

	between people, and describe how people can work together
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