



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> <p>Traditional tales. Plan their writing by:</p> <ul style="list-style-type: none"> • Thinking of and using adjectives to describe nouns • Sequencing the beginning, the middle and the end • Proof reading their own writing to check punctuation and spelling <p>Stories by the same author. Plan their writing by:</p> <ul style="list-style-type: none"> • Reading a variety of books by the same author • Using complex sentences with subordinate clauses • Writing sentences containing antonyms <p>Fantasy stories. Plan their writing by:</p> <ul style="list-style-type: none"> • Creating a character profile. • Thinking of and use adjectives to describe nouns. • Using capital letters to write names • Beginning to write a story based on a careful plan <p>Really looking (poetry). Plan their writing by:</p> <ul style="list-style-type: none"> • Using spoken language to develop imaginative vocabulary • Writing descriptive sentences using synonyms and elaborated language • Using contracted forms and apostrophes in own writing • Using correct punctuation in writing a poem • Using similes and expanded noun phrases <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 • All standard 2 punctuation correctly used
<p>Mathematics</p>	<p>Statistics</p> <ul style="list-style-type: none"> • interpret and construct simple pictograms, tally charts, block diagrams and simple tables • ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity

Multiplication and division

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

Number and place value

- count in steps of 2, 3 and 5 from 0 and in tens from any number, forward and backward
- recognise the place value of each digit in a two-digit number (tens, ones)
- identify, represent and estimate numbers using different representations, including the number line
- compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs
- read and write numbers to at least 100 in numerals
- use place value and number facts to solve problems

Measurement

- choose and use appropriate standard units to estimate and measure length / height in any direction (m / cm); mass (kg / g); temperature ($^{\circ}\text{C}$); capacity (litres / ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- compare and order lengths, mass, volume / capacity and record the results using $>$, $<$ and $=$
- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- find different combinations of coins to equal the same amounts of money
- tell and write the time to five minutes
- know the number of minutes in an hour and the number of hours in a day.
- compare and sequence intervals of time

	<p>Addition and subtraction</p> <ul style="list-style-type: none"> • <i>solve problems with addition and subtraction:</i> <ul style="list-style-type: none"> – <i>using concrete objects and pictorial representations, including those involving numbers, quantities and measures</i> – <i>applying their increasing knowledge of mental methods</i> <ul style="list-style-type: none"> • recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 • add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> – <i>a two-digit number and ones</i> – <i>a two-digit number and tens</i> – <i>two two-digit numbers</i> – <i>adding three one-digit numbers</i> • show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot • recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems <p>Geometry: properties of shape</p> <ul style="list-style-type: none"> • identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line • 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, [for example, a circle on a cylinder and a triangle on a pyramid] • compare and sort common 2-D and 3-D shapes and everyday objects <p>Geometry: position and direction</p> <ul style="list-style-type: none"> • order and arrange combinations of mathematical objects in patterns and sequences • use mathematical vocabulary to describe position, direction and movement
<p>Science</p>	<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

	<p>some materials can be changed by squashing, bending, twisting and stretching.</p> <ul style="list-style-type: none"> • 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
Creative Curriculum	<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: Leaders Main Focus: History We will be finding out about Florence Nightingale and Mary Seacole who were leaders in Victorian times.</p> <ul style="list-style-type: none"> • can sequence pictures and information about hospitals before and after Florence Nightingale • can search pictures for clues about the past and make simple observations • is beginning to use evidence to give opinions about events • can write and explain simply why Florence Nightingale is famous
Physical Education	<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>Striking and Fielding</p> <ul style="list-style-type: none"> • use skills with control and reasonable accuracy • hit a stationary ball and retrieve and throw it when fielding

	<ul style="list-style-type: none"> • use skills and tactics in games • come up with sensible solutions, given time to think about their actions • carry out practices to improve their work and understand why they are useful <p>Gymnastics</p> <ul style="list-style-type: none"> • explore basic gymnastic actions and develop some control and coordination • begin to associate these actions with words, signs and symbols • link and repeat actions with help • understand how to use space and apparatus safely • change their movements to avoid other children • feel the difference in their body when they are tense and relaxed, and stretch fingers and toes • know how to start and finish their movement phrases
PSHE	<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