



## Curriculum Overview

### Year 2 Spring Term

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

	<p><b>Writing:</b></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"> <li>• Thinking of and using adjectives to describe nouns</li> <li>• Sequencing the beginning, the middle and the end</li> <li>• Proof reading their own writing to check punctuation and spelling</li> </ul> <p>Stories by the same author. Plan their writing by:</p> <ul style="list-style-type: none"> <li>• Reading a variety of books by the same author</li> <li>• Using complex sentences with subordinate clauses</li> <li>• Writing sentences containing antonyms</li> </ul> <p>Fantasy stories. Plan their writing by:</p> <ul style="list-style-type: none"> <li>• Creating a character profile.</li> <li>• Thinking of and use adjectives to describe nouns.</li> <li>• Using capital letters to write names</li> <li>• Beginning to write a story based on a careful plan</li> </ul> <p>Really looking (poetry). Plan their writing by:</p> <ul style="list-style-type: none"> <li>• Using spoken language to develop imaginative vocabulary</li> <li>• Writing descriptive sentences using synonyms and elaborated language</li> <li>• Using contracted forms and apostrophes in own writing</li> <li>• Using correct punctuation in writing a poem</li> <li>• Using similes and expanded noun phrases</li> </ul> <p><b>Grammar, Punctuation and Spelling:</b></p> <ul style="list-style-type: none"> <li>• explore the use of ? ! ,</li> <li>• spell key words correctly, if not, regularly correct them</li> <li>• use conjunctions correctly: and, because, also, but</li> <li>• ensure letters are of a suitable and consistent size</li> <li>• All standard 2 punctuation correctly used</li> </ul>
<p><b>Mathematics</b></p>	<p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>• interpret and construct simple pictograms, tally charts, block diagrams and simple tables</li> <li>• ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</li> </ul>

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

	<p>some materials can be changed by squashing, bending, twisting and stretching.</p> <ul style="list-style-type: none"> <li>• apply their knowledge of materials to everyday life</li> </ul>
<b>Computing</b>	<ul style="list-style-type: none"> <li>• describe carefully what happens in computer games</li> <li>• use logical reasoning to make predictions of what a program will do</li> <li>• test their predictions</li> <li>• think critically about computer games and their use</li> <li>• be aware of how to use games safely</li> <li>• develop collaboration skills through searching for information</li> <li>• improve note taking skills</li> <li>• develop presentation skills</li> </ul>
<b>Creative Curriculum</b>	<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. (See Creative Curriculum Two Year Cycle).</p>
	<p><b>Spring 1:Water</b> <b>Main Focus: Music</b> We will be exploring the uses of water. The children will investigate how instruments can be used to create different sounds and effects. How instruments can be used to represent different things.</p> <ul style="list-style-type: none"> <li>• sing with a sense of awareness of pulse and control of rhythm</li> <li>• follow pitch movements with their hands and use high, low and middle voices</li> <li>• identify the pulse in different pieces of music and perform a rhythm to a given pulse</li> <li>• explore different sound sources by making sounds and recognise how they can give a message</li> <li>• create and chose sounds in response to a given stimulus</li> <li>• play instruments in different ways and create sound effects</li> </ul>
<b>Physical Education</b>	<p><b>Invasion games</b></p> <ul style="list-style-type: none"> <li>• play games using modified courts and a small range of throwing skills</li> <li>• make effective decisions when they have the ball, but take time to make them</li> <li>• use bigger target areas to aim for</li> <li>• move to find space when they have not got the ball,</li> </ul>

	<p>when prompted and guided use simple rules fairly</p> <p><b>Striking and Fielding</b></p> <ul style="list-style-type: none"> <li>• use skills with control and reasonable accuracy</li> <li>• hit a stationary ball and retrieve and throw it when fielding</li> <li>• use skills and tactics in games</li> <li>• come up with sensible solutions, given time to think about their actions</li> <li>• carry out practices to improve their work and understand why they are useful</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• explore basic gymnastic actions and develop some control and coordination</li> <li>• begin to associate these actions with words, signs and symbols</li> <li>• link and repeat actions with help</li> <li>• understand how to use space and apparatus safely</li> <li>• change their movements to avoid other children</li> <li>• feel the difference in their body when they are tense and relaxed, and stretch fingers and toes</li> <li>• know how to start and finish their movement phrases</li> </ul>
<b>PSHE</b>	<ul style="list-style-type: none"> <li>• demonstrate that they recognise their own worth and that of others by making positive comments about themselves and classmates</li> <li>• knows that people can have different opinions and can simply explain personal views</li> <li>• identifies and makes simple choices about how to carry out the gospel values</li> <li>• can identify and respect differences and similarities between people, and describe how people can work together</li> </ul>