

Year 2 Curriculum Overview Cycle A, Spring 2 2022

Reading	Writing	Maths	Science	History
<p>Text: Traditional and 'read aloud' poems Key Learning: Word Reading - fluency Select and Retrieve Inference</p> <p>Text: The Way Back Home Make inferences about what is said and done. Find information within a text Key Learning: Word Reading Select and Retrieve Respond & Explain</p> <p>Text: That Rabbit Belongs to Emily Brown Make predictions. Respond to a text. Key Learning: Word Reading Prediction Inference Respond & Explain</p>	<p>Text: La Luna Purpose: Entertain Audience: EYFS children Form: narrative Outcome: 1st person or 3rd person narrative</p> <p>Key Learning: Appropriately sequences ideas Write questions (beginning with who/ what/ when/ where/ how) Add suffixes to spell longer words, including -ful, -less (to create adjectives) Use adventurous vocabulary appropriate to task Link related sentences through the use of pronouns and adverbials</p> <p>Text: Man on the Moon Key Learning: Purpose: retell Audience: Family back home Form: Diary Outcome: Diary written as one of the characters from the story</p>	<p>The objectives taught may not follow this order but many of these key skills will be drawn upon when solving problems.</p> <p>Fractions/Geometry Identify and describe properties of 2D shapes including lines of symmetry. Identify and describe properties of 3D shapes . Compare and sort 2D and 3D shapes and everyday objects. Order and arrange combinations of objects in patterns. Recognise, name and find fractions as equal parts of a shape, including $\frac{1}{3}$ and $\frac{3}{4}$. Use mathematical vocabulary to describe position, direction and movement in a straight line and distinguishing between rotation as a turn and rotation as an angle for quarter, half and three-quarter turns. Know clockwise and anti-clockwise.</p> <p>Multiplication and Division Count in 2s, 5s and 10s forwards and backwards. Recall and use multiplication facts of 2x, 5x and 10x tables, including recognising odds and evens.</p>	<p>Enquiry Question: How can we make a tent?</p> <p>Key Learning: Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by</p>	<p>Enquiry: Did children in the past play with the same toys as me?</p> <p>Key Learning: Chronology: Create simple timelines to sequence processes, events, objects within their own experience. Confidently use vocabulary associated with the past e.g. old/ new, then/ now. Change and Continuity: Can match old objects to people or situations from the past. Can describe how some aspects of life today differ from the past using simple historical vocabulary. Historical enquiry: Can talk about similarities and differences between two or more historical sources using simple historical terms</p>

<p>There will also be a focus on building reading stamina and fluency.</p>	<p>Purpose: inform/describe/persuade</p> <p>Audience: astronauts</p> <p>Form: advert</p> <p>Outcome: An advert for a rocket they have designed.</p> <p>Key Learning: Use the possessive apostrophe (singular) Proof-read to check for errors in spelling, grammar and punctuation Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils Write expanded noun phrases to describe and specify Use the suffixes –er, -est, in adjectives Use –ly to turn adjectives into adverbs – slow/slowly</p>	<p>Solve problems involving multiplication and division using arrays, repeated addition and mental methods. Use the multiplication (x) and = signs to record number sentences. Share objects equally into different groups, recognising the link with multiplication and arrays.</p> <p>Number and Place Value with Addition and Subtraction Count in 3s from zero using a number line. Read and write numbers in numerals and words to 100. Derive and use related number facts e.g. 3 + 7 and 30 + 70 Order numbers up to 100. Count back from any given number up to 100. Identify one more and one less. Add multiples of 10 to any number using resources and a number line. Recognise and use the inverse relationship between addition and subtraction and using this to check calculations and missing number problems. Partition numbers to 20 and recall associated subtraction facts. Solve one-step problems that involve addition and subtraction to 20, using objects and pictures. Add and subtract 2-digit numbers using apparatus, pictorial representations and mental methods.</p>	<p>squashing, bending, twisting and stretching.</p> <p>Skills – testing a material for a particular purpose.</p>	
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RE	PSHE	DT	Computing	Music	PE
<p>Concept: Welcoming</p> <p>Theme/Unit: Christianity – Palm Sunday</p> <p>Questions: What does welcoming mean? How was Jesus welcomed on Palm Sunday? Is it important for Christians to remember Jesus' welcome? What is my experience of welcoming? When is it important to welcome people?</p> <p>Key Learning To identify and describe the concept of welcoming To simply describe how Christians made Jesus feel welcomed on palm Sunday To describe why it is important to remember Jesus' welcome</p>	<p>Theme Unit</p> <p>Keeping Myself Safe Key Learning: Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;</p> <p>Identify the types of touch they like and do not like;</p> <p>Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable</p> <p>Identify situations in which they would feel safe or unsafe;</p> <p>Suggest actions for dealing with unsafe situations including who they could ask for help.</p>	<p>Enquiry Question – How do they move?</p> <p>Key Learning: To know the main components of a wheeled vehicle To experiment with mechanisms and explore how wheels, axels and axel holders work. To investigate how wheels rotate and problem solve when they will not. To design a moving vehicle. To select and review appropriate materials and resources. To evaluate their work.</p>	<p>Enquiry question: How can you turn a code into an algorithm?</p> <p>Key Learning:</p> <p>To physically follow and give each other forward, backward & turn (right-angle) instructions.</p> <p>To articulate an algorithm to achieve a purpose.</p> <p>To plan and enter a sequence of instructions to achieve an algorithm, with a robot specifying distance & turn and drawing a trail.</p> <p>To explore outcomes when giving instructions in a simple Logo program.</p> <p>To debug any problems.</p>	<p>Unit: Zootime</p> <p>Key Learning: To know how you can enjoy moving to music. To recognise a musical style (reggae). To learn a song off by heart. To know and find the pulse in a piece of music. We add high and low sounds, pitch, when we play our instruments. To know the names of untuned percussion instruments (glockenspiel) Play in time with a beat or steady pulse. To copy a sequence of musical notes by singing or using an instrument. To start and stop singing following a leader. To compose a tune based on a given example.</p>	<p>Unit: Dance Theme – The Circus</p> <p>Key Learning: Exploring space/travel</p> <p>Pupils will explore space and how their body can move to express themselves</p> <p>Key Skills: Physical: travel Physical: using dynamics, pathway, expression and speed Physical: balance Social: consideration Social: sharing ideas Emotional: confidence Thinking: Creating Thinking: observing and providing feedback Emotional – confidence</p>

<p>To talk about the concept of welcoming and identify examples of how they have felt welcomed. To describe situations when welcoming is or is not important.</p>					
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