

Year 2 Curriculum Overview Cycle A, Spring 1 2022

Reading	Writing	Maths	Science	Geography
<p>Text: The Lion and the Mouse I can recognise the sounds in words that contain the graphemes taught so far.</p> <p>Key Learning: Word Reading Select and Retrieve Inference Monitor & Summarise</p> <p>Text: Prince Cinders I can discuss how words create images in a readers mind.</p> <p>Key Learning: Word Reading Select and Retrieve Respond & Explain</p> <p>Goldilocks and the Three Bears I can make predictions from the illustrations in the story. I can respond to a text.</p> <p>Key Learning: Word Reading Language for Effect Clarify</p>	<p>Text: Shark in the Park on a windy Day Purpose: Entertain</p> <p>Audience: Children who play in the park</p> <p>Form: Rhyming recount</p> <p>Outcome: 1st person recount rhyming. Children to recount a trip that they have had to the park.</p> <p>Key Learning: Using the possessive apostrophe (singular) in our writing. Adding suffixes to spell longer words, including –ful, –less (to create adjectives) Spell more words with contracted forms</p> <p>Text: Funny Bones Key Learning: Purpose: Infer and describe Audience: Sailors Form: Letter Outcome: Writing a letter to the sailors.</p>	<p>Construct simple pictograms and tally charts. Ask and answer simple questions by counting the number of objects in each category and sorting categories by quantity. Add and subtract numbers using concrete objects, pictorial representations (number-lines) and mentally, including a two-digit numbers and ones and a two-digit number and tens. Add three one-digit numbers Use partitions of 5,6,7,8,9 to bridge through 10 when adding and subtracting. Record on number-lines and as a number sentence. Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. 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. Know how many minutes there are in an hour, half an hour and quarter of an hour Know the number of hours in a day</p>	<p>Enquiry Question: Longitudinal Study – Seasonal Changes</p> <p>Key Learning: Children to build on and develop an extensive knowledge of accurate scientific vocabulary. Observe and describe weather associated with the seasons and how day length varies. We will record the changes in a diary. Knowledge/skills: Observing and exploring changes in the environment around them. Identifying key features of winter and the differences between seasons.</p>	<p>Enquiry: My local park is perfect all year round</p> <p>Key Learning: Children will know where their local park is Children will know the features of the local park Children will know the human and physical features surrounding their local park. Children know where their local park is in relation to their school and can describe the route using geography vocabulary. Children draw or make a map and create symbols and a key. Children know the weather associated with each season and consider how suited their local park is to each season. Children consider weather and seasons as well as ideas from other parks in the world to</p>

	<p>Key Learning: Using subordinating Conjunctions (when/ if /that /because) to expand our writing. Use commas to separate items in a list We will Proof-read to check for errors in spelling, grammar and punctuation</p>	<p>Choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit using scales</p>		<p>draw their local park with adaptations. Children can locate the park. Children develop their geography vocabulary. Children match weather and season information to the features in the park.</p>
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RE	PSHE	Art	Computing	Music	PE
<p>Concept: Good and Evil</p> <p>Theme/Unit: Hinduism - Holi</p> <p>Questions: What does good and evil mean to me? Can a bad / evil deed be forgiven? Does good win over evil in most stories? Good and evil in the Hindu festival of Holi. Why is it important that good overcomes evil?</p>	<p>Enquiry Question: Keeping myself safe? (This is linked to Online Safety)</p> <p>Key Learning: Identify situations in which they would feel safe or unsafe; Suggest actions for dealing with unsafe situations including who they could ask for help.</p> <p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p>	<p>Unit: Recycling 'Untitled' Piece of Art</p> <p>Understand how to mould malleable materials, e.g. dough or clay, to create shapes that can be combined to make objects follow instructions to assemble and dis-assemble a range of construction kits to build specific objects. Build junk models and prepare them for painting and decorating by covering them with layers of paper use a wider range of simple tools to cut, shape and impress patterns and textures in a range of materials. Fold, pleat and cut paper and thin card of varying thicknesses.</p>	<p>Enquiry question: How does a Super Market Work?</p> <p>Key Learning: To recognise common use of technology outside of school and in the world around us.</p> <p>Pupils role play what happens to tins of beans in a supermarket. How they are tracked using a list (database) and removed from the list when they are bought. How when the list is empty new tins of beans are ordered from the warehouse or bean manufacturer.</p>	<p>Unit: I Wanna Play in a band</p> <p>Key Learning: To know five songs off by heart To know some songs have a chorus or a response/answer part. To know that songs have a musical style. To confidently know and sing five songs from memory. To know that unison is everyone singing at the same time. Learn the names of the notes in their instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class. Songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices.</p>	<p>Unit: Gymnastics</p> <p>Key Learning: Learn, explore and develop basic gymnastic actions on the floor and using apparatus. Develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. Learn to work safely with and around others and whilst using apparatus. Pupils learn to provide feedback to others and recognise elements of high quality performance</p> <p>Key Skills: Physical – shapes, balances, shape</p>

					jumps, travelling movements, barrel roll, straight roll, forwards roll Social – sharing, working safely Emotional – confidence, independence Thinking – observing and providing feedback, selecting and applying action
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