

Year 2 Curriculum Overview

Cycle B, Spring 2, 2025

Reading	Writing	Maths	Science	Geography
<p>Texts: Ruby's Worry – Tom Percival Ravi's Roar – Tom Percival The Rainbow Fish – Marcus Pfister Jonty Gentoo – Julia Donaldson Aliens Love Underpants – Claire Freedman and Ben Cort Look Up! – Nathan Bryon</p> <p>Key Learning: Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes Read accurately words of two or more syllables that contain the graphemes taught so far Read words containing common suffixes Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Answer questions Ask questions Extract information from the text and discuss orally with reference to the text. Recognise simple recurring literary language in stories and poetry.</p>	<p>Text: How to Wash A Woolly Mammoth – Michelle Robinson and Kate Hindley Purpose: To inform Audience: pet shop visitors Form: instructions Outcome: Own instructions for how to look after an animal</p> <p>Key Learning Use capital letters, full stops, question marks and exclamation to demarcate sentences Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience Use adventurous vocabulary appropriate to task Link related sentences through the use of pronouns and adverbials where appropriate Use commas to separate items in a list</p> <p>Text: Meerkat Mail by Emily Gravett</p> <p>Purpose: retell/inform</p> <p>Audience: animal families</p>	<p><i>The objectives taught may not follow this order but many of these key skills will be drawn upon when solving problems.</i></p> <p>Measurement (Time) Tell and write the time 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>Geometry Identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line. Identify 2-D shapes on the surface of 3-D shapes. Identify and describe the properties of 3-D shapes. Order and arrange combinations of mathematical objects in patterns.</p> <p>Fractions Recognise, find, name and write fractions as equal parts of a shape ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{4} = \frac{1}{2}$. Introduce $\frac{1}{3}$ and $\frac{3}{4}$ of a shape.)</p> <p>Multiplication & Division Count reliably in 2s, 5s and 10s.</p>	<p>Enquiry Question: Do all animals grow in the same way?</p> <p>Key Learning: Notice that animals, including humans, have offspring which grow into adults Recognise similarities and differences between animals and their life cycles Recognise and describe some animal life cycles - All animals eventually die - Animals reproduce new animals when they reach maturity - Animals grow until they reach maturity and then don't grow any larger</p> <p>Skills: Ask questions Observe closely Identify and classify Use observations to suggest answers to questions</p>	<p>Enquiry Question: Where in our world are the hot and cold places and what are they like?</p> <p>Key Learning: Name and locate the world's seven continents and five oceans The location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to key physical features Use basic geographical vocabulary to refer to key human features</p> <p>Skills: Use world maps, atlases and globes to identify continents and oceans studied at this key stage Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map Use aerial photographs and plan perspectives to recognise landmarks and basic</p>

<p>Participate in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>Discuss the sequence of events in books and how items of information are related</p> <p>Make simple inferences about characters' thoughts and feelings and reasons for actions</p> <p>Discuss favourite words and phrases</p> <p>Identify how vocabulary choice affects meaning</p>	<p>Form: letter</p> <p>Outcome: letters or postcards to retell the travels around the world.</p> <p>Key Learning:</p> <p>Use capital letters, full stops, question marks and exclamation to demarcate sentences</p> <p>Use subordinating conjunctions (when/ if /that /because)</p> <p>Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience</p> <p>Use adventurous vocabulary appropriate to task</p> <p>Link related sentences through the use of pronouns and adverbials where appropriate</p> <p>Use commas to separate items in a list</p> <p>Use apostrophes to mark where letters are missing in spelling</p> <p>Spell more words with contracted forms</p>	<p>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odds and evens.</p> <p>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods.</p> <p>Use the multiplication (x) and equals (=) signs to show solutions alongside other representations.</p> <p>Rehearse and use the language of 'How many groups of 2 (5, 10) are there?'</p> <p>Share objects equally by counting how many in each group and record pictorially (arrays).</p> <p>Recognise the link with multiplication facts represented as arrays.</p> <p>Develop the concept of sharing and grouping into different sized groups (not just 2s, 5s and 10s)</p> <p>Number & Place Value</p> <p>Read and write numbers in numerals and in words to at least 100</p> <p>Derive and use related facts up to 100. E.g. 3 + 7 and 30 + 70</p> <p>Order numbers up to 100 starting from any number crossing the tens boundaries</p> <p>Count back from any given number up to 100</p> <p>Given a number, identify one more and one less</p> <p>Add multiples of 10 to any number using concrete resources and a number-line</p>	<p>human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>
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RE	PSHE	Art	Computing	Music	PE
<p>Concept: Salvation</p> <p>Theme/Unit: Why does Easter matter to Christians?</p> <p>Key Learning Recognise that Salvation is a part of a 'big' story from the Bible. Know the events of Holy Week and tell stories of Holy Week and Easter. Know that Christians believe Jesus rose again, giving people hope of a new life. Give examples of ways Christians express their beliefs and feelings about Jesus's death and resurrection Think, talk and ask questions about whether the story has anything to say to them about sadness, hope or heaven.</p>	<p>Unit Theme: Being My Best – Health and Hygiene</p> <p>Key Learning: Understand what are healthy and unhealthy choices in regards to food, drink and activities. Know and compare different foods and group them to be healthy or unhealthy. Understand the basic ways of keeping clean – washing hands, the prevention of germs. Know about vaccines and what they are for. Understand the importance of dental hygiene and how to brush our teeth.</p>	<p>Enquiry Question: How can I create a frozen world in a paper collage?</p> <p>Key Learning: Can select, sort and modify by, cutting, tearing with care before adding other marks and colour to represent an idea. Use adhesives to select and place cut and torn shapes onto a surface to convey an idea. In collage, develop skills in overlapping and overlaying to create effects. Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Draw from observation, memory or imagination.</p>	<p>Enquiry Question: How can I make an information text?</p> <p>Key Learning: Use a word processing program to create and modify text. Use a painting program to create a picture independently. Use a search engine to find facts.</p> <p>Knowledge and Skills Turn on computer and log in. Save a file. Retrieve a file. Use a search engine (Google) to find information. Shut down. Recognise and use tools within Word to create text. Recognise and use tools within Word to modify text (colour, size, font). Identify knowledge and skills acquired.</p>	<p>Enquiry Question: How can I compose and perform a musical piece?</p> <p>Key Learning: Explore and use vocal tones, chant and sing a wider variety of rhymes and songs with an awareness of character and/ or mood. Show an awareness of breathing and posture. Use simple vocal patterns as accompaniments</p> <p>Demonstrate accuracy and control of correct technique on a range of untuned percussion instruments using both hands differentiating between left and right. Begin to play with musical intent.</p> <p>Sing and play in time and follow a wider range of simple directions, develop awareness of why and how to improve and present a performance. Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions</p> <p>Respond to, identify, and distinguish between sounds and music in different contexts. Begin to consider</p>	<p>Unit: Sending & Receiving</p> <p>Key Learning: Roll a ball towards a target. Track and receive a rolling ball. Send and receive a ball with their feet. Develop catching skills. Develop throwing skills. Send and receive a ball using a racket.</p> <p>Unit: Invasion Games</p> <p>Key Learning: Understand what being in possession means and support a teammate to do this. Understand that scoring goals is an attacking skill and to explore ways to do this. Understand that stopping goals is a defending skill and explore ways to do this. Explore how to gain possession. Mark an opponent and understand that this is a defending skill. Apply simple tactics for attacking and defending.</p>

				<p>how music illustrates the composer's ideas</p> <p>Understand the word 'dynamics' and, recognise and identify music getting louder and quieter</p> <p>Understand the word 'tempo' and respond to, recognise and identify getting faster and slower</p>	
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