

Year 2 - Mrs Bradley & Mr Kearney
Curriculum Overview
First Half of Spring 1 2017 - 2018

English	Mathematics	Topic	Science
<p>Non-Fiction - Explanations</p> <ul style="list-style-type: none"> Explain how different types of writing, including narratives, are structured and apply this to their own and others' writing Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related Develop pleasure in reading, motivation to read, vocabulary and understanding by being introduced to non-fiction books that are structured in different ways What is an explanation? Looking at the language used and information included Investigate non-fiction books, create glossaries/ indexes etc. Sequence explanations (flow diagrams) 	<p>Number - Addition and Subtraction</p> <ul style="list-style-type: none"> Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: $TO+O$, $TO+T$, $TO+TU$ and $O+O+O$ Show that addition of two numbers can be done in any order 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>Number - Multiplication & Division</p> <ul style="list-style-type: none"> 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 	<p>Florence Nightingale</p> <ul style="list-style-type: none"> To find out who Florence Nightingale was. To sequence the story of Florence Nightingale's life. To compare nurses from the past with nurses from today. To understand what changes Florence Nightingale made To identify where the Crimea War took place. To look at Florence Nightingale's route and add the main features to a map. To identify what hospitals were like in Florence Nightingale's time and how she tried to make them better. To learn why Florence Nightingale was called 'the Lady with the lamp'. To learn about Mary Seacole and the work that she did. 	<p>Animals, including humans</p> <ul style="list-style-type: none"> To notice that animals, including humans, have offspring which grow in to adults, e.g. <i>egg, caterpillar, pupa, butterfly. Baby, toddler, child, teenager, adult.</i> To find out about and describe the basic needs of animals, including humans for survival e.g. babies and children need to be looked after while they are growing. To describe the importance for humans to exercise - the effects of exercise on the body, the physical changes. To look at the importance of eating the right amounts of different types of food. To look at why hygiene is important

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<ul style="list-style-type: none"> Write explanations based on topic 	<p>tables and write them using the multiplication (\times), division (\div) and equals (=) signs</p> <ul style="list-style-type: none"> Solve problems involving multiplication and division using materials, arrays, repeated addition, mental methods and multiplication and division facts including problems in context <p>Measures</p> <ul style="list-style-type: none"> Recognise and use symbols for pounds and pence; combine amounts to make a particular value. Find different combinations of coins that equal the same amounts of money Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change Choose and use appropriate standard units to estimate and measure mass to nearest unit using scales. Compare and order mass 		<p style="text-align: center;">PSHE</p> <p>Relationships</p> <ul style="list-style-type: none"> To communicate their feelings to others, to recognise how others show feelings and how to respond To recognise that their behaviour can affect other people The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid To recognise what is fair and unfair, kind and unkind, what is right and wrong To share their opinions on things that matter to them and explain their views through discussions with one other person
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	<p>and record the results using <,> and =</p> <ul style="list-style-type: none"> • Compare and sequence intervals of time • 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 		<p>and the whole class</p> <ul style="list-style-type: none"> • To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)
<p style="text-align: center;"><u>PE</u></p> <p>Dance</p> <ul style="list-style-type: none"> • To explore movement ideas and respond imaginatively to stimuli • To explore, remember, repeat and link a range of actions and coordination • To move confidently and safely in their own and general space, using changes of speed, level and direction. • To explore, remember, repeat and link a range of actions with a partner • To perform a movement phrases using a range of body actions and body parts. • To compose and perform dance phrases and short dances that express and communicate moods, 	<p style="text-align: center;"><u>Music</u></p> <p>I Wanna Play in a Band</p> <ul style="list-style-type: none"> • How to listen to music • To sing the song. • To understand the geographical origin of the music and in which era it was composed • To experience and learn how to apply key musical concepts/elements, eg finding a pulse, clapping a rhythm, use of pitch. • To play the accompanying instrumental parts • To work together in a band / ensemble. • To develop creativity through improvising and composing within the song. 	<p style="text-align: center;"><u>Computing</u></p> <p>Coding 1</p> <ul style="list-style-type: none"> • Different inputs • Children will learn to create a sequence of instructions to move objects depending on a key press. • They then build this idea to have objects change direction depending on the input - key press or screen swipe. • Children then apply these coding skills to create an app that moves an object or character depending on the type of input. 	<p style="text-align: center;"><u>RE</u></p> <p>Why do Christians make and keep promises before God?</p> <ul style="list-style-type: none"> • To understand that people belong to different faiths and what it means to Christians to belong to a Church community. • To use appropriate vocabulary to describe artefacts linked to Baptism and to understand why it is significant to Christians. • To know that Jesus was baptised and to understand that Christians follow his example. • To understand how values and promises from the

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<p>and feelings, choosing and varying simple compositional ideas.</p>	<ul style="list-style-type: none"> • To understand and use the first three to five notes of a G Major scale while improvising and composing. • To recognise the style of the music and to understand its main style indicators. • To understand and use general musical vocabulary and specific vocabulary linked to the song 		<p>Baptism service affect the way Christians try to live their life.</p> <ul style="list-style-type: none"> • To describe the important elements of the wedding ceremony and its value to Christians. • To explain why Christians make promises in both baptism and wedding ceremonies
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