

Year 2 – Mr Kearney & Miss Vanos
Curriculum Overview
Spring 2 2018 – 2019

<u>English</u>	<u>Mathematics</u>	<u>Topic</u>	<u>Science</u>
<p>Different stories by the same author</p> <ul style="list-style-type: none"> • Compare the differences and similarities in the author’s stories • List likes and dislikes about the author’s stories • Write book reviews • Explore characters through role play, hot seating • Make posters and character profiles • Compare characters and look for character changes within stories • Re--write a familiar story • Write a story with a known character in an alternate setting <p>Poetry</p> <ul style="list-style-type: none"> • Investigate acrostic poems, read and discuss the layout and the impact of the structure • Perform poetry, reading 	<p>Number – Place Value</p> <ul style="list-style-type: none"> • Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward • Read and write numbers to at least 100 in numerals and in words • Compare and order numbers from 0 up to 100: use < , > and = signs <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 • Solve problems involving multiplication and division using materials, arrays, repeated addition, mental methods and multiplication and division facts including problems in context 	<p>London</p> <ul style="list-style-type: none"> • To create maps and plans of London • To look at where the River Thames begins and ends • To identify uses of the river • To talk about river transport • To create representations of the river • To talk about buildings and their uses • To identify London landmarks • Pencil study of landmarks, building designs and patterns (e.g. window shapes on ‘Gherkin’, patterns on Tower Bridge or London Eye) • Study of an artist – Monet and London 	<p>Electricity</p> <ul style="list-style-type: none"> • That everyday appliances use electricity; • That everyday appliances are connected to the mains and that they must be used safely • That some devices use batteries which supply electricity; these can be handled safely • To make connections in circuits to the positive and negative poles of the battery • To make a complete circuit using a battery, wires and bulbs • To explore how to make a bulb light, explaining what happened, and using drawings to present results

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<p>with expression</p> <ul style="list-style-type: none"> Plan and write their own acrostic poems 	<p>Number – Fractions</p> <ul style="list-style-type: none"> Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity <p>Geometry</p> <ul style="list-style-type: none"> Identify and describe the properties of 2–D shapes, including the number of sides and line symmetry in a vertical line Identify and describe the properties of 3–D shapes, including the number of edges, vertices and faces Order and arrange combinations of mathematical objects in patterns and sequences <p>Statistics</p> <ul style="list-style-type: none"> Interpret and construct simple pictograms, tally charts, block diagrams and simple tables Ask and answer simple questions by counting the 	<p style="text-align: center;"><u>RE</u></p> <p>How do Easter symbols help us remember the meaning of Easter for Christians?</p> <ul style="list-style-type: none"> To identify different symbols relating to Easter and to retell the Easter story. To recall the events of the Last Supper and its place in Holy week and to identify why bread and wine is a significant Easter symbol. To know that the cross reminds Christians of Jesus death and to talk about its importance. To understand the importance of water in the Easter story and to know that it symbolises forgiveness and new life. 	<p style="text-align: center;"><u>PSHE</u></p> <p>Relationships</p> <ul style="list-style-type: none"> To offer constructive support and feedback to others To identify and respect the differences and similarities between people To identify their special people (family, friends, carers), what makes them special and how special people should care for one another To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) To learn that people’s bodies and feelings can be hurt (including what makes them feel comfortable and
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	<p>number of objects in each category and sorting the categories by quantity</p> <p>Measures</p> <ul style="list-style-type: none"> • Choose and use appropriate standard units to estimate and measure capacity to nearest unit using measuring vessels • Compare and order capacity and record the results using <, > and = 		<p>uncomfortable</p>
<p style="text-align: center;"><u>PE</u></p> <p>Games</p> <ul style="list-style-type: none"> • To be confident and safe in the spaces used to play games • To improve the way they coordinate and control their bodies using a range of equipment • To recognise good quality in performance • To choose, use and vary simple tactics • To remember, repeat and link combinations of skills 	<p style="text-align: center;"><u>Music</u></p> <p>Zoo Time</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 work together in a band/ensemble 	<p style="text-align: center;"><u>Computing</u></p> <p>Presenting Information</p> <ul style="list-style-type: none"> • Recap skills learned using word, and then be introduced to PowerPoint. Skills learned will include – inserting and modifying text (font, size colour etc.); inserting images from google; investigating how to animate text and effective transitions from one slide to another. • Children will then use skills learned to present 	

Year 2 – Mrs Bradley & Mr Kearney
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	<ul style="list-style-type: none">• To develop creativity through improvising and composing within the song.• To understand and use the first notes of the 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>learning from topic and evaluate.</p> <p>Programming a Device (Maths)</p> <ul style="list-style-type: none">• Enter instructions to control the BeeBot• Predict and check their predictions by programming the BeeBot• Predict the result of a sequence of instructions• Recognise that instructions can be repeated	
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