

Year 2 - Mrs Barry and Miss Vanos  
Curriculum Overview  
First Half of Spring Term 2021-2022

<u>English</u>	<u>Mathematics</u>	<u>Topic</u>	<u>Science</u>
<p data-bbox="206 347 504 379"><b>Narrative: Explanations</b></p> <ul data-bbox="255 422 622 826" style="list-style-type: none"> <li>• What is an explanation? Looking at the language used and information included</li> <li>• Investigate non-fiction books, create glossaries/ indexes etc.</li> <li>• Sequence explanations (flow diagrams)</li> <li>• Write explanations based on topic/science learning</li> </ul> <p data-bbox="206 906 510 938"><b>Poetry - Acrostic Poems</b></p> <ul data-bbox="255 981 631 1273" style="list-style-type: none"> <li>• Investigate acrostic poems, read and discuss the layout and the impact of the structure</li> <li>• Perform poetry, reading with expression</li> <li>• Plan and write their own acrostic poems</li> </ul>	<p data-bbox="667 347 940 379"><b>Number - Place Value</b></p> <ul data-bbox="716 422 1106 753" style="list-style-type: none"> <li>• the place value of each digit in a two- digit number (tens, ones)</li> <li>• identify, represent and estimate numbers using different representations, including the number line.</li> <li>• use place value and number facts to solve problems</li> </ul> <p data-bbox="667 794 958 858"><b>Number - Addition and Subtraction</b></p> <ul data-bbox="716 906 1106 1385" style="list-style-type: none"> <li>• Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <math>TO+O</math>, <math>TO+T</math>, <math>TO+TU</math> and <math>O+O+O</math></li> <li>• Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> <li>• Recognise and use the inverse relationship</li> </ul>	<p data-bbox="1128 347 1393 379"><b>Florence Nightingale</b></p> <ul data-bbox="1151 422 1572 1353" style="list-style-type: none"> <li>• To understand the role of a nurse today</li> <li>• To understand what a hospital is like today.</li> <li>• To learn about who Florence Nightingale was (what she did/personality).</li> <li>• To know the key events in Florence Nightingale's Life</li> <li>• To learn about who Mary Seacole was (what she did/personality).</li> <li>• To know the key events in Mary Seacole's Life</li> <li>• To understand the impact Florence Nightingale had on the medical profession</li> <li>• To explore memorials / statues and other art structures that mark significant figures.</li> <li>• To design an artistic structure which shares their ideas, experiences and imagination.</li> </ul>	<p data-bbox="1599 347 1926 379"><b>Animals Including Humans</b></p> <ul data-bbox="1688 422 2024 1034" style="list-style-type: none"> <li>• notice that animals, including humans, have offspring which grow into adults</li> <li>• find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>• describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul>

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<p style="text-align: center;"><u>Music</u></p> <p><b>I Wanna Play in a Band</b></p> <ul style="list-style-type: none"> <li>• How to listen to music.</li> <li>• To sing the song.</li> <li>• To understand the geographical origin of the music and in which era it was composed.</li> <li>• To experience and learn how to apply key musical concepts/elements, eg nding a <b>pulse</b>, clapping a <b>rhythm</b>, use of <b>pitch</b>.</li> <li>• To play the accompanying instrumental parts (optional) with or without notation.</li> <li>• To work together in a <b>band/ensemble</b>.</li> <li>• To develop creativity through <b>improvising</b> and <b>composing</b> within the song.</li> <li>• To understand and use the</li> </ul>	<p>between addition and subtraction and use this to check calculations and solve missing number problems</p> <p><b>Number - Multiplication &amp; Division</b></p> <ul style="list-style-type: none"> <li>• Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> <li>• Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs</li> <li>• Solve problems involving multiplication and division using materials, arrays, repeated addition, mental methods and multiplication and division facts including problems in context</li> </ul>	<ul style="list-style-type: none"> <li>• To use a range of materials creatively to design and make products</li> <li>• To explore plasticine, clay and other modeling resources to build a 3D memorial of their own.</li> </ul> <p style="text-align: center;"><u>RSHE</u></p> <p><b>Belonging to a Community</b></p> <ul style="list-style-type: none"> <li>• about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups</li> <li>• about different rights and responsibilities that they have in school and the wider community</li> <li>• about how a community can help people from different groups to feel included</li> </ul>	<p style="text-align: center;"><u>RE</u></p> <p><b>Why are they having a party? (Judaism)</b></p> <ul style="list-style-type: none"> <li>• To understand that religions have special times that are called festivals and to talk about things that are special to them.</li> <li>• To know the names of some items that are special to Jews and to understand that Rosh Hashanah is a special festival.</li> <li>• To compare items that are important to Jews with their own experiences and objects.</li> <li>• To know why Jews celebrate Sukkot and identify some associated objects.</li> <li>• To talk about things that are different between Christian celebrations and Jewish celebrations and to</li> </ul>
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<p>first three to five notes of a G Major scale while improvising and composing.</p> <ul style="list-style-type: none"> <li>To recognise the style of the music and to understand its main style indicators.</li> <li>To understand and use general musical vocabulary and specific vocabulary linked to the song</li> </ul>	<p><b>Measures</b></p> <ul style="list-style-type: none"> <li>recognise and use symbols for pounds and pence</li> <li>combine amounts to make a particular value</li> <li>find different combinations of coins that equal the same amounts of money</li> <li>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change (KPI)</li> <li>Choose and use appropriate standard units to estimate and measure mass to nearest unit using scales.</li> <li>Compare and order mass and record the results using &lt;, &gt; and =</li> <li>Compare and sequence intervals of time</li> <li>Tell and write the time to five minutes, including quarter past/to the hour</li> </ul>	<ul style="list-style-type: none"> <li>to recognise that they are all equal, and ways in which they are the same and different to others in their community</li> <li>the ways in which people can access the internet e.g. phones, tablets, computers</li> <li>to recognise the purpose and value of the internet in everyday life</li> <li>to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos</li> <li>that information online might not always be true</li> </ul>	<p>make connections with their own lives.</p> <ul style="list-style-type: none"> <li>To know why Hanukkah is important to Jews and what happens during the celebration.</li> <li>To understand how these festivals help the Jewish people remember their history.</li> </ul> <p style="text-align: center;"><u>PE</u></p> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>To explore movement ideas and respond imaginatively to stimuli</li> <li>To explore, remember, repeat and link a range of actions and coordination</li> <li>To move confidently and safely in their own and general space, using changes of speed, level and direction.</li> </ul>
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	<p>and draw the hands on a clock face to show these times</p>	<p><u>Computing</u></p> <p><b>Coding 1- Different Inputs</b></p> <ul style="list-style-type: none"><li>• create a sequence of instructions to move objects depending on a key press.</li><li>• have objects change direction depending on the input - key press or screen swipe.</li><li>• apply these coding skills to create an app that moves an object or character depending on the type of input.</li></ul>	<ul style="list-style-type: none"><li>• To explore, remember, repeat and link a range of actions with a partner</li><li>• To perform a movement phrases using a range of body actions and body parts.</li><li>• To compose and perform dance phrases and short dances that express and communicate moods, and feelings, choosing and varying simple compositional ideas.</li></ul>
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