

Year 2 - Mr Kearney & Miss Vanos
Curriculum Overview
First Half of Spring 1 2018 - 2019

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>London</p> <ul style="list-style-type: none"> • To place the events of the plague and Great Fire on a time line • To understand what it was like to live in London during the time of the plague • To use secondary sources to gain information about how the plague was spread • To recognise symptoms of the plague • To know where the Great Fire broke out • To know when the fire happened • To understand why the fire broke out • To study who Samuel Pepys was and what he did • To know how the fire was put out • To identify how London changed after the Great Fire 	<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

Year 2 - Mr Kearney & Miss Vanos
Curriculum Overview
First Half of Spring 1 2018 - 2019

<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;"><u>PSHE</u></p> <p>Going for goals</p> <ul style="list-style-type: none"> Know that we learn in different ways Choose a realistic goal Break a goal down into small steps To be able to identify some of my strengths as a learner To learn how to resist distractions To learn from your successes To know how you learn best To predict and understand the consequences of reaching your goal To know what you want to happen when there is a problem (set a goal)
---	--	--	---

Year 2 - Mr Kearney & Miss Vanos
Curriculum Overview
First Half of Spring 1 2018 - 2019

	<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 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. 	<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 Baptism service affect the

Year 2 - Mr Kearney & Miss Vanos
Curriculum Overview
First Half of Spring 1 2018 - 2019

<p>and feelings, choosing and varying simple compositional ideas.</p>	<ul style="list-style-type: none"> • To develop creativity through improvising and composing within the song. • 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>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
---	--	--	---