

YEAR 2 CURRICULUM OVERVIEW SPRING TERM 2018

'Let the children come to me.'

Traditional Tales

Religious Education	<p>Year 2:</p> <p>Christmas (Unit D) – The children will be able to sequence the story of Christmas from the annunciation to the flight into Egypt. They will be able to trace the journey of Mary and Joseph on a map> They will begin to understand some difficulties faced by Mary and Joseph and why their journeys to Bethlehem and Egypt were necessary.</p> <p>The Mass (Unit L) – The children will understand the sequence of the mass and of the meaning of some of the words and actions. They will also understand some reasons why the Mass is an important celebration for the Church. The children will be able to join in important responses during the Mass.</p> <p>Lent (Unit G) -During this unit, the children will know the importance of Jesus' teaching about forgiveness. Be able to express the difficulties associated with being a forgiving person. They will gain some understanding of how we experience forgiveness through the Sacrament of Reconciliation.</p>
English	<p>Reading:</p> <p>The pupils will be reading a range of traditional tales, including little Red Riding Hood. They will be discussing the sequence of events in books and become increasing familiar with the structure of traditional tales. There will be a focus on elements of setting, character and plot as well as the use of traditional story language that fits with this genre. As the unit evolves and each story is explored, they will be able to capture the above elements in written form, so pupils can see and read for themselves the similarities and differences in character types, settings and plots. Children will be ready a range of books on BUG CLUB both in school and at home.</p> <p>Writing:</p> <p>Children will be exploring ways in which the stories are structured, for example, problem and resolution type stories; based on a pattern of three; turning point stories. As they read the stories, identify them under these story types. The children will be annotating the stories, so pupils can see clearly how stories are structured into logical sections and paragraphs. The children will be looking closely with story endings – how problems are usually resolved and how the characters behaved 'ever after'. They will be re-writing the endings, thinking about how they can change it but still maintain the interest of the reader.</p> <p>The children will also be developing their use of dialogue by looking at relationship between a good character and a villain. This will enable the children to develop their use of punctuation in their writing.</p> <p>There will also be opportunity for pupils to write a traditional tale from the perspective of a character, considering different points of view of characters and their perspective of the narrative.</p>

	<p><u>Spoken Language:</u></p> <p>The children will be able to tell stories and describe characters and events in a clear and audible voice. Retell stories, ordering events using appropriate story language. Develop the skill to take turns to speak, listen to others' suggestions and talk about what they are going to do in their writing to improve or edit their work. The children will also have opportunities to explore familiar characters through improvisation and role-play.</p> <p><u>Handwriting:</u></p> <p>Join letters appropriately in independent writing, being aware that capital letters do not join. Use diagonal and horizontal strokes, including leaving adjacent letters unjoined where necessary. The pupils will be focusing on joining letters to and from ascenders (ok, sh, ha) and descenders (ky, oy, fu). There will so be a focus on capital letters, looking at how they are different to lower case letters, including the size and formation (g, G and m, M)</p> <p><u>Spellings</u> - Practice new spellings by using 'look, say, cover, write and check.' Weekly homework, including spellings.</p>
<p>Mathematics</p>	<p><u>Number, place value and money:</u></p> <ul style="list-style-type: none"> ● recognise the place value of each digit in a two-digit number (tens, ones) ● identify, represent and estimate numbers using different representations, including the number line ● compare and order numbers from 0 up to 100 ● read and write numbers to at least 100 in numerals <p><u>Written addition and subtraction:</u></p> <ul style="list-style-type: none"> ● solve problems with addition and subtraction: <ul style="list-style-type: none"> – using concrete objects and pictorial representations, including those involving numbers, quantities and measures – applying their increasing knowledge of mental methods ● recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 ● add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> – a two-digit number and ones – a two-digit number and tens – adding three one-digit numbers <p><u>Multiplication and Division:</u></p> <ul style="list-style-type: none"> ● recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, <i>including recognising odd and even numbers</i> ● calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs ● show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot <p><u>Measurement:</u></p> <ul style="list-style-type: none"> ● compare and sequence intervals of time <p><u>Time tables:</u></p> <p>Children challenge themselves to learn and recall 2, 3 and 5 timetables. Pupils will chant them, learn them for homework and play games to help them to recall them rapidly.</p>

<p>Science</p>	<p><u>Living Things</u> In this unit children will learn about a variety of habitats and the plants and animals that live there. They learn to tell the difference between things that are living, dead and things that have never been alive, and apply this in a range of contexts. They will make observations of a local habitat and the creatures that live there, investigating conditions in local microhabitats and how they affect the minibeasts found within them. This unit allows children to research a range of global habitats and how the living things that live there are suited to their environments, and introduces the idea of dependency between plant and animal species.</p>
<p>Computing</p>	<p><u>2Sequence</u> This series of lessons will provide the children with the knowledge and understanding to create simple and more complex animations using 2Sequence. The children can use 2Sequence to explore harmony and build up musical scores. The children have used the different sounds within 2Sequence to create a tune and explore how to speed up and slow down tunes.</p>
<p>P E</p>	<p>Soccer 2000 – Outdoor and Adventure PE – Basketball (Invasion games)</p>
<p>Foundation</p>	<p><u>Art and Design:</u> <i>Colour Chaos</i> – this unit will teach the children about choosing, using and mixing their own colours to create quality art work that shows progression in skills. The children will have the opportunity to explore the life and work of six key abstract artists and, working primarily in paint, to create pieces in a range of abstract styles. <u>History:</u> <i>The Gunpowder Plot</i> – this unit will teach the children, using a variety of methods, to fully develop their knowledge and understanding of this significant event in British history. The children will increase their awareness of the past by finding out about Guy Fawkes and other significant individuals involved in the plot, such as Robert Catesby and Thomas Percy. A lesson on how bonfire night has been celebrated in Britain since the 1930s is also designed to consolidate their knowledge of changes within living memory. <u>PSHE:</u> <i>Relationships</i> – The children will be looking at some of the feelings that are associated with close relationships, particularly in the family and with friends. Scenarios that explore how we feel when someone is more successful or luckier than us will be examined. This includes feeling jealous and feeling proud on their behalf. Children will think about feelings of hurt, in themselves and others, and how to manage these feelings. <u>Music:</u> Following Charanga planning. The children will plan a sequence of sounds using symbols, pictures or signs to indicate musical composition. The pupils will be learning the songs – I Wanna Play in a Band.</p>