



## Year 2 Curriculum Overview Spring Term 1 & 2

### ENGLISH

#### Writing:

- Developing the use of descriptive writing through an exploration of fairytales.
- Writing character profiles and describing a variety of settings.
- Character descriptions.
- Writing poems based on those read.
- Producing flow charts.
- Making class dictionaries.

#### Spellings and Phonics:

To read, write and spell common spelling patterns

- 'ee' and 'ea'
- 'ie' 'igh' 'y' and 'i\_e'
- 'oa' 'ow' and 'o\_e',
- 'ue' 'ew' and 'e\_e'
- 'k' 'ck'
- 'er' 'ir' and 'ur'
- 'oi' and 'oy'
- 'ou' and 'ow'
- 'or' 'au' and 'aw',
- 'ey' 'ee' 'y'

#### Grammar:

- Revise verbs, sentences, adverbs, past tense.
- Grammatical agreement, sentence writing, conjunctions, proof-reading.

#### Comprehension:

- Discussing and locating story settings from fiction read.
- Identifying and describing characters from stories read.
- To be able to explain the character's actions in a story.
- To compare stories.
- Using a dictionary to find the meaning of unfamiliar words.
- Looking at the structure of poetry as a basis for independent writing.
- Reading and understanding flow charts.



## MATHEMATICS

- Ordering, estimating, rounding whole numbers to at least 100.
- Counting in twos, threes, fours and fives to at least 30.

### The Four Rules:

- Understand that subtraction is the inverse of addition.
- Know by heart all addition/subtraction facts for each number to 20, 50.
- Addition and subtraction of a single digit and two- digit number.
- Understanding the operation of subtraction and to be able to state the subtraction corresponding to a given addition, and vice versa.

### Measures:

- Estimate, measure and compare masses using grams and kilograms; suggest suitable units and equipment for such.
- Use the mathematical names for common 2D shapes, including the pentagon, hexagon, octagon etc.
- Recognise all coins and using the 50p coin to find totals, give change and work out which coins to pay.
- Development of children's understanding of numbers up to 100.
- Use and begin to read, the vocabulary of estimation and approximation.
- Rounding numbers less than 100 to the nearest 10.
- Counting in twos, threes, fours and fives to at least 30.

### The Four Rules:

- Addition of a multiple of ten and a two-digit number.
- Subtracting tens.
- The two times-table.
- Dividing by 2, halving.
- Halves and Quarters.

### Measures:

- Read the time to the hour, half hour or quarter hour on an analogue clock and a 12hour digital clock
- Handling data
- Carroll diagrams



## SCIENCE

### Using Electricity:

- To know the difference between mains electricity and batteries.
- Explore the hazards when electricity is used incorrectly.
- To build and draw simple circuits.

### Forces & Movement:

- The effects of pushes and pulls on objects.
- Plan a fair test and record measurements.
- Make predictions and use results to make comparisons.
- Explore the force of friction on different surfaces.
- Engineering: To design and make a ramp for a car to go down.
- Science Museum trip - link to electricity and visit to Imax cinema

## HISTORY

- The Vikings.
- Where did the Vikings come from.
- When, where and why did they settle in Britain.
- Viking warriors.
- Viking traders and explorers.
- Viking longships.
- Life in Viking Britain including homes, clothes, food and jewellery.
- Viking Day.

## GEOGRAPHY

### An Island Study:

- Children learn about life on a Scottish island through the characters and setting of the Katie Morag stories.
- Compare the fictional island of Struay to the real Scottish island of Coll on which it is based.
- Consider human and physical features of an island and the leisure activities and jobs which would be relevant.
- They further develop their map skills by locating places on the map of Struay and planning a journey to Coll.



## FRENCH

- Learn about 5 superheroes with their different colours, outfits and superpowers.
- Describe yourself as a superhero.
- Learn places in town and what I do there
- Preparation for Spring Concert.

## RE

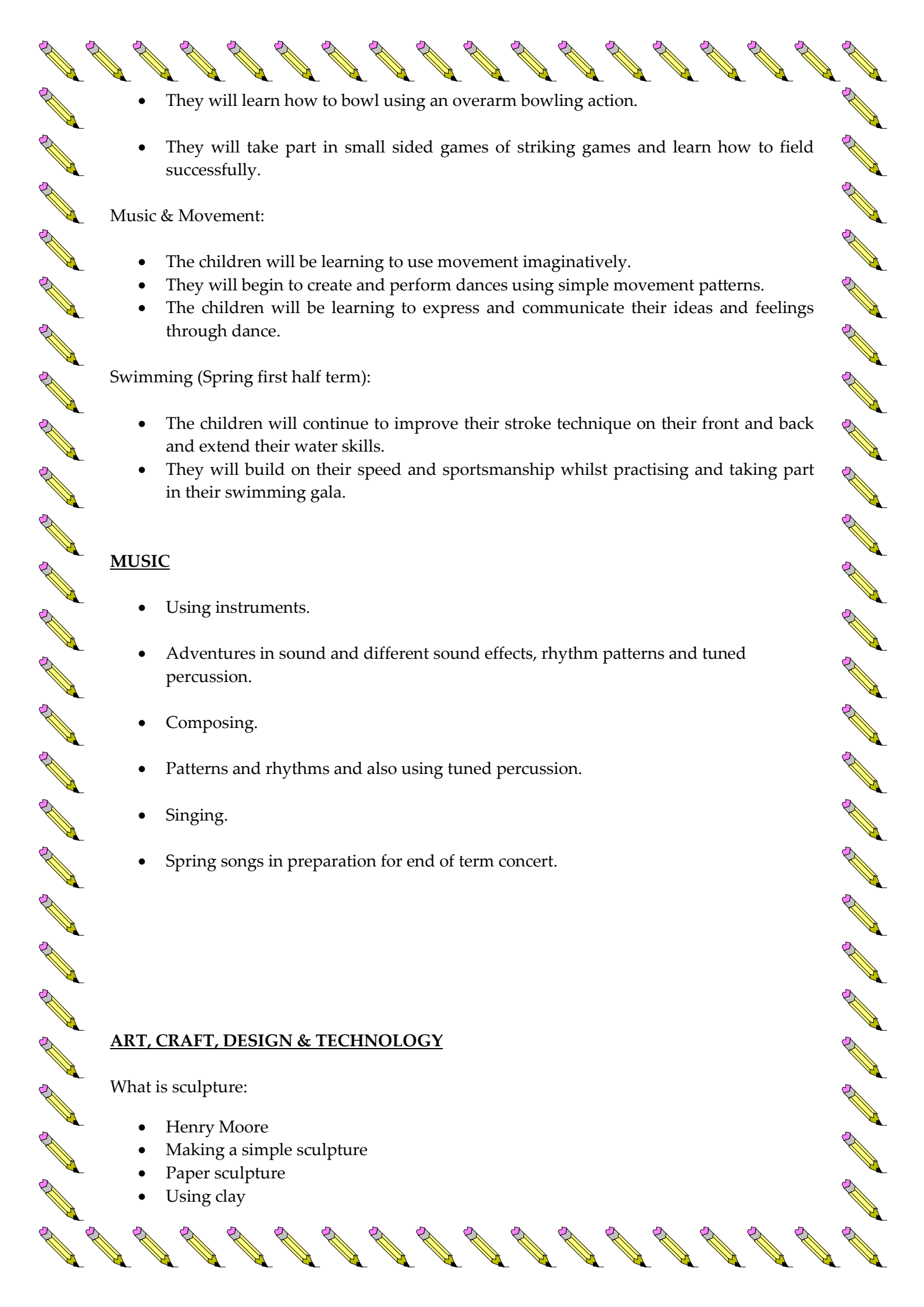
- Special people in the community.
- Teachers.
- Moses.
- The Muhammad
- Guru Nanak.
- The Buddha.
- Jesus
- The Easter Story

## PE

- The children focus on increasing and improving on their range of basic gymnastic skills and executing these with precision and control, improving their strength and agility.
- They create simple sequences that combine floor and apparatus work using of 'unlike' actions e.g. roll, jump and balance.
- They master the art of 'performing' a Gymnastic sequence.

## GAMES

- The children will be learning to strike and field a ball in the second half term.
- They will learn how to hold a bat correctly and how to control it to send the ball in the required direction and distance.

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- They will learn how to bowl using an overarm bowling action.
  - They will take part in small sided games of striking games and learn how to field successfully.

#### Music & Movement:

- The children will be learning to use movement imaginatively.
- They will begin to create and perform dances using simple movement patterns.
- The children will be learning to express and communicate their ideas and feelings through dance.

#### Swimming (Spring first half term):

- The children will continue to improve their stroke technique on their front and back and extend their water skills.
- They will build on their speed and sportsmanship whilst practising and taking part in their swimming gala.

#### MUSIC

- Using instruments.
- Adventures in sound and different sound effects, rhythm patterns and tuned percussion.
- Composing.
- Patterns and rhythms and also using tuned percussion.
- Singing.
- Spring songs in preparation for end of term concert.

#### ART, CRAFT, DESIGN & TECHNOLOGY

##### What is sculpture:

- Henry Moore
- Making a simple sculpture
- Paper sculpture
- Using clay



Seasonal work:

- Valentines card
- Mother's Day card
- Easter basket
- Developing painting skills

## PSHE

Internet Safety (Personal wellbeing)

- Revisit the rules and who is trustworthy.

Keeping Safe (Wellbeing and mental health)

- Feelings and sensitive issues. Where can they be safe, what do they feel they have to be safe from?
- What is good about being bigger and older?
- What do they enjoy doing indoors and outdoors? Where are the best places to play? Are they safe?
- Who keeps them safe? Do they know their phone number, address, how to make an emergency call?

How my body works (Health and wellbeing)

- What is good about being bigger and older
- Which part of me is growing? What size and shape am I?
- What made me grow, who helped me grow?
- What is inside me?

Exploring in and out doors

Feeling good about your body (Mental Health and wellbeing)

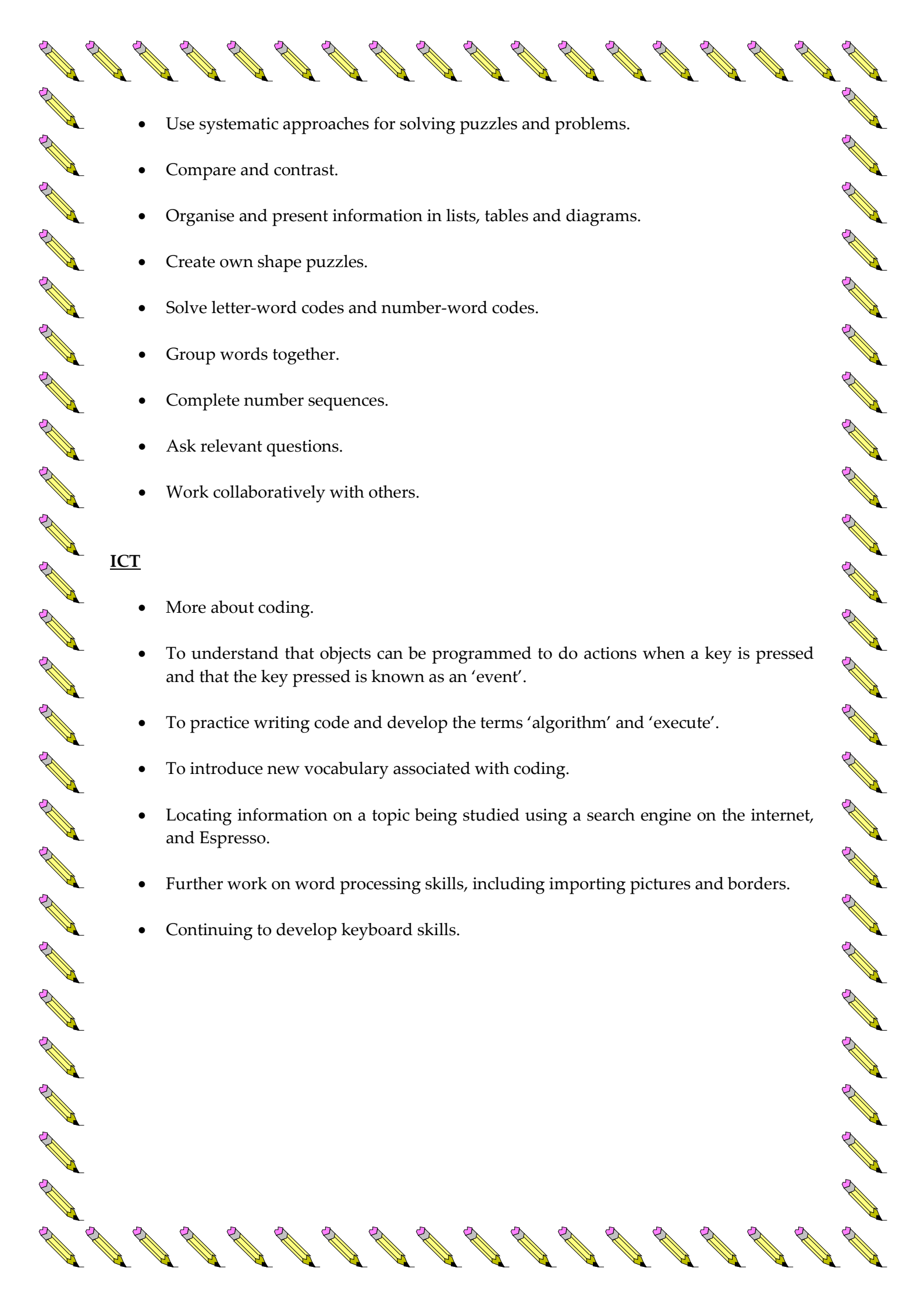
- We can do a variety of tasks and we can all feel good about ourselves as we all have something to offer.
- Discuss healthy lifestyles and similarities and differences between people.

Early understanding of body systems

Feeling good

## REASONING AND CRITICAL THIKNING

- Describe patterns and relationships involving numbers and shapes.
- Identify and record information.
- Follow lines of enquiry.

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- Use systematic approaches for solving puzzles and problems.
  - Compare and contrast.
  - Organise and present information in lists, tables and diagrams.
  - Create own shape puzzles.
  - Solve letter-word codes and number-word codes.
  - Group words together.
  - Complete number sequences.
  - Ask relevant questions.
  - Work collaboratively with others.

### ICT

- More about coding.
- To understand that objects can be programmed to do actions when a key is pressed and that the key pressed is known as an 'event'.
- To practice writing code and develop the terms 'algorithm' and 'execute'.
- To introduce new vocabulary associated with coding.
- Locating information on a topic being studied using a search engine on the internet, and Espresso.
- Further work on word processing skills, including importing pictures and borders.
- Continuing to develop keyboard skills.



## Wellbeing

- To practise setting long and short-term goals.
- To know that we all have different opinions and perspectives.
- To discuss ways to keep a positive self-image.
- To understand the importance of having a positive approach.
- To recognise ways to develop focus and concentration.
- To recognise the importance of having a Growth Mindset
- To understand that we all have different ideas and perceptions.
- To think about what others might be going through.
- To recognise that making good choices, involves thought and consideration.
- To know the importance of taking responsibility for our choices.
- To know that affirmations help us to have a positive mindset.