



Year 2 Curriculum Overview Spring Term 1 & 2

ENGLISH

Writing:

- To learn about the features of a newspaper report and learn how to write a newspaper report.
- To develop the use of descriptive writing of characters and settings through an exploration of fairytales.
- To plan and write stories.
To identify features of a non-chronological report and write a non-chronological report
- To use the structure and language pattern of a poem.
- To write a poem about a minibeast.
- To write a fact-file about Frida Kahlo.

Spellings and phonics:

- To read, write and spell words containing ai sound: ai, ay or a-e.
- To read, write and spell words containing the ee sound sound: ee or ea.
- To read, write and spell words containing the ie sound: ie, igh, y or i-e.
- To read, write and spell words containing the ue sound: ue, ew, or
- To read, write and spell words containing the oa sound: oa, ow, o-e.
- To read, write and spell words containing the k sound k or ck.
- To read, write and spell words containing the er sound: er, ir, ur
- To read, write and spell words containing the oi sound: oi or oy.
- To read, write and spell words containing the ou sound: ou or ow.
- To read, write and spell words containing the or sound: or, al, au, aw.
- To read, write and spell words containing the ey spelling saying the ee sound.

Grammar:

- Order words alphabetically by the third letter.
- Use the suffix -ly to turn adjectives into adverbs.
- Know the simple present tense of the irregular verb 'to be'.
- Develop an understanding of past tense, and to be able to form the simple past tense of regular verbs (adding <ed>).
- Develop the skills of proofreading.
- Re-read own writing to check for spelling mistakes, punctuation and sense.
- Use the past tense of the irregular verb to be.
- Use expanded noun phrases for description and specification.
- Use subordination in sentences using and, but because, or, so while.
- Know what a dictionary is and to be able to use it to find the correct spelling and meaning of a word using the initial letter.



Comprehension:

- To investigate alternative versions of traditional stories.
- To investigate how good and bad characters are portrayed.
- To use the correct tense.
- To be able to explain the character's actions in a story.
- To answer questions in more detail.
- To explore animal themes.
- alphabetically and to use a dictionary confidently.
- To read and respond to poems.
- To look at the patterns and the rhyming words in the poem
- Discussing and locating story settings from fiction read. Identifying and describing characters from stories read.
- To extract information from a text.
- To find out about the artist Frida Kahlo.
- To read a text carefully to retrieve information.

Speaking and Listening:

- To speak clearly and loudly.
- To listen attentively to each other's ideas.
- To contribute to class discussions/group work.
- To learn the words for the Spring Concert.
- To speak in a clear, audible voice.
- To practice retelling their story.
- To perform their poem in a clear, coherent voice.
- To practice turn taking.

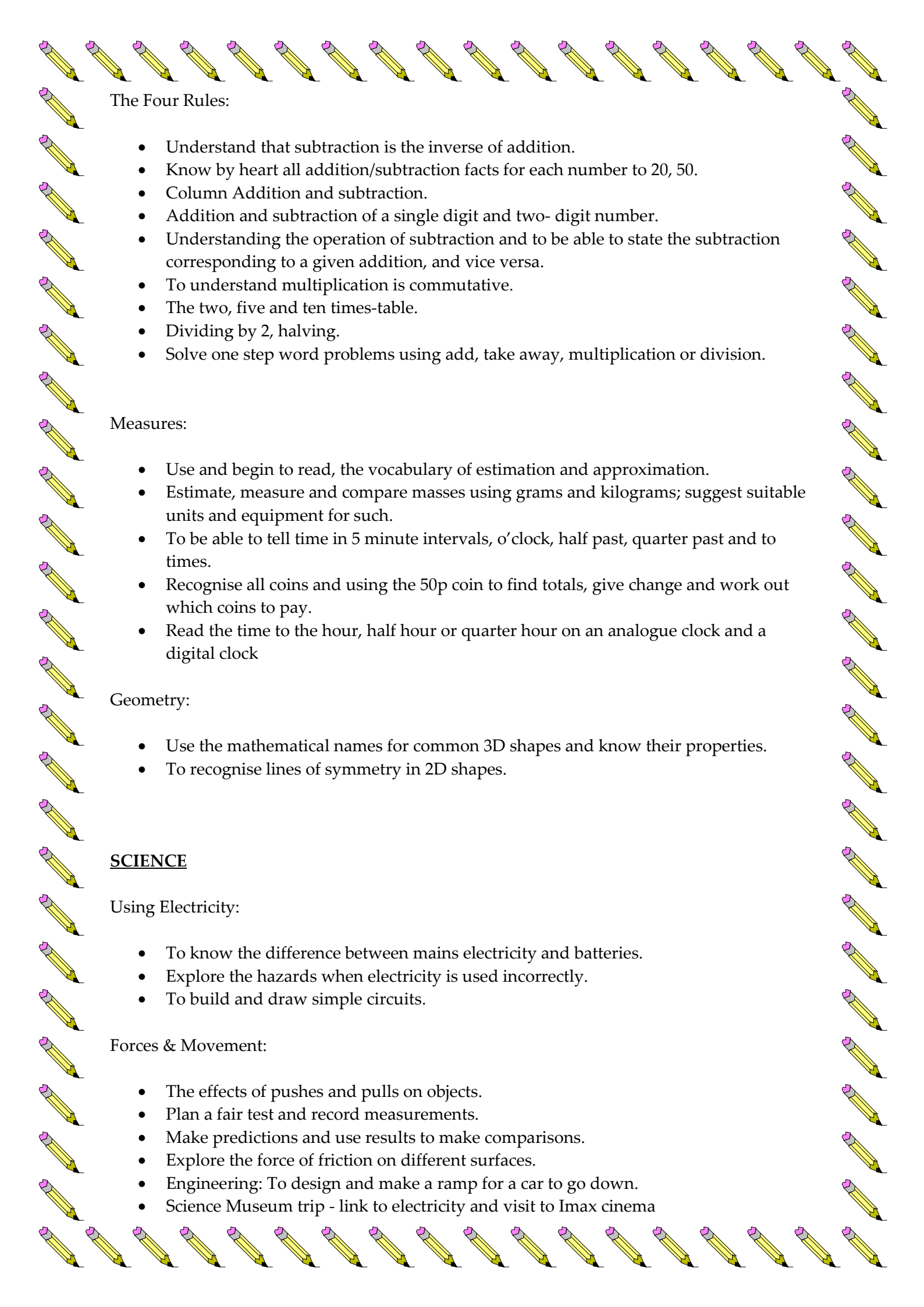
Handwriting:

- To join letters using the Reddiford Script style.

MATHEMATICS

Number:

- Ordering, estimating, comparing numbers to at least 100.
- To recognise odd and even numbers.
- Recognising the place value of each digit in a two-digit number.
- Counting in twos, threes, fives and tens to at least 30.
- To understand what a fraction is and be able to show fractions of a shape and work out fraction of a number.



The Four Rules:

- Understand that subtraction is the inverse of addition.
- Know by heart all addition/subtraction facts for each number to 20, 50.
- Column Addition and subtraction.
- 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.
- To understand multiplication is commutative.
- The two, five and ten times-table.
- Dividing by 2, halving.
- Solve one step word problems using add, take away, multiplication or division.

Measures:

- Use and begin to read, the vocabulary of estimation and approximation.
- Estimate, measure and compare masses using grams and kilograms; suggest suitable units and equipment for such.
- To be able to tell time in 5 minute intervals, o'clock, half past, quarter past and to times.
- Recognise all coins and using the 50p coin to find totals, give change and work out which coins to pay.
- Read the time to the hour, half hour or quarter hour on an analogue clock and a digital clock

Geometry:

- Use the mathematical names for common 3D shapes and know their properties.
- To recognise lines of symmetry in 2D shapes.

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

Mexico

- Comparing and contrasting an overseas locality: Mexico: Tocauro.
- Locate Mexico and Tocauro on a map and understand the significance of the flag.
- To learn about Mexican foods and customs.
- Mexico's climate.
- To understand village life in Tocuaro.
- Compare schooling and work life to the UK

SPANISH

- Learn about 5 superheroes with their different colours, outfits and superpowers.
- Describe yourself as a superhero.
- Learn 10 fruits (singular and plural) and express opinions (I like/do not like...)
- Preparation for Spring Concert (French Song).

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.
- 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 & 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)

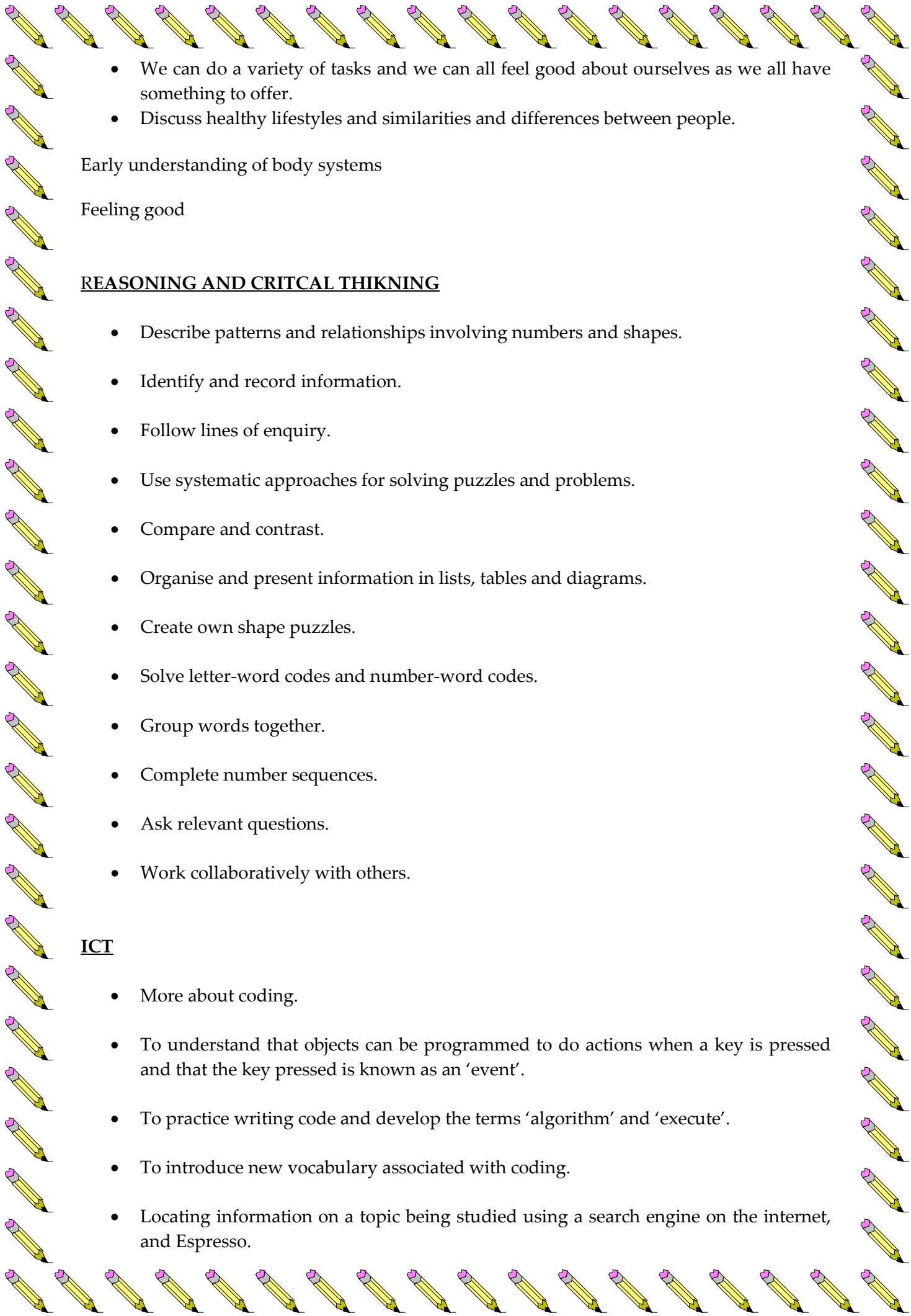
- Feelings and sensitive issues. Where can they be safe, what do they feel they have to be safe from?
- What is good about being bigger and older?
- What do they enjoy doing indoors and outdoors? Where are the best places to play? Are they safe?
- Who keeps them safe? Do they know their phone number,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

Feeling good about your body (Mental Health and wellbeing)

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- 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

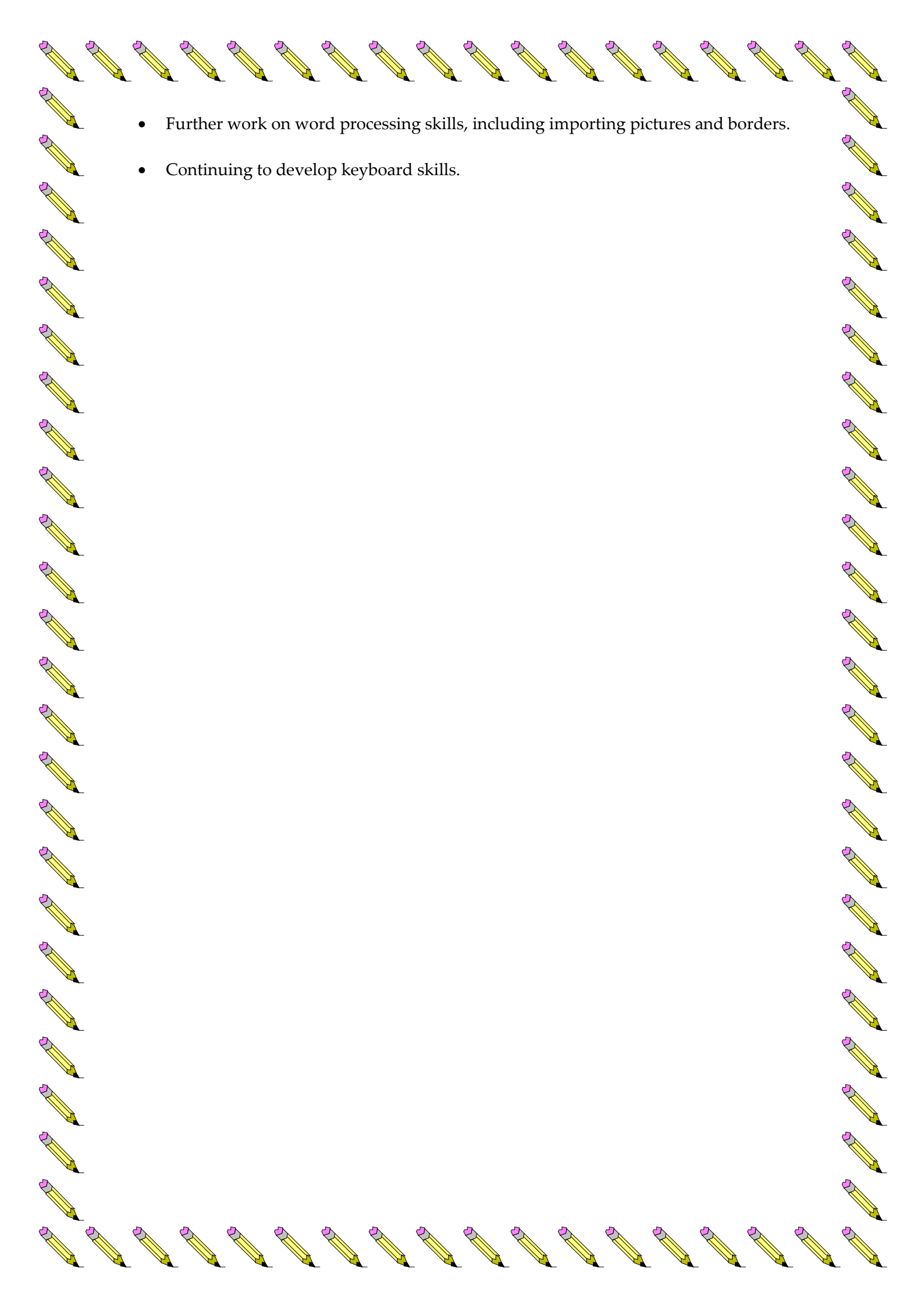
Feeling good

REASONING AND CRITICAL THINKING

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

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- 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.