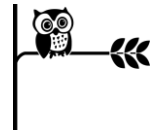


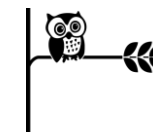
Curriculum Overview 2017 – 2018

Year Group: 2

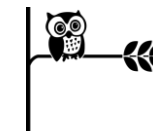
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Name	Wild Thing!	Boom!	Trash 2 Treasure	Africa	Under the Sea	Boil & Burn
English	Fiction – Narrative – Different stories by the same author Non-Fiction – Non-chorological report Poetry – Structured poetry - Kennings	Fiction – Narrative – Stories with a familiar setting Non-Fiction – Letter Poetry – performance poems	Fiction – diary, extended stories – The Iron Man Non-Fiction – newspaper Poetry – N/A	Fiction – narrative – Significant stories Non-Fiction – information texts Poetry – N/A	Fiction – diary, description, narrative Non-Fiction – recount, explanation Poetry – N/A	Fiction – traditional tales, diary Non-Fiction – Instructions Poetry – Visual Poems
GPS	<p><u>G&amp;P</u>                      Demarcate sentences using capital letters at the start and full stops, exclamation or question marks at the end.                      Use commas in making lists                      Use adjectives to describe nouns.                      Use conjunctions to join ideas in longer sentences                      Co-ordination: using 'and', 'or' and 'but' (Compound)                      Subordination: using 'when', 'where', 'if', 'that' and 'because' (Complex)                      Use and distinguish past and present text                      Use adjectival phrases to describe nouns                      Use apostrophes for contracted forms                      Spelling - See No Nonsense Spelling list</p>					
Maths	<p><u>Number – Place Value</u>                      Read and write numbers to at least 100 in numerals and in words.                      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; use &lt;, &gt; and = signs.                      Use place value and number facts to solve problems.                      Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.</p> <p><u>Number – Addition and Subtraction</u>                      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: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers.                      Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</p>	<p><u>Multiplication and Division</u>                      Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.                      Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs.                      Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.</p> <p><u>Statistics</u>                      Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.                      Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.                      Ask and answer questions about totalling and comparing categorical data.</p> <p><u>Geometry- properties of shape</u></p>	<p><u>Position and Direction</u>                      Use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).                      Order and arrange combinations of mathematical objects in patterns and sequences                      Problem solving and Efficient methods.</p> <p><u>Measurement: Time</u>                      Can I read the time on the clock to the nearest 15 minutes?                      Can I tell and write the time, including quarter past/to the hour and draw the hands on a clock face to show these times?                      Can I know the number of minutes in an hour and the number of hours in a day?                      Can I compare and sequence intervals of time?</p> <p><u>Measurement: Mass, Capacity and Temperature</u>                      Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the</p>			



	<p>Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.</p> <p>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p> <p><u>Measurement: Money</u></p> <p>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.</p> <p>Find different combinations of coins that equal the same amounts of money.</p> <p>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p> <p><u>Multiplication and Division</u></p> <p>Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.</p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign.</p> <p>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.</p> <p>Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</p>	<p>Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.</p> <p>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.</p> <p>Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.]</p> <p>Compare and sort common 2-D and 3-D shapes and everyday objects.</p> <p><u>Number – fractions</u></p> <p>Recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity.</p> <p>Write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</p> <p><u>Measurement: length and height</u></p> <p>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.</p> <p>Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</p>	<p>nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</p> <p>Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</p>			
History	N/A	<p><b>Guy Fawkes</b></p> <ul style="list-style-type: none"> <li>- Pupils should know where the people and events they study fit within a chronological framework.</li> <li>- They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li> </ul> <p>R - 14,30,13,37,29</p>	<p><b>Treasures of the Past</b></p> <ul style="list-style-type: none"> <li>- Identify similarities and differences between ways of life in different periods.</li> </ul> <p>R – 24,27,29,31</p>	N/A	<p><b>Plague &amp; Great Fire of London</b></p> <ul style="list-style-type: none"> <li>-Significant historical events, people and places in their own locality.</li> <li>-Events beyond living memory that are significant nationally.</li> <li>-They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> </ul> <p>R – 9,24,27,29,32</p>	
Geography	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>-Name, locate and identify characteristics of the four</li> </ul>	N/A	<p><b>Weather Watch Week</b></p> <ul style="list-style-type: none"> <li>- Identify seasonal and daily weather patterns in the United Kingdom.</li> </ul>	<p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>- Understand geographical similarities and differences through studying the</li> </ul>	<p><b>Locational Knowledge</b></p>	N/A



	<p>countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>-Use aerial photographs and plans.</p> <p>-Devise a simple map; and use and construct basic symbols in a key.</p>		R – 24,29	<p>human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. - Use basic geographical vocabulary to refer to human and physical features of an area.</p> <p>R –13,24, 27,28,29,31,32,</p>	<p>-Name and locate the world's seven continents and five oceans.</p> <p>-Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. - Use world maps, atlases and globes.</p> <p>-Use simple compass directions.</p>	
<b>Science</b>	<p><b>Animals including Humans</b></p> <p>- Find out about and describe the basic needs of animals for survival - Lifecycles.</p> <p>R – 6,24</p>	<p><b>Health &amp; Growth</b></p> <p>- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>R – 6,24,27</p>	<p><b>Materials</b></p> <p>-Identify and compare the suitability of a variety of everyday materials for particular uses.</p> <p>-Find out how the shapes of solid objects made from some materials can be changed.</p>	<p><b>Habitats/Micro habitats</b></p> <p>- Identify that most living things live in habitats to which they are suited. - Identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>R - 29</p>	<p><b>Food &amp; Food chains</b></p> <p>- Describe how animals obtain their food using the idea of a simple food chain, and identify and name different sources of food. - Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>R – 6,29</p>	<p><b>Plants</b></p> <p>-Observe and describe how seeds and bulbs grow into mature plants.</p> <p>-Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>R – 6,29</p>
<b>Computing</b>	<p><b>Online Safety</b></p> <p>- Use technology safely and respectfully.</p> <p>R - 17</p>	<p><b>Programming</b></p> <p>-Create and debug simple programs.</p> <p>-Use logical reasoning to predict the behaviour of simple programs.</p>	<p><b>Purposeful Technology</b></p> <p>- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p><b>Technology beyond school</b></p> <p>- Recognise common uses of information technology beyond school.</p>	<p><b>Algorithms</b></p> <p>- Understand what algorithms are.</p>	<p><b>Purposeful Technology</b></p> <p>- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>
<b>Art</b>	<p><b>Sketching and collage</b></p> <p>- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p><b>Colour</b></p> <p>- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p><b>Recycle/upcycle</b></p> <p>-Use a range of materials creatively to design and make products.</p> <p>-Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices</p>	<p><b>Chris Ofili</b></p> <p>- Learn about the work of a range of artists.</p>	<p><b>Disney art &amp; cartoons</b></p> <p>- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p>	<p><b>Skyline</b></p> <p>- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>



			and disciplines, and making links to their own work.			
DT	N/A	3D models - Design, make and evaluate their ideas and products.	N/A	N/A	Amphibious vehicles -Build structures, exploring how they can be made stronger, stiffer and more stable. -Explore and use mechanisms in their products.	Treacle pots - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.
Music/Drama	Wolves – drama (Literacy enrichment)	Composing - timbre, structure & dynamics - Play tuned and untuned instruments musically.	Hits (and Misses) - Listen with concentration and understanding to a range of high-quality live and recorded music.	Songs from Africa - Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	Pentatonic scale & ostinato - Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Plague – drama (Literacy enrichment)
RE	Muslim faith and beliefs R – 14,16,23	Jewish faith and beliefs R - 14	Sacred Books	Sacred times Judaism R – 14,30	Sacred times Islam R – 14,30	Caring for others around the world R – 14,30
PE	Team Games - Participate in team games, developing simple tactics for attacking and defending.	Dance – Fireworks - Perform dances using simple movement patterns.	Gym - Develop balance, agility and co-ordination.	Rounders - Participate in team games.	Ball skills - Master basic movements including throwing and catching.	Athletics - Master basic movements including running and jumping.
PSHE	New Beginnings R – 3,12,42	Getting on and Falling Out R -12,15	Going for Goals R - 29	It's Good to be Me R – 24,29	Relationships R – 13,16,29,37	Changes R – 16,34

