

St Margaret's at Cliffe Curriculum Overview for Year 2 Term 6 2018 - 2019

<p>English</p> <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> -evaluating their writing with the teacher and other pupils -rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form -proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) <p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> -writing narratives about personal experiences and those of others (real and fictional) -writing about real events -read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered -read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation -use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas 	<p>Mathematics</p> <ul style="list-style-type: none"> -Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. -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 -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 -Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs -Show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot 		
<p>Music</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the interrelated dimensions of music</p>	<p>Geography</p> <p>Devise a map and use basic symbols in a key</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>-Use basic geographical vocabulary to refer to:</p> <ol style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Looking at sea safety.</p>	<p>History</p> <p>RNLI – Dover Lifeboat</p> <p>Significant historical events, people and places in their own locality.</p>	<p>Computing</p> <p>Use technology purposefully.</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies</p>

<p>RE</p> <p>How can we learn from sacred texts? Tell stories from the Bible and recognise a link with a concept: for example, the idea of 'good news' links to the practice of being thankful.</p>	<p>PSHE</p> <p>Moving on, looking forward</p> <ul style="list-style-type: none"> - Becoming confident about changes. <p>Circle time</p> <ul style="list-style-type: none"> - Dealing with new situations. - Consider new goals. 	<p>Design and Technology</p> <p>Technical Knowledge To build structures, exploring how they can be made stronger, stiffer and more stable.</p>	<p>Physical Education</p> <p>To participate in team games, developing simple tactics for attacking and defending</p>
<p>Art and Design</p> <p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p>		<p>Science</p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>Identifying and classifying.</p> <p>Using their observations and ideas to suggest answers to questions.</p>	