

# St Margaret's at Cliffe Curriculum Overview for Year 2 Term 3 2020-2021

## English

Learn how to use:

- The present and past tenses correctly and consistently including the progressive form.
- Subordination (using when, if, that, or because) and co-ordination (using or, and, or but).

Make simple additions, revisions and corrections to their own writing by:

- Evaluating their writing with the teacher and other pupils.
- Re-reading to check that their writing makes sense.
- Proof-reading to check for errors in spelling, grammar and punctuation.

Develop positive attitudes towards and stamina for writing by:

- Writing narratives about personal experiences and those of others (real and fictional), writing about real events and writing poetry.
- Write from memory simple sentences dictated by the teacher.
- Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.
- Read most words quickly and accurately without overt sounding and blending.

## Maths

- Compare and order numbers from 0 up to 100; use  $<$ ,  $>$  and  $=$  signs.
- Use place value and number facts to solve problems.
- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
- 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 2 numbers can be done in any order (commutative) and division of 1 number by another cannot.
- Recognise, find, name and write fractions  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$  of a length, shape, set of objects or quantity.
- Write simple fractions, for example  $\frac{1}{2}$  of  $6 = 3$  and recognise the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$ .
- 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.
- Know the number of minutes in an hour and the number of hours in a day.
- Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and 1s; a two-digit number and 10s; 2 two-digit numbers and adding 3 one-digit numbers.

## Music

- Learn what pitch is and how we can recognise high and low sounds.
- Learn about what types of instruments make high and low pitched sounds.
- Learn how we can follow the pitch of a piece of music.
- Learn how to change the pitch of our singing voices.
- Learn how we can use our voices and everyday objects to create high and low sounds

## Geography

- Use simple fieldwork and observational skills to study the geography of my local area and the key human and physical features of its surrounding environment
- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- Basic Geographical vocabulary-Physical (e.g. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation). Human (e.g. city, town, village, factory, farm, house, office, port, harbour, shop)

## Computing

### Online safety

- To know how to refine searches using the Search tool.
- To use digital technology to share work on Purple Mash to communicate and connect with others locally.
- To have some knowledge and understanding about sharing more globally on the Internet.
- To introduce Email as a communication tool using 2Respond simulations.
- To understand how we should talk to others in an online situation.
- To open and send simple online communications in the form of email.
- To understand that information put online leaves a digital footprint or trail.
- To identify the steps that can be taken to keep personal data and hardware secure.

<p><b>RE</b></p> <p><b>What can we learn from sacred books?</b></p> <ul style="list-style-type: none"> <li>- Recognise that sacred texts contain stories which are special to many people and should be treated with respect</li> <li>- Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories.</li> <li>- Ask and suggest answers to questions arising from stories Jesus told and from another religion</li> <li>- Talk about issues of good and bad, right and wrong arising from the stories</li> </ul>	<p><b>PSHE</b></p> <p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>- I can choose a realistic goal and think about how to achieve it</li> <li>- I carry on trying (persevering) even when I find things difficult</li> <li>- I can recognise who I work well with and who it is more difficult for me to work with</li> <li>- I can work well in a group</li> <li>- I can tell you some ways I worked well with my group</li> <li>- I know how to share success with other people</li> </ul>	<p><b>Physical Education</b></p> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>- Plan and repeat simple sequences of actions.</li> <li>- Show contrasts in shape.</li> <li>- Perform the basic gymnastic actions with coordination, control and variety.</li> <li>- Recognise and describe how they feel after exercise.</li> <li>- Describe what their bodies feel like during gymnastic activity.</li> <li>- Say why they think gymnastic actions are being performed well.</li> <li>- Show balance on basic apparatus.</li> <li>- Recognise why it is important to move apparatus safely.</li> </ul>
<p><b>Art and Design</b></p> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>- Using colour and marks to express mood</li> <li>- Experimenting with watercolours, colour washes, ready mix paint etc.</li> <li>- Representing things observed, remembered or imagined, using colour and tools.</li> </ul>	<p><b>Science</b></p> <p><b>Animals including Humans</b></p> <ul style="list-style-type: none"> <li>- Notice that animals, including humans, have offspring which grow into adults</li> <li>- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>	