

# St Margaret's at Cliffe Curriculum Overview for Year 2 Term 4 2021-2022

## English

- Use relevant strategies to build their vocabulary.
- Articulate and justify answers, arguments and opinions.
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- Re-read these books to build up their fluency and confidence in word reading.
- Making inferences on the basis of what is being said and done.
- Develop positive attitudes towards and stamina for writing by, writing narratives about personal experiences and those of others (real and fictional).
- Develop their understanding of the concepts set out in English, by learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).

## Maths

- Identify and describe the properties of 2-D shapes, including the numbers of sides, and line symmetry in a vertical line.
- Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.
- Identify 2-D shapes on the surface of 3-D shapes, (for examples, a circle on a cylinder and a triangle on a pyramid)
- Compare and sort common 2-D and 3-D shapes and everyday objects.
- Recognise, find, name and write fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$  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  $\frac{1}{2}$ .

## Music

### History of music - Birds

- Begin to talk about what they like and dislike about a piece of music.
- Begin to identify and recognise repeated patterns.
- Verbally recall what they've heard with simple vocabulary such as: loud, soft, high or low (dynamics).
- Begin to understand how the inter-related dimensions of music create different moods and effects.
- Respond to different moods in music and explain the changes in sound using music vocabulary (tempo, pulse and dynamics).
- Listen to pieces of music and discuss where and when they may be heard and explaining why using simple musical vocabulary.

## History

### Explorers

- Explore changes within living memory.
- Use information to describe the past and understand why some people in the past did things.
- Look at evidence to give and explain reasons why people in the past may have acted in the way they did.
- Describe differences and similarities in artefacts, pictures and photographs of people and places.
- Use a range of sources to discover more about the Great explorers including, eye-witness accounts, photos, artefacts, buildings visits and the internet.

## Computing

### Create and debug simple programs

- To revise designing algorithms and then coding them.
- To know what debugging is and debug programs.
- Improve/change their sequence of commands by debugging.
- Use key vocabulary to demonstrate knowledge and understanding in this strand.

## RE

### What can we learn from sacred books?

- Recognise that sacred texts contain stories, which are special to many people and should be treated with respect.
- Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories.
- Ask and suggest answers to questions arising from stories Jesus told and from another religion.
- Talk about issues of good and bad, right and wrong arising from the stories.

## PSHE

### Healthy Me

- I know what I need to keep my body healthy.
- I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed.
- I understand how medicines work in my body and how important it is to use them safely.
- I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy.
- I can make some healthy snacks and explain why they are good for my body.
- I can decide which foods to eat to give my body energy.

## Science

### Animals including Humans

- Notice that animals, including humans, have offspring which grow into adults.
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

## Design and Technology

### Construction - Lighthouse

- Select from a range of tool and equipment and be able to explain their choices clearly.
- Choose materials and components suitable for their task from a range.
- Follow instructions and procedures carefully.
- Use a range of materials to create models with wheels and axles. E.g. tubes, dowels, cotton reels.
- Join different materials appropriately using glue or tape.
- Mark out materials to be cut.
- Cut strip wood/dowel using a hacksaw and bench hook with adult supervision.
- Use a glue gun when supervised by an adult.
- Explore a simple pulley mechanism.
- Describe how a product works in sentences.
- Recognise what worked well during the process and suggest ways for improvement.
- Use subject specific vocabulary to describe.

## Physical Education

### Games - Tennis with Mr Castle

- Play games with some fluency and accuracy, using a range of throwing, catching and hitting techniques.
- Know the rules of the games.

### Dance

- Perform body actions with control and coordination.
- Choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling.
- Link actions.
- Remember and repeat dance phrases.
- Perform short dances, showing an understanding of expressive qualities.
- Describe the mood, feelings and expressive qualities of dance.
- Describe how dancing affects their body.
- Know why it is important to be active.
- Suggest ways they could improve their work describe how their lungs and heart work when dancing.