

# St Margaret's at Cliffe Curriculum Overview for Year 2 Term 6 2021 - 2022

<p><b>English</b></p> <p>Make simple additions, revisions and corrections to their own writing by:</p> <ol style="list-style-type: none"><li>evaluating their writing with the teacher and other pupils</li><li>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</li><li>proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</li></ol> <p>Develop positive attitudes towards and stamina for writing by:</p> <ol style="list-style-type: none"><li>writing narratives about personal experiences and those of others (real and fictional)</li><li>writing about real events</li><li>read most words quickly and accurately, without overt sounding and blending when they have been frequently encountered</li><li>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li><li>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li></ol>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"><li>Count in 3s</li><li>Count faces on 3-D shapes</li><li>Count edges on 3-D shapes</li><li>Count vertices on 3-D shapes</li><li>Sort 3-D shapes</li><li>Make patterns with 3-D shapes</li><li>Compare volume</li><li>Millilitres</li><li>Litres</li><li>Four operations with mass</li><li>Four operations with volume</li><li>Temperature</li><li>Describe position</li><li>Problem solving with position</li><li>Describe movement</li><li>Describe turns</li><li>Describing movement and turns</li><li>Making patterns with shapes</li></ul>	
<p><b>Music</b></p> <p><b>Composing – Birds</b></p> <ul style="list-style-type: none"><li>Listen to pieces of music and discuss where and when they may be heard and explaining why, using simple musical vocabulary</li><li>Show imagination within compositions and explore use of sound.</li><li>Confidently represent sounds with a range of symbols, shapes or marks. Begin to explore and choose sounds using interrelated dimensions of music.</li><li>Use voices expressively and creatively.</li><li>Identify what improvements could be made to their work and make these changes, including altering use of voice, playing of and choice of instruments.</li><li>Create and choose sounds for a specific effect.</li></ul>	<p><b>History</b></p> <p><b>Nurturing Nurses – Florence Nightingale</b></p> <ul style="list-style-type: none"><li>Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life.</li><li>Use information to describe the past.</li><li>Use information to describe differences between then and now.</li><li>Look at evidence to give and explain reasons why people in the past may have acted in the way they did.</li><li>Confidently describe differences and similarities in artefacts.</li><li>Look at books and pictures (and eye-witness accounts, photos, artefacts, buildings visits and the internet).</li><li>Understand why some people in the past did things.</li><li>Compare pictures or photographs of people or events in the past.</li></ul>	<p><b>Computing</b></p> <p><b>Using technology purposefully</b></p> <ul style="list-style-type: none"><li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li><li>Use software to record sounds;</li><li>Change sounds recorded;</li><li>Save, retrieve and organise work;</li><li>Use key vocabulary to demonstrate knowledge and understanding in this strand</li></ul>

## **Design Technology**

### **Cooking & Nutrition - Picnic sandwiches**

#### **Design**

- Design purposeful, functional, appealing products for themselves and other users based on design criteria.
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

#### **Make/Create**

- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.
- Select from and use a wider range of materials and components, including textiles and ingredients, according to their functional properties and aesthetic qualities.

#### **Evaluate/Assess**

- Investigate and analyse a range of existing products
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

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#### **Cooking & Nutrition**

- Understand and apply the principles of a healthy and varied diet.
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

## **Physical Education**

### **Athletics**

- Run - changing speed and direction being spatially aware.
- Master a variety of jumping techniques with control.
- Take part in a relay activity, remembering when to run and what to do.
- Throw a variety of objects for accuracy and distance.
- Recognise when their heart rate, temperature and breathing rate have changed.

### **Games – Cricket**

- Play games with some fluency and accuracy, using a range of throwing, catching and hitting techniques
- Understand the importance of working together as a team
- Know the rules of the games
- Understand how strength, stamina and speed can be improved by playing invasion games
- Watch and describe others' performances, as well as their own, and suggest practices that will help them and others to play better.

## **Science**

### **Plants**

- Observe and describe how seeds and bulbs grow into mature plants.
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
- Observe closely using simple equipment.
- Sort objects using observable features
- Perform simple tests.

### **Living things and their habitats**

- Explore and compare the differences between things that are living, dead, and things that have never been alive.
- 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.
- Identify and name a variety of plants and animals in their habitats, including microhabitats.
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

## RE

### How should we care for others

- To explain what Jesus said about the importance of people.
- Identify how religious believers care for people of the world.
- Say what they know about the Jewish practice of Tzedekah.
- Identify the links between the teaching in the Torah and caring.
- Give simple reasons why Jesus told the story of the Good Samaritan.
- Answer questions such as what would it be like if everyone followed the Golden Rule?
- Describe different ideas about what God might be like from reading the Creation story.

## PSHE

### Changing me

- Know that life cycles exist in nature.
- Know that aging is a natural process including old-age.
- Know that some changes are out of an individual's control.
- Know how their bodies have changed from when they were a baby and that they will continue to change as they age.
- Know that private body parts are special and that no one has the right to hurt these.
- Know who to ask for help if they are worried or frightened.
- Know there are different types of touch and that some are acceptable and some are unacceptable.

## Art and Design

### Sculpture

- Use a range of materials creatively to design and make products.
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.