

# St Margaret's at Cliffe Curriculum Overview for Year 2 Term 1 2022-2023

## English

### Spoken Language

- Listen and respond appropriately to adults and their peers.
- Participate in discussions, presentations, performances, role-play/improvisations and debates.

### Reading

- Read words with contractions, and understand that the apostrophe represents the omitted letter(s).
- Read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.

### Comprehension

- Participate in discussion about what is read to them, taking turns and listening to what others say.
- Clearly explain their understanding of what is read to them.

### Phonics and Spelling

- Revise phonemes taught in Year 1, including all digraphs and trigraphs.
- Revision of key spelling words from Year 1.
- Common exception words for Year 2 – Appendix 1 on National Curriculum.

### Handwriting and Presentation

- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

### Composition

Write sentences by:

- Sequencing sentences to form short narratives
- Re-reading what they have written to check that it makes sense
- Read their writing aloud clearly enough to be heard by their peers and the teacher.

### Vocabulary, grammar & punctuation

- Using capital letters at the beginning of a sentence, names of people, places, days of the week and the personal pronoun 'I'.
- Correct choice and consistent use of present tense and past tense throughout writing.

## Mathematics

### Number & Place Value

- To revisit numbers from 1 to 20, making comparisons between numbers.
- Count objects to 100 by making groups of 10's.
- Recognise tens and ones using the help of a place value chart.
- Partition numbers to 100.
- Write numbers to 100 in words and expanded form.
- Find 1's and 10's on number line to 100.
- Estimate numbers on a number line.
- Compare and order objects and numbers.
- Count in 2's, 3's, 5's and 10's.

### Addition & Subtraction

- Identify number bonds to 10.
- Find fact families when adding and subtracting with number bonds to 20.
- Identify bonds to 100 when adding or subtracting 10's.
- Add and subtract 1's from a number.
- Add by making 10's.
- Add three 1-digit numbers together.
- Add to the next 10.
- Add and subtract across a 10.
- Subtract from a 10.
- Subtract a 1-digit number from a 2-digit number (across a 10).

<div>Music</div> <div>Listening and Appraising</div> <ul style="list-style-type: none"><li>- Begin to talk about what they like and dislike about a piece of music.</li><li>- Begin to identify and recognise repeated patterns.</li><li>- Verbally recall what they’ve heard with simple vocabulary such as: loud, soft, high or low (dynamics).</li></ul>		<div>Geography</div> <div>What a Wonderful World</div> <ul style="list-style-type: none"><li>- Name and locate the world’s seven continents and five oceans.</li><li>- Use world maps, atlases and globes to identify countries, continents and oceans studied.</li><li>- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</li><li>- Basic Geographical vocabulary - physical (eg; beach, cliff, coast, forest, hill, sea, ocean, river, vegetation, seasons and weather)</li><li>- Basic Geographical vocabulary - human (eg; city, town, village, farm, house, shop)</li></ul>		<div>Computing</div> <div>Coding</div> <ul style="list-style-type: none"><li>- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</li><li>- Create and debug simple programs.</li><li>- Use logical reasoning to predict the behaviour of simple programs.</li></ul>			
<div>Design and Technology</div> <div>To be taught in Term 2</div> <div>History</div> <div>To be taught in Term 2</div>		<div>PSHE</div> <div>Being Me In My World</div> <ul style="list-style-type: none"><li>- Hopes and fears for the year</li><li>- Rights and responsibilities</li><li>- Rewards and consequences</li><li>- Safe and fair learning environment</li><li>- Valuing contributions</li><li>- Choices</li><li>- Recognising feelings</li></ul>		<div>Art and Design</div> <div>Weather and Seascapes</div> <div>Drawings</div> <ul style="list-style-type: none"><li>- Exploring tone using different grades of pencil, pastel and chalk.</li></ul> <div>Collages</div> <ul style="list-style-type: none"><li>- Experiencing different adhesives and deciding on the most effective choice for a given task.</li><li>- Developing skills of overlapping and overlaying.</li></ul>		<div>Physical Education</div> <div>Multiskills and Tag Rugby (evasion games)</div> <ul style="list-style-type: none"><li>- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</li><li>- Participate in team games, developing simple tactics for attacking and defending.</li></ul>	
<div>RE</div> <div>What is a Muslim and what do they believe?</div> <ul style="list-style-type: none"><li>- Identify some ways a Muslim might describe God.</li><li>- Respond sensitively to what matters to Muslims and what matters to me.</li><li>- Retell a story about the Prophet Muhammad.</li><li>- Say why Muslims try to follow Muhammad and have great respect for him.</li><li>- Identify what makes a place special, or holy.</li><li>- Recognise and describe the significance of particular objects and places to Muslims.</li><li>- Use the right words to describe some things that are important in Islam.</li></ul>				<div>Science</div> <div>Use of Everyday Materials</div> <ul style="list-style-type: none"><li>- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</li><li>- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li><li>- To be able to ask simple questions and recognise that they can be answered in different ways.</li><li>- To be able to use their observations and ideas to suggest answers to questions.</li><li>- To be able to gather and record data to help in answering questions.</li><li>- To be able to perform simple tests.</li><li>- To use their observations and ideas to suggest answers to questions.</li><li>- To be able to use simple measurements to gather data.</li></ul>			