

# St Margaret's at Cliffe Curriculum Overview for Year 2 Term 6 2022-2023

## English

Our texts this term will include 'VLAD and the Florence Nightingale Adventure' and a variety of poems.

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

- 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)

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
- 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

## Mathematics

### Statistics

- Make tally charts
- Tables
- Block diagrams
- Draw pictograms (1-1)
- Interpret pictograms (1-1)
- Draw pictograms (2, 5 and 10)
- Interpret pictograms (2, 5 and 10)

### Position and direction

- Language of position
- Describe movement
- Describe turns
- Describe movement and turns
- Shape patterns with turns

## Music

### Composing - Birds

- Listen to pieces of music and discuss where and when they may be heard and explaining why, using simple musical vocabulary.
- Show imagination within compositions and explore use of sound.
- Confidently represent sounds with a range of symbols, shapes or marks. Begin to explore and choose sounds using interrelated dimensions of music.
- Use voices expressively and creatively.
- Identify what improvements could be made to their work and make these changes, including altering use of voice, playing of and choice of instruments.
- Create and choose sounds for a specific effect.

## History

### Nurturing Nurses - How did Florence Nightingale contribute to Nursing today?

- Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life.
- Use information to describe the past.
- Use information to describe differences between then and now.
- Look at evidence to give and explain reasons why people in the past may have acted in the way they did.
- Confidently describe differences and similarities in artefacts.
- Look at books and pictures (and eye-witness accounts, photos, artefacts, buildings visits and the internet).
- Understand why some people in the past did things.
- Compare pictures or photographs of people or events in the past.

## Computing

### Making Music

- To be introduced to making music digitally using 2Sequence.
- To add sounds to a tune to improve it.
- To think about how music can be used to express feelings and create tunes which depict feelings.
- To record their own sound and upload it into the Sounds section.
- To create their own tune using the sounds which they have added to the Sounds section.

### Presenting Ideas

- To explore how a story can be presented in different ways.
- To make a quiz about a story or class topic.
- To make a fact file on a non-fiction topic.
- To make a presentation to the class.

<p style="text-align: center;"><b>RE</b></p> <p style="text-align: center;"><b>How should we care for others and the world, and why does it matter?</b></p> <ul style="list-style-type: none"> <li>- Re-tell Bible stories and stories from another faith about caring for others and the world.</li> <li>- Identify ways that some people make a response to God by caring for others and the world.</li> <li>- Talk about issues of good and bad, right and wrong arising from the stories.</li> <li>- Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more.</li> <li>- Use creative ways to express their own ideas about the creation story and what it says about what God is like.</li> </ul>	<p style="text-align: center;"><b>Physical Education</b></p> <p style="text-align: center;"><b>Athletics</b></p> <ul style="list-style-type: none"> <li>- Run - changing speed and direction being spatially aware.</li> <li>- Master a variety of jumping techniques with control.</li> <li>- Take part in a relay activity, remembering when to run and what to do.</li> <li>- Throw a variety of objects for accuracy and distance.</li> <li>- Recognise when their heart rate, temperature and breathing rate have changed.</li> </ul> <p style="text-align: center;"><b>Games – Cricket</b></p> <ul style="list-style-type: none"> <li>- Play games with some fluency and accuracy, using a range of throwing, catching and hitting techniques</li> <li>- Understand the importance of working together as a team</li> <li>- Know the rules of the games</li> <li>- Understand how strength, stamina and speed can be improved by playing invasion games</li> <li>- Watch and describe others' performances, as well as their own, and suggest practices that will help them and others to play better.</li> </ul>	<p style="text-align: center;"><b>Art</b></p> <p style="text-align: center;"><b>Sculpture - Alberto Giacometti</b></p> <ul style="list-style-type: none"> <li>- Use a range of materials creatively to design and make products.</li> <li>- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> </ul> <p style="text-align: center;"><b>PSHE</b></p> <p style="text-align: center;"><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>- I can recognise cycles of life in nature</li> <li>- I can tell you about the natural process of growing from young to old and understand that this is not in my control.</li> <li>- I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old.</li> <li>- I can recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of my body are private.</li> <li>- I understand there are different types of touch and can tell you which ones I like and don't like.</li> <li>- I can identify what I am looking forward to when I move to my next class.</li> </ul>
<p style="text-align: center;"><b>Design and Technology</b></p> <p style="text-align: center;"><b>Cooking &amp; Nutrition - Picnic sandwiches</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>- Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> </ul> <p><b>Make/Create</b></p> <ul style="list-style-type: none"> <li>- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</li> <li>- Select from and use a wider range of materials and components, including textiles and ingredients, according to their functional properties and aesthetic qualities.</li> </ul> <p><b>Evaluate/Assess</b></p> <ul style="list-style-type: none"> <li>- Investigate and analyse a range of existing products</li> <li>- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> </ul> <p><b>Cooking &amp; Nutrition</b></p> <ul style="list-style-type: none"> <li>- Understand and apply the principles of a healthy and varied diet.</li> <li>- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> <li>- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>		<p style="text-align: center;"><b>Science</b></p> <p style="text-align: center;"><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>- Explore and compare the differences between things that are living, dead, and things that have never been alive.</li> <li>- 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.</li> <li>- Identify and name a variety of plants and animals in their habitats, including micro-habitats.</li> <li>- 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.</li> </ul> <p style="text-align: center;"><b>Plants</b></p> <ul style="list-style-type: none"> <li>- Observe and describe how seeds and bulbs grow into mature plants.</li> <li>- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul>

