

St Margaret's at Cliffe Curriculum Overview for Year 2 Term 4 2023 - 2024

English

The texts we will be reading are 'Look Up' and 'The Whale Who Wanted More'.

Composition of writing:

Develop positive attitudes towards writing and an increased stamina by:

- Creating a simple written plan using some key words to help.
- Writing a simple narrative from personal experiences.
- Making simple additions, revisions and corrections to our writing.

Vocabulary, Grammar and Punctuation:

- Use present and past tenses correctly and consistently.
- Find and use expanded noun phrases in our writing.
- Use imperative verbs.
- Identify speech marks and their uses.

Reading:

- Language for effect and identifying how vocabulary choices affect meaning.
- Make inference on what is being said and to discuss possible reasons for these events.
- Exploring what we think is going to happen and suggest why we think this.

Mathematics

Multiplication and Division

- The 2 times-table
- Divide by 2
- Doubling and halving
- Odd and even numbers
- The 10 times-table
- Divide by 10
- The 5 times-table
- Divide by 5
- The 5 and 10 times-table

Length and Height

- Measure in centimetres
- Measure in metres
- Compare lengths and heights
- Order lengths and heights
- Four operations with lengths and heights

Mass, capacity and temperature

- Compare mass
- Measure in grams
- Measure in kilograms
- Four operations with mass
- Compare volume and capacity
- Measure in millilitres
- Measure in litres
- Four operations with volume and capacity
- Temperature

Music

Dynamics, timbre, tempo and motifs (Theme: Space)

- Use their voice to create a variety of sounds.
- Use dynamics to create atmosphere.
- Correctly identify some instruments and changes in dynamics in a piece.
- Explain how the same instrument can have many different sounds.
- Compare two pieces of music using some musical vocabulary to describe the changes in tempo, dynamics and timbre.
- Successfully create and play a motif.
- Notate and write down their motif in some form.

History

What does it take to become a Great Explorer?

- 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

Effective searching

- To understand the terminology associated with the Internet and searching.
- To gain a better understanding of searching the Internet.
- To create a leaflet to help someone search for information on the Internet.

<p style="text-align: center;">Design and Technology</p> <p style="text-align: center;">Cooking and Nutrition - Picnic Sandwiches <i>To be taught across Term 4-6</i></p> <ul style="list-style-type: none"> - Design purposeful, functional, appealing products for themselves and other users based on design criteria. - Generate, develop, model and communicate their ideas. <p>Make/Create</p> <ul style="list-style-type: none"> - Select from and use a wider range of tools and equipment to perform practical tasks accurately. <p>Evaluate/Assess</p> <ul style="list-style-type: none"> - 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. <p>Cooking & Nutrition</p> <ul style="list-style-type: none"> - Understand and apply the principles of a healthy and varied diet. 	<p style="text-align: center;">Art and Design</p> <p style="text-align: center;">Painting – Colours and Emotions</p> <ul style="list-style-type: none"> - Using colour and marks to express mood. - Experimenting with watercolours, colour washes, ready mix paint etc. - Representing things observed, remembered or imagined, using colour and tools. - Look at inspiration from Van Gogh. 	<p style="text-align: center;">Physical Education</p> <p style="text-align: center;">Tennis</p> <ul style="list-style-type: none"> - Play games with some fluency and accuracy, using a range of throwing, catching and hitting techniques. - Know the rules of the games <p style="text-align: center;">Dance</p> <ul style="list-style-type: none"> - 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.
<p style="text-align: center;">RE</p> <p style="text-align: center;">What can we learn from sacred books?</p> <ul style="list-style-type: none"> - 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. 	<p style="text-align: center;">Science</p> <p style="text-align: center;">Animals including Humans</p> <ul style="list-style-type: none"> - 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. 	<p style="text-align: center;">PSHE</p> <p style="text-align: center;">Healthy Me</p> <ul style="list-style-type: none"> - 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.