

St Margaret's at Cliffe Curriculum Overview for Year 2 Term 5 2020-2021

English

- Gain, maintain and monitor the interest of the listener(s).
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Read further common exception words, noting unusual correspondence between spelling and sound and, where these occur in the word.
- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - i. recognising simple recurring literary language in stories and poetry
 - ii. discussing and clarifying the meanings of words, linking new meanings to known vocabulary
 - iii. discussing their favourite words and phrases
- Understand both the books that they can already read accurately and fluently and those that they listen to by:
 - i. checking that the text makes sense to them as they read, and correcting inaccurate reading
 - ii. making inferences on the basis of what is being said and done
- Spell by: learning to spell more words with contracted forms
- Make simple additions, revisions and corrections to their own writing by:
 - i. evaluating their writing with the teacher and other pupils
 - ii. re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.

Mathematics

- Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.
- Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.
- Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
- Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward.
- Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
- Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.
- Respond to and give instructions using mathematical vocabulary to describe position, direction and movement including distinguishing between rotation as a turn for quarter, half and three quarter turns clockwise and anti-clockwise.

Music

Composing

- Be respectful when using instruments.
- Show imagination within compositions and explore use of sound.
- Create simple accompaniments.
- Repeat short rhythmic and melodic patterns
- Begin to explore and choose sounds using interrelated dimensions of music.
- Identify what improvements could be made to their work and make these changes, including altering use of voice, playing of and choice of instruments.
- •Confidently represent sounds with a range of symbols, shapes or marks.

Art

Printing

- Exploring images through mono-printing on a variety of papers.
- Exploring images and recreating textures using wallpaper, string, polystyrene etc.

Computing

- Use logical reasoning to predict the behaviour of simple programs.
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

RE

How should we care for others and the world, and why does it matter?

- Re-tell Bible stories and stories from another faith about caring for others and the world.
- Identify ways that some people make a response to God by caring for others and the world.
- Talk about issues of good and bad, right and wrong arising from the stories.
- Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more.
- Use creative ways to express their own ideas about the creation story and what it says about what God is like.

Geography

Australia

- Understand physical similarities and differences through studying human and physical geography of a small area of the UK and a small area in a contrasting non-European country.
- Basic Geographical vocabulary - Physical (e.g. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation). Human (e.g. city, town, village, factory, farm, house, office, port, harbour, shop)

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.

PSHE

Relationships

- I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate.
- I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.
- I can identify some of the things that cause conflict with my friends.
- I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.
- I recognise and appreciate people who can help me in my family, my school and my community.
- I can express my appreciation for the people in my special relationships.

Science

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 micro-habitats.
- 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.