

# St Margaret's at Cliffe Curriculum Overview for Year 2 Term 6 2020 - 2021

<div><div>English</div><div>Make simple additions, revisions and corrections to their own writing by:<div><div>i. evaluating their writing with the teacher and other pupils</div><div>ii. 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</div><div>iii. proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</div></div><div>Develop positive attitudes towards and stamina for writing by:<div><div>i. writing narratives about personal experiences and those of others (real and fictional)</div><div>ii. writing about real events</div><div>iii. read most words quickly and accurately, without overt sounding and blending when they have been frequently encountered</div><div>iv. read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</div><div>v. use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</div></div></div></div></div>		<div><div>Mathematics</div><div><div><div><div>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</div><div>Compare and sequence intervals of time.</div><div>Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</div><div>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.</div><div>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs.</div><div>Show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot.</div></div></div></div></div>	
<div><div>Music</div><div>Composing – Birds</div><div><div><div>Listen to pieces of music and discuss where and when they may be heard and explaining why using simple musical vocabulary</div><div>Show imagination within compositions and explore use of sound.</div><div>Confidently represent sounds with a range of symbols, shapes or marks. Begin to explore and choose sounds using interrelated dimensions of music.</div><div>Use voices expressively and creatively.</div><div>Identify what improvements could be made to their work and make these changes, including altering use of voice, playing of and choice of instruments.</div><div>Create and choose sounds for a specific effect.</div></div></div></div>	<div><div>History</div><div>Nurturing nurses</div><div><div><div>Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life.</div><div>Use information to describe the past.</div><div>Use information to describe differences between then and now.</div><div>Look at evidence to give and explain reasons why people in the past may have acted in the way they did.</div><div>Confidently describe differences and similarities in artefacts.</div><div>Look at books and pictures (and eye-witness accounts, photos, artefacts, buildings visits and the internet).</div><div>Understand why some people in the past did things.</div><div>Compare pictures or photographs of people or events in the past.</div></div></div></div>	<div><div>Computing</div><div>Using technology purposefully</div><div><div><div>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</div><div>Use software to record sounds;</div><div>Change sounds recorded;</div><div>Save, retrieve and organise work;</div><div>Use key vocabulary to demonstrate knowledge and understanding in this strand</div></div></div></div>	

<p><b>RE</b> <b>How should we care for others</b></p> <ul style="list-style-type: none"> <li>• To explain what Jesus said about the importance of people.</li> <li>• Identify how religious believers care for people of the world.</li> <li>• Say what they know about the Jewish practice of Tzedekah.</li> <li>• Identify the links between the teaching in the Torah and caring.</li> <li>• Give simple reasons why Jesus told the story of the Good Samaritan.</li> <li>• Answer questions such as what would it be like if everyone followed the Golden Rule?</li> <li>• Describe different ideas about what God might be like from reading the Creation story.</li> </ul>	<p><b>Design and Technology</b> <b>Lighthouse</b></p> <ul style="list-style-type: none"> <li>• Select from a range of tools and equipment, explaining their choices.</li> <li>• Select from a range of materials and components according to their characteristics.</li> <li>• Follow procedures for safety.</li> <li>• Use a range of materials and components, including construction materials and kits, and mechanical components.</li> <li>• Measure, mark out, cut, shape and join materials and components.</li> <li>• Use finishing techniques, including those from art and design.</li> <li>• Know about the movement of simple mechanisms such as levers, sliders, wheels and axles.</li> <li>• Use the correct technical vocabulary to describe mechanical processes, including wheels and axles.</li> </ul>	<p><b>Physical Education</b> <b>Athletics</b></p> <ul style="list-style-type: none"> <li>• To run - changing speed and direction being spatially aware.</li> <li>• To master a variety of jumping techniques with control.</li> <li>• To take part in a relay activity, remembering when to run and what to do.</li> <li>• To throw a variety of objects for accuracy and distance.</li> <li>• To recognise when their heart rate, temperature and breathing rate have changed.</li> </ul>
<p><b>Art and Design</b> <b>Sculpture</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><b>PSHE</b> <b>Changing me</b></p> <ul style="list-style-type: none"> <li>• Know that life cycles exist in nature.</li> <li>• Know that aging is a natural process including old-age.</li> <li>• Know that some changes are out of an individual's control.</li> <li>• Know how their bodies have changed from when they were a baby and that they will continue to change as they age.</li> <li>• Know that private body parts are special and that no one has the right to hurt these.</li> <li>• Know who to ask for help if they are worried or frightened.</li> <li>• Know there are different types of touch and that some are acceptable and some are unacceptable.</li> </ul>	<p><b>Science</b> <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> <li>• Observe closely using simple equipment.</li> <li>• Sort objects using observable features</li> <li>• Perform simple tests.</li> </ul>