

St Margaret's at Cliffe Curriculum Overview for Year 2 Term 2 2021-2022

English

- Speak audibly and fluently with an increasing command of Standard English.
- Participate in discussions, presentations, performances, role-play/improvisations and debates.
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- Read accurately words of two or more syllables that contain the same graphemes as above.
- Read words containing common suffixes.
- Understand both the books that they can already read accurately and fluently and those that they listen to, by drawing on what they already know or on background information and vocabulary provided by the teacher; checking that the text makes sense to them as they read, and correcting inaccurate reading.
- Spelling: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.
- Learning the possessive apostrophe (singular).
- Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another are best left unjoined.
- Develop positive attitudes towards and stamina for writing, by writing narratives about personal experiences and those of others (real and fictional).
- Learn how to use sentences with different forms: statement, question, exclamation, command.

Mathematics

- Identify and describe the properties of 2-D shapes, including the number of sides and line of symmetry in a vertical line.
- Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.
- Identify 2-D shapes on the surface of 3-D shapes.
- Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.
- Find different combinations of coins that equal the same amounts of money.
- Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.
- Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and 1s; a two-digit number and 10s; 2 two-digit numbers and adding 3 one-digit numbers.
- Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.
- Write simple fractions, for example $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.
- Identify, represent and estimate numbers using different representations, including the number line.
- Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs.
- Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs.

Music

Nativity

- Repeat short rhythmic and melodic patterns.
- Think about others when performing.
- Sing short songs from memory with more accuracy in pitch. (i.e. KS1 Nativity).
- Follow simple verbal instructions when singing such as get louder, sing softer etc.

Art and Design

Collage - Henry Matisse

- Experiencing different adhesives and deciding on the most effective choice for a given task.
- Developing skills of overlapping and overlaying.

Computing

Algorithms

- To understand what an algorithm is.
- To design algorithms and then code them.
- To compare different object types.
- To use the repeat command.
- To use the timer command.
- To know what debugging is and debug programs.

<p>RE</p> <p>Who is Jewish and what do they believe?</p> <ul style="list-style-type: none"> • Talk about how the mezuzah in the home reminds Jewish people about God. • Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat. • Re-tell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it mean. • Ask good questions about how Jewish artefacts are used and their meaning. 	<p>PSHE</p> <p>Celebrating Difference</p> <ul style="list-style-type: none"> • I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes). • I understand that bullying is sometimes about difference. • I can recognise what is right and wrong and know how to look after myself. • I understand that it is OK to be different from other people and to be friends with them. • I can tell you some ways I am different from my friends. 	<p>Physical Education</p> <p>Dance – The Great Fire of London</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. • Suggest ways they could improve their work describe how their lungs and heart work when dancing.
<p>History</p> <p>The Great Fire of London</p> <ul style="list-style-type: none"> • 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. • Recount the main events from a significant event in history. • 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. 		<p>Science</p> <p>Use of Everyday Materials</p> <ul style="list-style-type: none"> • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. • To be able to ask simple questions and recognise that they can be answered in different ways. • To be able to use their observations and ideas to suggest answers to questions. • To be able to gather and record data to help in answering questions. • To be able to perform simple tests. • To use their observations and ideas to suggest answers to questions. • To be able to use simple measurements to gather data.
<p>Design and Technology - Textiles - Waistcoat for a bear</p> <ul style="list-style-type: none"> • Select from a range of tools and equipment, explaining their choices. • Select and use a range of textile materials according to their characteristics. • Follow procedures for safety. • Measure, mark out, cut, shape and join textile materials. • Use finishing techniques, including those from art and design. • Know that a 3D textile product can be assembled from two identical fabric shapes. • Use the correct technical vocabulary to describe sewing and joining fabrics and decorations. 		