

# St Margaret's at Cliffe Curriculum Overview for Year 2 Term 3 2022-2023

## English

Our English focus for this term will be poetry.

### 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

### Money

- Count money – pence
- Count money - pounds (notes and coins)
- Count money - pounds and pence
- Choose notes and coins
- Make the same amount
- Compare amounts of money
- Calculate with money
- Make a pound
- Find change
- Two-step problems

### Multiplication and Division

- Recognise equal groups
- Make equal groups
- Add equal groups
- Introduce the multiplication symbol
- Multiplication sentences
- Use arrays
- Make equal groups – grouping
- Make equal groups – sharing
- The 2 times-table
- Divide by 2
- Doubling and halving
- Odd and even numbers
- The 10 times-table
- Divide by 10

## Music

### Glockenspiel

- Learn what pitch is and how we can recognise high and low sounds.
- Learn about what types of instruments make high and low pitched sounds.
- Learn how we can follow the pitch of a piece of music.
- Learn how to change the pitch of our singing voices.
- Learn how we can use our voices and everyday objects to create high and low sounds.

## Geography

### Physical features & the local environment

- Use simple fieldwork and observational skills to study the geography of my local area and the key human and physical features of its surrounding environment
- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- 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)

## Art and Design

### Painting – Colours and Emotions

- 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.
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## PSHE

### Dreams and Goals

- I can choose a realistic goal and think about how to achieve it.
- I carry on trying (persevering) even when I find things difficult.
- I can recognise who I work well with and who it is more difficult for me to work with.
- I can work well in a group.
- I can tell you some ways I worked well with my group.
- I know how to share success with other people.

## Computing

### Questioning

- To show that the information provided on pictograms is of limited use beyond answering simple questions
- To use yes/no questions to separate information
- To construct a binary tree to separate different items.
- Use 2Question (a binary tree) to answer questions
- To use a database to answer more complex search questions.
- To use the Search tool to find information.

## Physical Education

### Gymnastics and Agility

- Plan and repeat simple sequences of actions.
- Show contrasts in shape.
- Perform the basic gymnastic actions with coordination, control and variety.
- Recognise and describe how they feel after exercise.
- Describe what their bodies feel like during gymnastic activity.
- Say why they think gymnastic actions are being performed well.
- Show balance on basic apparatus.
- Recognise why it is important to move apparatus safely.

## RE

### What can we learn from sacred books?

- 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

## Science

### Animals including Humans

- 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.