

St Margaret's at Cliffe Curriculum Overview for Year 2 Term 4 2022-2023

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 meters.
- 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

History of music – Birds

- Begin to talk about what they like and dislike about a piece of music.
- Begin to identify and recognise repeated patterns.
- Verbally recall what they've heard with simple vocabulary such as: loud, soft, high or low (dynamics).
- Begin to understand how the inter-related dimensions of music create different moods and effects.
- Respond to different moods in music and explain the changes in sound using music vocabulary (tempo, pulse and dynamics).

History

Who were some of the greatest Explorers?

- 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.

PSHE

Healthy Me

- 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.

Physical Education

Tennis

- Play games with some fluency and accuracy, using a range of throwing, catching and hitting techniques.
- Know the rules of the games

Dance

- 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.

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.