

St Margaret's at Cliffe Curriculum Overview for Year 2 Term 2 2023-2024

English

Spoken Language

- Listen and respond appropriately to adults and their peers.
- Participate in discussions, presentations, performances, role-play/improvisations and debates linking to our Nativity.
- Speak confidently and fluently during Nativity rehearsals.

Reading

- Read words with contractions, and understand that the apostrophe represents the omitted letter(s).
- Read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.

Comprehension

- Participate in discussion about what is read to them, taking turns and listening to what others say.
- Clearly explain their understanding of what is read to them.

Phonics and Spelling

- Revise phonemes taught in Year 1, including all digraphs and trigraphs.
- Revision of key spelling words from Year 1.
- Common exception words for Year 2 – Appendix 1 on National Curriculum.

Handwriting and Presentation

- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Composition

Write sentences by:

- Sequencing sentences to form short narratives.
- Re-reading what they have written to check that it makes sense.
- Read their writing aloud clearly enough to be heard by their peers and the teacher

Vocabulary, grammar & punctuation

- Using capital letters at the beginning of a sentence, names of people, places, days of the week and the personal pronoun 'I'.
- Correct choice and consistent use of present tense and past tense throughout writing.

Mathematics

Addition & Subtraction

- To recognise 10 more and 10 less from a number.
- To add and subtract 10s.
- Add two 2-digit numbers (not across 10).
- Add two 2-digit numbers (across a 10).
- Subtract two 2-digit numbers (not across a 10).
- Subtract two 2-digit numbers (across a 10).
- Mixed addition and subtraction.
- Compare number sentences.
- Missing number problems.

Shape

- Recognise 2-D and 3-D shapes.
- Count sides on 2-D shapes.
- Count vertices on 2-D shapes.
- Draw 2-D shapes.
- Lines of symmetry on shapes.
- Use lines of symmetry to complete shapes.
- Sort 2-D shapes.
- Count faces on 3-D shapes.
- Count edges on 3-D shapes.
- Count vertices on 3-D shapes.
- Sort 3-D shapes.
- Make patterns with 2-D and 3-D shapes.

<p style="text-align: center;">Music</p> <p style="text-align: center;">Orchestral instruments (Theme: Traditional Western stories)</p> <ul style="list-style-type: none"> - Make plausible descriptions of the music. - Identify a few instruments and the sounds of different sections of the orchestra. - Explain what is happening in the music using language relating to emotion. - Create a piece of music with some appropriate tempo, dynamic and timbre changes. - Suggest appropriate musical timbres for each of the characters and tempo changes for the actions. - Perform confidently using appropriate instrumental sounds 	<p style="text-align: center;">Geography</p> <p style="text-align: center;">What a Wonderful World (Continents and Oceans)</p> <ul style="list-style-type: none"> - Name and locate the world's seven continents and five oceans. - Use world maps, atlases and globes to identify countries, continents and oceans studied. - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. - Basic Geographical vocabulary - physical (eg; beach, cliff, coast, forest, hill, sea, ocean, river, vegetation, seasons and weather) - Basic Geographical vocabulary - human (eg; city, town, village, farm, house, shop) 	<p style="text-align: center;">Computing</p> <p style="text-align: center;">Online Safety</p> <ul style="list-style-type: none"> - To know how to refine searches using the Search tool and understand more about global sharing on the Internet. - To introduce Email as a communication tool using 2Respond simulations. - To understand how we should talk to others in an online situation. - To understand that information put online leaves a digital footprint or trail. - To identify the steps that can be taken to keep personal data and hardware secure. <p style="text-align: center;">Spreadsheets</p> <ul style="list-style-type: none"> - To use 2Calculate to copy and paste, collect data, produce a graph and use different tools to make calculations. - To use a spreadsheet for money calculations. 	
<p style="text-align: center;">Design and Technology</p> <p style="text-align: center;">Textiles - Waistcoat for a bear</p> <ul style="list-style-type: none"> - Measure, mark out, cut, shape and join textile materials. - Explain what they are making and the tools they are using. - Join fabrics by stitching or gluing. - Decorate fabrics using a range of materials such as ribbons, sequins, buttons and beads. - Use subject specific vocabulary to describe process and product. 	<p style="text-align: center;">PSHE</p> <p style="text-align: center;">Celebrating Differences</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. - I can celebrate differences and remaining friends. 	<p style="text-align: center;">Art and Design</p> <p style="text-align: center;">Weather and Seascapes</p> <p>Drawings</p> <ul style="list-style-type: none"> - Experimenting with water colours, colour washed, ready mix paint etc. - Representing things observed, remembered or imagined, using colour and tools - Exploring images through mono-printing on a variety of papers <p>Collages</p> <ul style="list-style-type: none"> - Exploring images and recreating textures using wallpaper, string, polystyrene etc. 	<p style="text-align: center;">Physical Education</p> <p style="text-align: center;">Dance and Games (multiskill)</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 together. - Remember and repeat dance phrases - Perform short dances, showing an understanding of expressive qualities.
<p style="text-align: center;">RE</p> <p style="text-align: center;">Who is a 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 style="text-align: center;">Science - 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. 	

