

St Margaret's at Cliffe Curriculum Overview for Year 2 Term 5 2023 - 2024

English

This term we will be reading the story 'The Papaya Who Spoke', looking at a non-fiction fact file about animals and writing a recount.

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.
- Identify features of a non-fiction text.
- 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

Fractions

- Introduction to parts and whole
- Equal and unequal parts
- Recognise a half
- Find a half
- Recognise a quarter
- Find a quarter
- Recognise a third
- Find a third
- Find the whole
- Unit fractions
- Non-unit fractions
- Recognise the equivalence of a half and two quarters
- Recognise three-quarters
- Find three-quarters
- Count in fractions up to a whole

Time

- O'clock and half past
- Quarter past and quarter to
- Tell time past the hour
- Tell time to the hour
- Tell the time to 5 minutes
- Minutes in an hour
- Hours in a day

Music

On this island: British songs and sounds

- Sing, play and follow instructions to perform as a group.
- Describe music using simple musical vocabulary.
- Explore multiple ways of making the same sound.
- Represent the same sound in different ways.
- Contribute musically to a final performance.
- Create a piece that clearly represents a particular environment.
- Extend a piece of music so that it represents three distinct environments.

Geography

Australia here we come! (Exploring a distant place)

- Understand physical similarities and differences through studying human and physical geography of a small area of the UK and a small area in a contrasting non-European country.
- 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

Sculpture - Alberto Giacometti

- Use a range of materials creatively to design and make products.
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

Computing

Creating Pictures

- To explore 2Paint A Picture.
- To look at the work of Impressionist artists and recreate them using the Impressionism template.
- To look at the work of pointillist artists such as Seurat.
- To recreate pointillist art using the Pointillism template.
- To look at the work of Piet Mondrian and recreate it using the Lines template.
- To look at the work of William Morris and recreate it using the Patterns template.
- To look at some surrealist art and create your own using the eCollage function in 2Paint A Picture.

<div><div>Design and Technology</div><div>Cooking and Nutrition - Picnic Sandwiches</div><div>To be taught across Term 4-6</div><div><ul style="list-style-type: none">- Design purposeful, functional, appealing products for themselves and other users based on design criteria.- Generate, develop, model and communicate their ideas.</div><div>Make/Create</div><div><ul style="list-style-type: none">- Select from and use a wider range of tools and equipment to perform practical tasks accurately.</div><div>Evaluate/Assess</div><div><ul style="list-style-type: none">- Investigate and analyse a range of existing products- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</div><div>Cooking & Nutrition</div><div><ul style="list-style-type: none">- Understand and apply the principles of a healthy and varied diet.</div></div>	<div><div>PSHE</div><div>Relationships</div><div><ul style="list-style-type: none">- I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate.- I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.- I can identify some of the things that cause conflict with my friends.- I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.- I recognise and appreciate people who can help me in my family, my school and my community.- I can express my appreciation for the people in my special relationships.</div></div>	<div><div>Physical Education</div><div>Athletics</div><div><ul style="list-style-type: none">- Run - changing speed and direction being spatially aware.- Master a variety of jumping techniques with control.- Take part in a relay activity, remembering when to run and what to do.- Throw a variety of objects for accuracy and distance.- Recognise when their heart rate, temperature and breathing rate have changed.</div><div>Games – Cricket</div><div><ul style="list-style-type: none">- Play games with some fluency and accuracy, using a range of throwing, catching and hitting techniques- Understand the importance of working together as a team- Know the rules of the games- Understand how strength, stamina and speed can be improved by playing invasion games- Watch and describe others’ performances, as well as their own, and suggest practices that will help them and others to play better.</div></div>
<div><div>RE</div><div>How should we care for others and the world, and why does it matter?</div><div><ul style="list-style-type: none">- Re-tell Bible stories and stories from another faith about caring for others and the world.- Identify ways that some people make a response to God by caring for others and the world.- Talk about issues of good and bad, right and wrong arising from the stories.- Talk about some texts from different religions that promote the ‘Golden Rule’, and think about what would happen if people followed this idea more.- Use creative ways to express their own ideas about the creation story and what it says about what God is like.</div></div>	<div><div>Science</div><div>Living things and their habitats</div><div><ul style="list-style-type: none">- Explore and compare the differences between things that are living, dead, and things that have never been alive.- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</div><div>Plants</div><div><ul style="list-style-type: none">- Observe and describe how seeds and bulbs grow into mature plants.- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</div></div>	