

## Curriculum Overview For Year 2

ENGLISH			Art and Design	Computing
<p><b>Reading</b>                      Develop phonics until decoding secure                      Read common suffixes                      Read &amp; re-read phonic-appropriate books                      Read common 'exception' words                      Discuss &amp; express views about fiction, non-fiction &amp; poetry                      Become familiar with &amp; retell stories                      Ask &amp; answer questions; make predictions                      Begin to make inferences</p>	<p><b>Writing</b>                      Spell by segmenting into phonemes                      Learn to spell common 'exception' words                      Spell using common suffixes, etc.                      Use appropriate size letters &amp; spaces                      Develop positive attitude &amp; stamina for writing                      Begin to plan ideas for writing                      Record ideas sentence-by-sentence                      Make simple additions &amp; changes after proof-reading</p>	<p><b>Grammar</b>                      Use . ! ? , and '                      Use simple conjunctions                      Begin to expand noun phrases                      Use some features of standard English</p> <p><b>Speaking &amp; Listening</b>                      Articulate &amp; Justify answers                      Initiate &amp; respond to comments                      Use spoken language to develop understanding</p>	<p>Characterisations – investigate book illustrations for good/bad characters (human, animal, fictional); create masks and puppets.                      -William Morris – nature collage                      -Little Mermaid (illustrated by Christian Birmingham)– Link to impressionism; blending colour, mixing.                      Marbling backgrounds to settings. Use of clay sculpture (Copenhagen statue).                      Brusho dye, creating a calico hanging theme 'under the sea'.                      The Tin Soldier – design and create a new uniform, link to armed forces, jobs and careers.                      Mixing paints, investigate visual and tactile elements in art. Explore the use of colours, working with acrylic paint, watercolour and pastels. Look at the work of <b>Irena Orlov and Umbrella Shot</b> for example.                      Look at the work of Jackson Pollack and explore how colour is used.</p>	<p>Understand what algorithms are; how they are implemented as programmes on digital devices; and that programmes execute by following precise and unambiguous instructions                      Create and debug simple programs                      Use logical reasoning to predict the behaviour of simple programs                      Use technology purposefully to create, organise, store, manipulate and retrieve digital content                      Recognise common uses of information technology beyond school                      Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>
<p><b>By the end of Year 2 the children should know how to spell:</b></p> <p>door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas</p>			<p><b>Design and Technology</b>                      Create masks (Home learning) – 'welcome to Year 2 parade masks for under the sea creatures. Puppets - create 'sets' for performances. Combine materials, paper, card, textiles.                      Use basic mechanics to add movement to a puppet.                      Use paint and other finishing techniques to make a 'good quality' product.                      Mobiles and hangings (link to Art and Design) - gazebo                      Weather station – (link to Geography)                      Design and make backgrounds and stick-puppets. Video performances as extracts from books read.</p>	<p><b>Geography</b>                      Settings; places in the UK, locally and around the world.                      Investigate how places are different to our local environment.                      Investigate weather patterns and create a mini-weather station recording changes in the weather.                      -Weather station – investigating, collecting weather information from our own weather station.                      -UK – Island; seas around us and the world                      -North and South Poles                      -Seasons, time and changes.                      -Road Safety training – 'we can do it!'</p>

	<p>Make Dioramas – ‘under the sea’</p> <p>Making ‘marvellous medicine’ combining fruit to make smoothies, creating foods of different colours eg using food dyes in cup cakes. Make a healthy soup</p> <p>Pupils to plan, create, test and evaluate. Make potion boxes to deliver the cakes/smoothies in.</p> <p>Investigating different bottles and packaging for potions. Link to local history and glassmaking. Computing – use of paint and draw designs.</p> <p>Christmas and festival cards, enterprise work.</p>	<p>-Canals – water safety (Tin Soldier) -Pollution of our seas and the effect on our world.</p> <p>Locate simple features of the local community and beyond eg doctors’ dentists, hospitals, clinics. Create and interpret simple maps to identify these places and also to look at transport links and/or be able to describe how to get there. Pupils to map a local place when visiting eg Merry Hill, Quarry Bank High Street, Mount Pleasant, Wombourne Village. Cadbury World visit. Study of the Rainforest and the journey of chocolate eg from bean to bar!</p>
<b>MATHEMATICS</b>		<b>Physical Education</b>
<p><b>Number/Calculation</b> Know 2, 5, 10x tables Begin to use place value (T/U) Count in 2s, 3s, 5s &amp; 10s Identify, represent &amp; estimate numbers Compare / order numbers, inc. &lt; &gt; = Write numbers to 100 Know number facts to 20 (+ related to 100) Use x and ÷ symbols Recognise commutative property of multiplication</p>	<p><b>Geometry &amp; Measures</b> Know and use standard measures Read scales to nearest whole unit Use symbols for £ and p and add/subtract simple sums of less than £1 or in pounds Tell time to the nearest 5 minutes Identify &amp; sort 2-d &amp; 3-d shapes Identify 2-d shapes on 3-d surfaces Order and arrange mathematical objects Use terminology of position &amp; movement</p>	<p><b>GYM</b> Develop the performance of basic skills in travelling, being still, finding space, balance, taking off and landing, turning and rolling and using it safely on floor/apparatus. Perform more basic sequences and linking of movements. Create and perform short linked sequences that show a clear beginning, middle and end, along with contrast in direction level and speed. Introduce the skills of evaluating their own and others performances and improving their performances by using what they have learnt to progress the quality and control of their work.</p> <p><b>DANCE</b> To use movement imaginatively, respond to stimuli and music to perform basic skills such as travelling, balance, being still, making shapes, jumping, turning and gesturing. To extend the use of rhythm, speed, level and direction of their movements. Teach children to create and perform a simple dance/sequence relating to monsters/magic (i.e. The Monster Mash) To create and perform dances using simple movement patterns, including those from different times and cultures. Teach -Perform a scene/dance/sequence from the book Georges Marvelous Medicine - bringing in characterisation.</p>

	<p><b>Fractions</b> Find and write simple fractions Understand equivalence of e.g. <math>\frac{2}{4}</math> = <math>\frac{1}{2}</math></p> <p><b>Data</b> Interpret simple tables &amp; pictograms Ask &amp; answer comparison questions Ask &amp; answer questions</p>	<p>To express and communicate ideas and feelings. To develop the skill of evaluating and improving on their performances individually or within small groups.</p> <p><b>GAMES</b> Explore basic skills, actions and ideas - repeat simple skills and actions developing control and co-ordination including skills with various balls and equipment Teach travelling, sending and receiving. Develop basic net, striking/fielding and invasion type games. Develop understanding of tactics, basic rules and attacking and defending Teach hockey, rugby, football. Progress team play, basic rules and increasing skills and understanding of rules. Teach tennis, rounder's, cricket Greater development of athletic activities - introduce further equipment to enhance simple running, jumping, throwing activities. Teach using tennis balls, batons, small javelins, hurdles, distance mats.</p>	
<p><b>Science</b> <b>Biology</b> Differentiate living, dead and non-living Growing plants (water, light, warmth) Basic needs of animals &amp; offspring Simple food chains &amp; habitats</p> <p><b>Chemistry</b> Identify and compare uses of different materials Compare how things move on different surfaces</p>	<p><b>History</b> How people's jobs have changed over time. How the local area has changed over time. Local people and places and their involvement in history; the Gunpowder Plot – Holbeache House, Dudley Castle – Civil War. -Gunpowder Plot – Guy Fawkes (link to Little Match Girl) -Fire of London – Samuel Pepys aspects of life -Little match Girl – Victorian children in London, The work of Dr Barnado (Dickens and Anderson met and were peers) -Little Mermaid – Boats, ships and canals. -The Tin Soldier – Mary Seacole, Florence Nightingale</p> <p>Find links between health and medicine over time. Find out and explore the impact that people in history and now have on modern day health eg Louis Pasteur, Florence Nightingale/Mary Seacole, the</p>	<p><b>Religious Education</b> Old and New Testament stories. Discuss why Jesus used stories and what the stories meant to people listening to them. Visit a place of worship and understand why places like this are very important to people of that faith. Eg Quarry Bank Church. What are the types of services that the place of worship offers and how is it used by the community? -Noah's Ark story. -Festivals of Light; Diwali, Christmas, Eid, St Lucia, Hanukkah, Chinese New Year, Eid (Nov) -Holy water – Baptism, celebrations, church and chapel visits. -Parables; Jesus 'Fisher of men', loaves and the fishes. -Harvest Pupils to listen to and discuss the parables of Jesus' healing miracles. Compare this to another faith such as Buddhism and healing, eg inner calm, massage. Easter, resurrection and forgiveness. Do miracles happen today?</p>	<p><b>Music</b> Choose instruments to reflect/portray the movement of the sea creatures, the growing of the flames ;Fire of London scene starting quietly then working to a crescendo...louder/softer Sing songs related to topic work eg; Under the Sea from the Little Mermaid, London's Burning as a round. Watch and listen to Fantasia. Use this to help create and perform a musical piece that accompanies sections of the text eg when granny is growing, or perform alongside their own potions taking effect.</p> <p>To look at the sounds that each instrument makes and describe it. To be able to name the percussion instruments used now. To choose an appropriate sound for each ingredient of George's medicine and put them together to create the medicine as a piece of music. To use symbolic notation, devised by the children to record their own composition and to play when they see their symbol.</p>

	development of vaccinations and how this helps us and people across the world today.		To write a simple narrative piece now, using good descriptive language, and then put their own music and sounds to accompany it while it is being read.
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