

Deansfield Primary School

Year Group 2

Curriculum Overview 2017 – 2018

<p>Reading Develop phonics until decoding secure Read common suffixes Read & re-read phonic-appropriate books Read common 'exception' words Discuss & express views about fiction, non-fiction & poetry Become familiar with & retell stories Ask & answer questions; make predictions Begin to make inferences</p>	<p>Writing Spell by segmenting into phonemes Learn to spell common 'exception' words Spell using common suffixes, etc. Use appropriate size letters & spaces Develop positive attitude & stamina for writing Begin to plan ideas for writing Record ideas sentence-by-sentence Make simple additions & changes after proof-reading</p>	<p>Grammar Use . ! ? , and ' Use simple conjunctions Begin to expand noun phrases Use some features of standard English</p> <p>Speaking & Listening Articulate & Justify answers Initiate & respond to comments Make spoken language to develop understanding</p>
<p>Number/Calculation Know 2, 5, 10x tables Begin to use place value (T/U) Count in 2s, 3s, 5s & 10s Identify, represent & estimate numbers Compare / order numbers, inc. < > = Write numbers to 100 Know number facts to 20 (+ related to 100) Use x and ÷ symbols Recognise commutative property of multiplication</p>	<p>Geometry & Measures 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 & sort 2-d & 3-d shapes Identify 2-d shapes on 3-d Surfaces Order and arrange mathematical objects Use terminology of position & movement</p>	<p>Fractions Find and write simple fractions Understand equivalence of e.g. $\frac{2}{4} = \frac{1}{2}$</p> <p>Data Interpret simple tables & pictograms Ask & answer comparison questions Ask & answer questions about totalling</p>

Subject	Autumn 1 Whole School Focus: Cultural Art PHSCE Core Values: Respect and Creativity Co-operation	Autumn 2 Whole School Focus: International Project PHSCE Core Values: Responsibility Kindness	Spring 1 Whole School Focus: Take One PHSCE Core Values: Trust Fairness	Spring 2 PHSCE Core Values: Fairness Positivity	Summer 1 Whole School Focus: Take One Book PHSCE Core Values: Individuality Honesty	Summer 2 PHSCE Core Values: Confidence Enjoyment
PHSCE	<p>Living in the wider world: respect for self and others: help construct and follow classroom rules Understand the role money plays in their lives Whole school focus – local community fund-raising project</p>	<p>Positive relationships at school: what it feels like to be bullied Health and well-being: recognise their responsibility for keeping themselves safe; People who look after them, who to go to if they are worried. (E-safety in ICT) Living in the wider world: whole school focus – International Week and fundraising project</p>	<p>Relationships: share opinions and explain views Recognise what is fair and unfair, kind and unkind, right and wrong Offer constructive support and feedback Judge which physical contact is acceptable and unacceptable</p>	<p>Health and well-being: to learn from experiences, to celebrate and recognise their strengths and set goals</p>	<p>SRE: understand the processes of reproduction and growth in animals Cross-curricular link to science</p>	<p>Living in the wider world: what improves and harms their natural environment Relationships: discussing change and loss and associated feelings</p>

<p>Science</p>	<p>Living Things and Their Habitats (including micro habitats)</p> <p>Differentiate living, dead and non-living Comparison of habitats – owls/penguins</p> <p>Andrew Smith - adaptations</p>	<p>Living Things and Their Habitats (including micro habitats) Food Chains</p> <p>Simple food chains & habitat Comparing habitats – Antarctica, local woodland (penguins/owls)</p>	<p>Uses of Everyday Materials: sorting and classifying materials</p> <p>Identify and compare uses of different materials Materials workshop Space</p>	<p>Uses of Everyday Materials: Sorting and classifying, changing materials (twists, stretches, etc)</p> <p>Compare how things move on different surfaces Woodlands Farm</p>	<p>Animals Including Humans: Survival, health, exercise and growth</p> <p>Basic needs of animals & offspring Healthy food plates</p> <p>Scientific Enquiry: How many pirates does it take to sink a boat?</p>	<p>Plants – Requirements for Growth (set up a comparative test)</p> <p>Growing plants (water, light, warmth)</p>
<p>Computing</p>	<p>Using technology effectively - iPad Book Creator</p> <p>- Use technology purposefully to create; organise, store, manipulate and retrieve digital content.</p> <p>E-Safety</p> <p>How computers work: recognise common uses of information technology beyond school</p>	<p>Programming, coding and control- Beebots</p> <p>- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. - Create and debug simple programs. - Use logical reasoning to predict the behaviour of simple programs.</p> <p>E-Safety</p> <p>How computers work: recognise common uses of information technology beyond school</p>	<p>Using technology effectively –Comic life</p> <p>- Use technology purposefully to create; organise, store, manipulate and retrieve digital content.</p> <p>E-Safety</p> <p>How computers work: recognise common uses of information technology beyond school</p>	<p>Using technology effectively –I can animate into iMovie - Use technology purposefully to create; organise, store, manipulate and retrieve digital content.</p> <p>E-Safety</p> <p>How computers work: recognise common uses of information technology beyond school</p>	<p>Programming, coding and control- Begin to explore scratch (basics)</p> <p>- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. - Create and debug simple programs. - Use logical reasoning to predict the behaviour of simple programs.</p> <p>E-Safety Use iPads to create characters (Usborne app)</p> <p>How computers work: recognise common uses of information technology beyond school</p>	
<p>Design and technology</p>	<p>Lever and Sliders</p> <p>Design purposeful, functional & appealing products</p> <p>Generate, model & communicate ideas</p> <p>Use range of tools & materials to complete practical tasks</p> <p>Evaluate existing products & own ideas</p> <p>Build and improve structure & mechanisms</p>	<p>Simple structures Making a sukkah</p>	<p>Wheels and Axels</p> <p>Design purposeful, functional & appealing products</p> <p>Generate, model & communicate ideas</p> <p>Use range of tools & materials to complete practical tasks</p> <p>Evaluate existing products & own ideas</p> <p>Build and improve structure & mechanisms Build a moon buggy</p>		<p>Levers</p> <p>Hinges and joints, design a set for a pirate animation</p>	

History		<p>Great Fire of London:</p> <p>Understand how we can ask questions and find out about events of the past</p>	<p>Space Race timelines</p> <p>Investigation</p>	<p>Florence Nightingale Equal opps: Mary Seacole:</p> <p>Lives of significant historical figures, including comparison of those from different period</p> <p>Equal opportunities: the importance of the role of women from white and black origin at this time Mary Anning</p>	<p>The Seaside:</p> <p>Investigate similarities and differences between ways of life in the past and now</p> <p>Changes in living memory (linked to aspects of national life where appropriate)</p> <p>Minnis Bay</p>	
Geography	<p>World Maps</p> <p>Name & locate world's continents and oceans</p> <p>Use of maps, atlases and globes to identify world and UK locations – animal habitats</p> <p>Understanding directions, North, South, East and West Pirate maps</p> <p>Use aerial images and other models to create simple plans and maps, using symbols Link to text: Traction Man</p>	<p>Living things and their habitats (science link):</p> <p>The Emperor's Egg The Owl Who Was Afraid of the Dark Compare and contrast different habitats: Africa-The Gambia (Grace and Family), Antarctica and local woodland</p>	<p>4 countries of the UK, capital cities and seas</p> <p>Use geographical language to make a location comparison (+ link to story settings) The Mousehole Cat</p> <p>Compare local area to a non-European country</p> <p>Use basic vocabulary to describe a less familiar area</p> <p>Use simple fieldwork and observational skills to study the immediate environment</p>	<p>4 countries of the UK, capital cities and seas</p> <p>Use geographical Language: weather study, investigating weather patterns</p> <p>Use simple fieldwork and observational skills to study the immediate environment</p>	<p>Seasons</p> <p>Identification of features of seasons throughout the year Mapping- directions and symbols</p>	
Religious Education	<p>Judaism Unit 2</p> <p>Study of Jewish homes and artefacts.</p> <p>Learn about Jewish Festivals</p> <p>Sukkot</p>	<p>Celebrations</p> <p>Christmas</p> <p>Retell the story of Christmas and suggest meanings.</p>	<p>Worship</p> <p>Hinduism Unit 2</p> <p>Learn about the Hindu faith and religious practices.</p>	<p>Easter and Symbols</p> <p>Christianity Unit 3</p> <p>Suggest meanings of religious symbols e.g. cross, egg.</p> <p>Understand why Christians celebrate Easter.</p>	<p>A Local Church</p> <p>Christianity Unit 4</p> <p>Identify the features of a Christian Church and understand the value of church to the Christian community.</p>	<p>Five Pillars of Islam</p> <p>Islam Unit 2</p> <p>Learn about the five pillars of Islam.</p> <p>Understand the value of the Qur'an to Muslims and identify ways in which they worship at home.</p>
Art and design	<p>Sketching and Painting- exploring tone and texture, Observational work linked to the Fire of London</p> <p>Colour Wheel</p> <p>Develop techniques of colour, pattern, texture, line, shape, form and space designers Romero Britto</p>	<p>Explore use of colour: Colour mixing, warm and cold tones, artists use of colour for Arctic sunsets</p> <p>repetitive patterns and tie dying materials</p>	<p>Exploring different media Space scenes: oil pastels</p> <p>Sketching and painting still life</p> <p>Learn about range of artists, craftsmen and designers</p>	<p>Sculpture: Explore sculpture with malleable materials Using clay to make house tiles (materials)</p> <p>Weaving Willow and sequin waste</p> <p>Use a range of materials</p>	<p>Understand an artist and their work Collage and Textiles Mixed Media (materials)</p> <p>Learn about range of artists, craftsmen and designers Georgia O'Keeffe</p>	<p>Design repetitive patterns The Wave Kanagawa, Japanese artist</p>

<p>Languages French Understand spoken words and phrases and respond to Simple questions Topic linked vocabulary focus</p>	<p>Class Instructions Greetings Numbers 1 – 20 Colours Days of the week, months of the year</p>	<p>Animals – naming and describing</p>	<p>Clothes – naming Greetings Numbers 1 – 20 Colours Days of the week, months of the year</p>	<p>Weather – naming different weather</p>	<p>Parts of the body The Seaside</p>	<p>Food – naming fruit and vegetables</p>
<p>Music Whole year: Sing songs • Play tuned & untuned instruments musically • Listen & understand live and recorded music • Make and combine sounds musically</p>	<p>Begin to learn recorder: How to hold, blow etc Learn notes B and A</p>	<p>Learn songs from 17th Century (link to Great Fire of London) Recorder: Learn simple tunes using notes B,A,G Listen to Jewish and Middle Eastern music</p>	<p>Learn folk-songs from different countries of Britain Recorder: Consolidate with more complex tunes</p>	<p>Recorder: Introduce notes E and low D Composing music about weather</p>	<p>Learn songs about the seaside Recorder: Develop a repertoire of tunes which use pitches D – B Composing: the seaside Listen to orchestral music inspired by the sea</p>	<p>Recorder: Learn to play 5 note tunes in D major</p>
<p>Physical Education</p>	<p>Dance Perform dances using simple movement Gym Master basic movement, e.g. jumping, balance, agility and co-ordination Forest School</p>	<p>Dance Perform dances using simple movement Tennis Participate in team games</p>	<p>Dance Perform dances using simple movement Gym Master basic movement, e.g. jumping, balance, agility and co-ordination</p>	<p>Cricket Participate in team games Gym Master basic movement, e.g. jumping, balance, agility and co-ordination</p>	<p>Games Athletics Master basic movement, e.g. running, jumping, throwing, catching, balance, agility and co-ordination</p>	<p>Games Athletics Master basic movement, e.g. running, jumping, throwing, catching, balance, agility and co-ordination</p>