

Alderwood Primary School

Year 2 Cycle B

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	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Everyday materials. Identify/describe everyday materials.	Seasonal Changes. Observe changes across the 4 seasons.	Everyday materials. Comparing and grouping everyday materials.	Animals including humans. Name/draw/label basic parts of the human body. Identify common animals.	Plants Identifying/ naming common plants.	Animals including humans - (minibeasts), sorting and classifying
Computing	<p>How computers work (Drip feed this through other aspects): recognise common uses of information technology beyond school.</p> <p>E-Safety (Links with school rules, looking after property and each other, keeping passwords secret – like keys to your house – you don't give them to anyone).</p> <p>Expectation: Whenever children are taught about anything to do with technology, there is an e-safety element built in to the teaching that is regularly assessed for impact.</p>					

	<p>Programming Coding and Control</p> <p>Suggested resources : Beebots, Beebot app, Light Bot app, pencil & paper - link with –instructions, cooking, playing games, giving directions</p>	<p>Using technology purposefully. Children need to learn how to use particular programs/equipment.</p> <p>Suggested resources: Paint packages e.g. 2Simple/Fresco - cross curricular - technology to be used as a tool for learning in other subjects</p>	<p>Programming Coding and Control</p> <p>Create and debug simple programs.</p> <p>Suggested resources : Kodable app, Daisy the Dinosaur app – link to geography/maths e.g direction</p>	<p>Programming Coding and Control</p> <p>Suggested resources : Lego Wedo – link to science e.g. animals including humans</p>	<p>Using technology purposefully</p> <p>Suggested resources: Ipad Book Creator – link to D.T. e.g. food technology</p>	<p>Using technology purposefully</p> <p>Suggested resources: Ipad Apps e.g. Book Creator/iMovie - technology to be used to support learning in other areas of the curriculum e.g. R.E Judaism (Shabbat)</p>
Design and technology	<p><u>Textiles</u> templates and joining techniques.</p> <ul style="list-style-type: none"> • Make templates to design their product. • Explore ways of joining textiles – stitching, gluing, taping. • Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing. • Design based on a criteria. • Evaluate their product, explain improvements. 		<p><u>Structures –</u> freestanding structures.</p> <ul style="list-style-type: none"> • Discuss characteristics of materials – how to make materials stronger by folding or shaping. • Build structures, exploring how they can be made stronger, stiffer and more stable. • Design based on a criteria. • Generate, develop, model and communicate their ideas through talk and drawing. • Select materials appropriately to perform tasks. <p>Evaluate their product, explain improvements.</p>	<p><u>Food</u> Preparing dishes using fruits and vegetables</p> <ul style="list-style-type: none"> • Describe different foods. • Explain where food comes from and describe it's original state. • Cut, chop and grate using appropriate tools. • Explain what a varied and balanced diet is. <p>Combine simple ingredients, fruits and vegetables, in a healthy dish.</p>		
History	<p>Toys then and Now Sorting artefacts Visit to the Heritage Centre</p>	<p>Personal chronology - Grandparents</p>		<p>Develop range and depth of historical knowledge To recognise why people did things in the past through story St. George</p>		

<p>Geography</p>			<p>Use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>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 (Try to link to work on stories)</p>		<p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>Use geographical language - forest, hill, soil, valley, vegetation, season and weather city, town, village, factory, farm, house, office</p> <p>Name and locate the world's seven continents and five oceans</p>
<p>Art and design</p>		<p>Drawing: Portraits Lowry Experimenting with media- pen, charcoal and control types of marks made</p> <p>Collage: Dulwich Picture Gallery Matisse: cut and shape paper using scissors Arrange and glue</p> <p>Painting: work from observation and match colours, Ready mix paint: use different brush sizes</p> <p>Sketch Books</p>			<p>Painting: work from observation and match colours: watercolour (Room on the Broom, spring flowers)</p> <p>Drawing: experiment with media: chalk pastels And control marks. Mothers' Day cards</p> <p>Printing: Make and use rubbings of plants/ flowers</p> <p>Artist: Georgia O'Keeffe</p>	<p>Sculpture: Manipulate malleable materials. Clay/modrok recyclable Materials To create minibeasts</p> <p>Collage: Jean Arp Tearing and layering paper and materials</p>
<p>Languages Spanish Understand spoken words and phrases and respond to Simple questions Topic linked vocabulary focus</p>	<p>Basic greetings</p> <p>iHola! – hello iAdios! – goodbye</p> <p>¿Que tal? – how are you?</p> <p>Bien, muy bien, no muy bien</p> <p>To introduce yourself using 'Me llamo...' and soy (I am)</p> <p>Gracias/por favor – thank you/please</p>	<p>Colours</p> <p>Counting to 20</p> <p>colours</p>	<p>Family</p> <p>Family members</p>	<p>Food and drink</p> <p>Food Drink</p>	<p>School day</p> <p>Subjects</p>	<p>Hobbies</p> <p>Sports</p>

	Count 1-10 and respond to question 2					
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PSCHE	<p>Living in the wider world: respect for self and others: help construct and follow classroom rules</p> <p>Health and well-being: names for the main parts of the body</p> <p>Relationships: that people's feelings and bodies can be hurt; there are different types of teasing and bullying.</p>	<p>Health and well-being: recognise their responsibility for keeping themselves safe;</p> <p>People who look after them, who to go to if they are worried.</p> <p>Relationships: to offer constructive support and feedback</p> <p>To judge what physical contact is acceptable and what is not</p>	<p>Relationships: share opinions and explain views</p> <p>and explain views to recognise what is fair and unfair, kind and unkind, right and wrong</p> <p>Living in the wider world: the role money plays in their lives.</p>	<p>Health and well-being: to learn from experiences, to celebrate and recognise their strengths and set goals</p> <p>Relationships: change and loss and the associated feelings</p>	<p>Health and well-being:</p> <p>What constitutes a healthy lifestyle</p> <p>How to maintain personal hygiene</p> <p>Responsibility for their own health and that of others.</p> <p>Process of growing old and changing needs</p> <p>Names for parts of the body</p>	<p>Living in the wider world: what improves and harms their natural environment</p> <p>Health and well-being: keeping physically and emotionally safe</p>
Religious Education	<p>Hinduism: Part 1: Unit 1 – Diwali</p> <p>Key Questions</p> <ul style="list-style-type: none"> what understanding do Hindus have about God? what do stories at Diwali explain about God? what is the role of a Hindu temple in a Hindu's life? 	<p>Judaism: Part 1: Unit 2 – Festivals in the Jewish year</p> <p>Key Questions:</p> <ul style="list-style-type: none"> why is it important to keep traditions/ customs alive? how do the Festival events help to teach young Jews about their past? what do these festivals show about the Jews' relationship with God? 	<p>Christianity: Unit 2: Jesus the teacher</p> <p>Key Questions</p> <ul style="list-style-type: none"> what values do Christians believe Jesus taught? how do Christians believe Jesus taught them these values? 	<p>Christianity: Unit 4: A Local Church</p> <p>Key Questions</p> <ul style="list-style-type: none"> what happens in a Christian place of worship? how does a place of worship help Christians to remember their beliefs about Jesus? how do Christians try to follow Jesus' example? 	<p>Hinduism Part 1: Unit 2 – Worship</p> <ul style="list-style-type: none"> what is the importance of families in Hinduism? why are honesty and truthfulness important in Hinduism? how do Hindus pray at home and in the Temple? 	<p>Sikhism Part 1: Unit 2 – Sikh teaching and life</p> <p>Key Questions:</p> <ul style="list-style-type: none"> how do the lives of Sikhs show they follow rules in their lives? what does worship mean to Sikhs?
PE	Games	Cricket (Coach – Graeme)	Hockey	Games	Tennis	Athletics
	Gym	Dance	Gym	Dance	Gym	Dance
Music Sing songs • Play tuned & untuned instruments musically • Listen & understand live	Creating simple tunes using a pitch grid then creating simple rhythms using duration grids.		Combining pitch and duration to create simple tunes then texture, timbre and dynamics to create musical effect.		Combining the musical elements to create music.	

and
recorded music
• Make and
combine sounds
musical