



## Curriculum Overview

### Year 2 Spring Term

Subject	Content
Religious Education	<p><b>Christmas</b></p> <ul style="list-style-type: none"><li>• be able to sequence the story of Christmas from the annunciation to the flight into Egypt</li><li>• understand some of the difficulties faced by Mary and Joseph on their journeys</li></ul> <p><b>Parables and Miracles</b></p> <ul style="list-style-type: none"><li>• know a range of parables and miracles</li><li>• understand the qualities of Jesus as a healer and a teacher</li></ul> <p><b>Special Celebrations</b></p> <ul style="list-style-type: none"><li>• know the seasons of the Liturgical year</li><li>• know that sacraments are special celebrations</li></ul> <p><b>Lent</b></p> <ul style="list-style-type: none"><li>• know the importance of Jesus' teachings about forgiveness</li><li>• have some understanding about how we experience forgiveness through the Sacrament of Reconciliation</li></ul> <p><b>Holy Week</b></p> <ul style="list-style-type: none"><li>• understand the words and actions of Jesus at the Last Supper and his final week on Earth</li></ul>
English	<p><b>Phonics:</b></p> <ul style="list-style-type: none"><li>• adding suffixes: ed, ing, y, s, ful, less</li><li>• prefix: un, dis</li><li>• syllables in words</li></ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"><li>• deduce, infer or interpret information, events or ideas from texts</li><li>• identify and comment on the structure and organisation of texts</li><li>• explain and comment on writers' uses of language</li></ul>

	<p><b>Writing:</b></p> <p><b>Traditional tales</b></p> <ul style="list-style-type: none"> <li>• use adjectives to describe nouns</li> <li>• sequence the beginning, the middle and the end</li> <li>• proof reading their own writing to check punctuation and spelling</li> </ul> <p><b>Stories by the same author</b></p> <ul style="list-style-type: none"> <li>• read a variety of books by the same author</li> <li>• use complex sentences with subordinate clauses</li> <li>• write sentences containing antonyms</li> </ul> <p><b>Postcards and letters</b></p> <ul style="list-style-type: none"> <li>• use correct punctuation in writing proper names.</li> <li>• use full stops, exclamation and question marks in own writing</li> </ul> <p><b>Recounts</b></p> <ul style="list-style-type: none"> <li>• use conjunctions</li> <li>• begin to write sentences with subordinate clauses</li> <li>• plan a visual version of a recount based on their own experience</li> </ul> <p><b>Humorous poems</b></p> <ul style="list-style-type: none"> <li>• practise and performing a poem with others</li> <li>• use adjectives and descriptive phrases to describe nouns</li> </ul> <p><b>Grammar, Punctuation and Spelling:</b></p> <ul style="list-style-type: none"> <li>• explore the use of ? ! ,</li> <li>• spell key words correctly, if not, regularly correct them</li> <li>• use conjunctions correctly: and, because, also, but</li> <li>• ensure letters are of a suitable and consistent size</li> <li>• first simple joins: a, e, i, t, d, h, k, l, c, n, m</li> <li>• all standard 2 punctuation correctly used</li> </ul>
<p><b>Mathematics</b></p>	<p><b>Statistics Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>• recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers</li> <li>• calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs</li> <li>• solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts</li> <li>• show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> </ul>

	<p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>• interpret and construct simple pictograms, tally charts, block diagrams and simple tables</li> <li>• ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</li> <li>• ask and answer questions about totalling and comparing categorical data</li> </ul> <p><b>Properties of Shape</b></p> <ul style="list-style-type: none"> <li>• identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</li> <li>• identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li> <li>• identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.]</li> <li>• compare and sort common 2-D and 3-D shapes and everyday objects</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>• recognise, find, name and write fractions <math>\frac{1}{2}</math> <math>\frac{1}{3}</math> <math>\frac{1}{4}</math> <math>\frac{2}{4}</math> <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity.</li> <li>• Write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math></li> </ul> <p><b>Length and Height</b></p> <ul style="list-style-type: none"> <li>• choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (<math>^{\circ}</math>C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</li> <li>• compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</li> </ul>
<b>Chemistry</b>	<p><b>Everyday Materials</b></p> <ul style="list-style-type: none"> <li>• identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>• discover how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> <li>• apply their knowledge of materials to everyday life</li> </ul>
<b>Computing</b>	<p><b>We are photographers</b></p> <ul style="list-style-type: none"> <li>• consider the technical and artistic merits of</li> </ul>

	<p>photographs</p> <ul style="list-style-type: none"> <li>• use a digital camera or camera app</li> <li>• take digital photographs</li> <li>• review and reject or pick the images they take</li> <li>• edit and enhance their photographs</li> <li>• select their best images to include in a shared portfolio</li> </ul> <p><b>We are researchers</b></p> <ul style="list-style-type: none"> <li>• develop collaboration skills through working as part of a group</li> <li>• develop research skills through searching for information on the internet</li> <li>• improve note-taking skills through the use of mind mapping</li> <li>• develop presentation skills through creating and delivering a short multimedia presentation</li> </ul>
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### **Creative Curriculum**

We deliver the following subjects through whole school topics and they are collectively referred to as the Creative Curriculum: Art and Design, Design Technology, Geography, History and Music.

Each term the whole school follow a topic theme incorporating many curriculum areas with a particular focus on one of the Creative Curriculum subjects.

(See Creative Curriculum Two Year Cycle).

<p><b>YEAR A</b></p> <p><b>Spring : Leaders</b></p> <p><b>Main Focus: History – exploring the lives of leaders in nursing</b></p> <p>compare the lives and achievements of Florence Nightingale, Mary Seacole and Edith Cavell</p> <ul style="list-style-type: none"> <li>• describe where the people and events he/she studies fit within a chronological framework and identify similarities and differences between ways of life in different periods</li> <li>• show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented</li> </ul>	<p><b>YEAR B</b></p> <p><b>Spring : Water</b></p> <p><b>Main focus: History – the explorations of Christopher Columbus.</b></p> <p>Investigate the life and achievements of Christopher Columbus and compare to another famous person (George Stephenson)</p> <ul style="list-style-type: none"> <li>• describe where the people and events he/she studies fit within a chronological framework and identify similarities and differences between ways of life in different periods</li> <li>• show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented</li> </ul>
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<ul style="list-style-type: none"> <li>• describe events beyond living memory that are significant nationally or globally</li> <li>• discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods</li> <li>• record what they have learned by drawing and writing</li> <li>• make comparisons between different historical periods</li> </ul> <p><b>Secondary focus: Geography</b> – Develop a greater understanding of the location of countries in the world linked to the studies of Florence Nightingale, Mary Seacole and Edith Cavell.</p> <ul style="list-style-type: none"> <li>• understand some geographical similarities and differences (human and physical features) of a small area of the UK, and of a small area in a country related to the study of the people above</li> <li>• identify seasonal and daily weather patterns in the UK and know the location of hot and cold areas of the world</li> <li>• use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>• use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> <li>• use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans</li> </ul>	<ul style="list-style-type: none"> <li>• describe events beyond living memory that are significant nationally or globally</li> <li>• discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods</li> <li>• record what they have learned by drawing and writing</li> <li>• make comparisons between different historical periods</li> </ul> <p><b>Geography</b> – Develop a greater understanding of the location of countries in the world linked to the study of Christopher Columbus.</p> <ul style="list-style-type: none"> <li>• understand some geographical similarities and differences (human and physical features) of a small area of the UK, and of a small area in a non-European country related to the study above</li> <li>• identify seasonal and daily weather patterns in the UK and know the location of hot and cold areas of the world</li> <li>• use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>• use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> <li>• use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans</li> </ul>
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<b>Physical Education</b>	<p><b>Invasion</b></p> <ul style="list-style-type: none"> <li>• begin to aim wards a given target</li> <li>• accurately pass and receive a range of balls</li> </ul>
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	<ul style="list-style-type: none"> <li>• further increase their understanding of space</li> <li>• pass a ball using different parts of the body</li> <li>• receive a ball using different parts of the body</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• travel, showing change of speed and direction</li> <li>• develop body awareness through varying body balances</li> <li>• perform 'Teddy bear' &amp; 'Pencil' rolls</li> <li>• adopt the positions 'happy cat' &amp; 'angry cat'</li> <li>• create, remember and perform simple movement sequences</li> </ul>
<b>PSHE</b>	<ul style="list-style-type: none"> <li>• demonstrate that they recognise their own worth and that of others by making positive comments about themselves and classmates</li> <li>• knows that people can have different opinions and can simply explain personal views</li> <li>• identifies and makes simple choices about how to carry out the gospel values</li> <li>• can identify and respect differences and similarities between people, and describe how people can work together</li> </ul>