Curriculum Overview

Year 2 Spring Term

Subject	Content
Religious Education	**Christmas** • be able to sequence the story of Christmas from the annunciation to the flight into Egypt • understand some of the difficulties faced by Mary and Joseph on their journeys **Parables and Miracles** • know a range of parables and miracles • understand the qualities of Jesus as a healer and a teacher **Special Celebrations** • know the seasons of the Liturgical year • know that sacraments are special celebrations **Lent** • know the importance of Jesus' teachings about forgiveness • have some understanding about how we experience forgiveness through the Sacrament of Reconciliation **Holy Week** • understand the words and actions of Jesus at the Last Supper and his final week on Earth
RSE	**Created and Loved by God** • In these sessions we explore that we are uniquely made by a loving God, that we have differences and similarities (including physical differences between boys and girls), key information about staying physically healthy, understanding feelings and emotions, including strong feelings such as anger, and the cycle of life from birth to old age.

English	**Phonics:** • adding suffixes: ed, ing, y, s, ful, less • prefix: un, dis • syllables in words **Reading:** • deduce, infer or interpret information, events or ideas from texts • identify and comment on the structure and organisation of texts • explain and comment on writers' uses of language **Writing:** **Traditional tales** • use adjectives to describe nouns • sequence the beginning, the middle and the end • proof reading their own writing to check punctuation and spelling **Stories by the same author** • read a variety of books by the same author • use complex sentences with subordinate clauses • write sentences containing antonyms **Postcards and letters** • use correct punctuation in writing proper names. • use full stops, exclamation and question marks in own writing **Recounts** • use conjunctions • begin to write sentences with subordinate clauses • plan a visual version of a recount based on their own experience **Humorous poems** • practise and performing a poem with others • use adjectives and descriptive phrases to describe nouns **Grammar, Punctuation and Spelling:** • explore the use of ? ! , • spell key words correctly, if not, regularly correct them • use conjunctions correctly: and, because, also, but • ensure letters are of a suitable and consistent size • first simple joins: a, e, i, t, d, h, k, l, c, n, m • all standard 2 punctuation correctly used
Mathematics	**Statistics Multiplication and Division** • recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers

	- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs - solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts - show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot **Statistics** - interpret and construct simple pictograms, tally charts, block diagrams and simple tables - ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity - ask and answer questions about totalling and comparing categorical data **Properties of Shape** - identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line - identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces - identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.] - compare and sort common 2-D and 3-D shapes and everyday objects **Fractions** - recognise, find, name and write fractions ½ 1/3 ¼ 2/4 ¾ of a length, shape, set of objects or quantity. - Write simple fractions for example, ½ of 6 = 3 and recognise the equivalence of 2/4 and ½ **Length and Height** - choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels - compare and order lengths, mass, volume/capacity and record the results using >, < and =
Chemistry	**Everyday Materials**

	• identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • discover how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. • apply their knowledge of materials to everyday life
Computing	**Unit 4 – Questioning Lesson** **Using and Creating Pictograms** • Children understand that the information on pictograms cannot be used to answer more complicated questions. **Asking Yes / No Questions** • Children have used a range of yes/no questions to separate different items. **Binary Trees** • Children understand what is meant by a binary tree. • Children have designed a binary tree to sort pictures of children. **Using 2Question - a Computer-Based Binary Tree Program** • Children understand that questions are limited to 'yes' and 'no' in a binary tree. • Children understand that the user cannot use 2Question to find out answers to more complicated questions. • Children have matched 2Simple item pictures to names using a binary tree. **Using 2Investigate: a NonBinary Database.** • Children understand what is meant by a database. • Children have used a database to answer simple and more complex search questions. **Unit 5 – Effective Searching Lesson** **Understanding the Internet and Searching** • Children can recall the meaning of key Internet and searching terms. • Children have completed a quiz about the Internet. **Searching the Internet** • Children can identify the basic parts of a web search engine search page. • Children have learnt to read a web search results page. • Children can search the Internet for answers to a quiz. • Sharing Knowledge of the Internet and Effective Searching

	• Children have created a leaflet to consolidate knowledge of effective Internet searching.
	
	Unit 6 – Creating Pictures Lesson
	Introduction and Impressionism
	   • Children can describe the main features of impressionist art.
	   • Children can use 2Paint a Picture to create art based upon this style.
	Pointillist Art
	   • Children can explain what pointillism is.
	   • Children can use 2Paint a Picture to create art based upon this style.
	Piet Mondrian
	   • Children can describe the main features of Piet Mondrian's work.
	   • Children can use 2Paint a Picture to art based upon his style.
	   • William Morris and Pattern
	   • Children can describe the main features of art that uses repeating patterns.
	   • Children can use 2Paint a Picture to create art by repeating patterns in a variety of ways.
	   • Children can combine more than one effect in 2Paint a Picture to enhance patterns.
	Surrealism and eCollage
	   • Children can describe surrealist art

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).

YEAR A	YEAR B
Spring : Leaders	**Spring : Water**
Main Focus: History – exploring the lives of leaders in nursing	**Main focus: History – the explorations of Christopher Columbus.**
compare the lives and achievements of Florence Nightingale, Mary Seacole and Edith Cavell	Investigate the life and achievements of Christopher Columbus and compare to another famous person (George Stephenson)
• describe where the people and events he/she studies fit within a	• 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

- show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented
- describe events beyond living memory that are significant nationally or globally
- 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
- record what they have learned by drawing and writing
- make comparisons between different historical periods

Secondary focus: Geography – Develop a greater understanding of the location of countries in the world linked to the studies of Florence Nightingale, Mary Seacole and Edith Cavell.

- 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
- identify seasonal and daily weather patterns in the UK and know the location of hot and cold areas of the world
- 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
- use basic geographical vocabulary to refer to key human features, including: city, town, village,

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Geography – Develop a greater understanding of the location of countries in the world linked to the study of Christopher Columbus.

- 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
- identify seasonal and daily weather patterns in the UK and know the location of hot and cold areas of the world
- 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
- use basic geographical vocabulary to refer to key human features, including: city, town, village,

	factory, farm, house, office, port, harbour and shop • use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans	factory, farm, house, office, port, harbour and shop • use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans
Physical Education	**Invasion Games (Hockey) Learning Outcomes:** • To begin to aim towards a given target. • To accurately pass and receive a range of balls. • To further increase their understanding of space. • To pass a ball using different parts of the body. • To receive a ball using different parts of the body. **Net Games Learning Outcomes:** • To aim, strike & follow through towards a target. • To hit an object with varying power using a racket. • To be able to hit a ball or object towards a partner. • To explore a badminton racket and shuttlecock. To attempt a 'forearm' or 'bump' pass (Volleyball).	
PSHE	• demonstrate that they recognise their own worth and that of others by making positive comments about themselves and classmates • knows that people can have different opinions and can simply explain personal views • identifies and makes simple choices about how to carry out the gospel values • can identify and respect differences and similarities between people, and describe how people can work together	