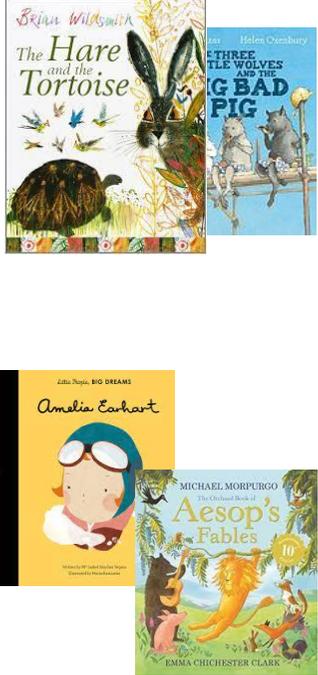


## Year 2 Curriculum Coverage



Spring Term Year 2 Miss Tidman New Beginnings Spring 1 Time Travellers Spring 2			
Topic texts	Knowledge	Skills	Enrichment Opportunities
	<p><b>English</b></p> <ul style="list-style-type: none"> <li>• Develop phonic awareness to be able to read and write words</li> <li>• Use simple punctuation in my sentences.</li> <li>• Consider what they are going to write before beginning.</li> <li>• Genres: Story – telling, fables. recount of events, setting and character description.</li> <li>• Instruction, labels and Informational Text (writing to inform)</li> <li>• Recounts of significant individuals</li> <li>• Biography Writing.</li> </ul>	<p><b>Reading</b></p> <p>I can read accurately words of two or more syllables that have the graphemes I have already been taught.</p> <p>I re-read books to build up my fluency and confidence.</p> <p>I can listen to, talk about and express my opinion about a wide range of contemporary and classic poetry, stories and non-fiction at a level higher than I can read by myself.</p> <p>I can make predictions about the characters, through what they say or do.</p> <p>I can ask and answer questions about the text.</p> <p><b>Writing</b></p> <p>I can punctuate sentences, using capital letters, full stops, question marks and exclamation marks.</p> <p>I can use spacing between words that reflects the size of the letters.</p> <p>I can plan what I am going to write by saying my sentences out loud one at a time, and writing down my ideas including new vocabulary.</p> <p>I can identify and write a sentence as a statement, question, exclamation or command.</p> <p>I am beginning to use appropriate language across different types of writing – e.g. story language, non-fiction., poetry.</p> <p>I can use interesting adjectives to describe people, places or objects.</p>	<p>Science Week.</p> <p>Cooking Enrichment opportunities.</p> <p>World Book Day.</p>

## Year 2 Curriculum Coverage



		<p>I can show evidence of using simple similes, <i>e.g. as yellow as the sun.</i></p>	
	<p><b>Maths</b> <b>(White Rose Scheme)</b></p> <ul style="list-style-type: none"> <li>• Place value</li> <li>• Addition and Subtraction</li> <li>• Measurement – Money</li> <li>• Measurement – length and height</li> <li>• Measurement - Time</li> <li>• Fractions</li> </ul>	<p><b>Number &amp; Place Value</b></p> <ul style="list-style-type: none"> <li>• I can use &lt;, &gt; and = signs</li> <li>• I can compare and order numbers from 0 to 100.</li> <li>• I can recognise the place value of each digit in a two digit number.</li> <li>• I can count in steps of 2, 3 and 5</li> </ul> <p><b>Addition &amp; Subtraction</b></p> <ul style="list-style-type: none"> <li>• I know that addition can be done in any order, but subtraction can't</li> <li>• I can subtract 2 digit numbers and tens.</li> <li>• I can recall and use addition and subtraction facts to 20.</li> <li>• I can solve one-step addition and subtraction problems.</li> <li>• I can add three one-digit numbers.</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>• Tell and write the time to 5 minutes including 1/2 past/to the hour.</li> <li>• I can solve problems adding and subtracting money and give change.</li> <li>• I can find different ways of putting coins together that make the same amount.</li> <li>• I can recognise and use symbols for pound (£) and pence (p).</li> <li>• I can measure to the nearest unit using rulers, scales, and thermometers and measuring vessels.</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>• I can recognise, find, name and write fractions <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, and <math>\frac{3}{4}</math> of a set of objects.</li> <li>• I can recognise, find, name and write fractions <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, and <math>\frac{3}{4}</math> of a shape.</li> <li>• I can recognise, find, name and write fractions <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, and <math>\frac{3}{4}</math> of a quantity.</li> </ul>	
	<p><b>Science</b></p> <p><b>Plants –</b> Know the key parts of a plant and what they need to survive.</p> <p><b>Animals including humans –</b></p>	<ul style="list-style-type: none"> <li>• Asking simple questions and recognising that they can be answered in different ways</li> <li>• Observing closely, using simple equipment</li> <li>• Performing simple tests</li> <li>• Using their observations and ideas to suggest answers to questions</li> <li>• Gathering and recording data to help in answering questions.</li> </ul>	

## Year 2 Curriculum Coverage



	<p>Know what animals and humans need to survive and the changes that take place.</p>	<ul style="list-style-type: none"> <li>• Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> <li>• find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>• Observe and describe how seeds and bulbs grow into mature plants</li> <li>• Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> <li>•</li> </ul>	
	<p><b>History</b>                  To understand how to use a timeline to support chronological understanding and to explore the past, asking questions by looking at buildings from different eras.                  Changes within living memory to reveal aspects of change in national life,                  To collect information about history in local area, events beyond living memory that are significant nationally or globally, the lives of significant individuals in the past who have contributed to national and international achievements. (Amelia Earhart comparison with Greta Thunberg)</p>	<ul style="list-style-type: none"> <li>• Use historical vocabulary e.g. year, decade.</li> <li>• Use evidence to find out how things have changed during a time period.</li> <li>• Ask questions such as ‘how did people ....? What did people do for.....?’</li> <li>• Present findings about past using speaking, writing, computing and drawing skills.</li> <li>• Discuss different ways of presenting information for different purposes.</li> <li>• Use timelines to place events in order.</li> <li>• Describe how some of the past events/people affect life today</li> <li>• Describe how life is different now</li> <li>• Know the effects of significant individuals.</li> </ul>	
	<p><b>Geography</b>   <b>Location / Place Knowledge</b>                   To know the location of continents, oceans and seas of the world.                   To know compass points.                   To know geographical terms such as ‘aerial, compass etc.)</p>	<p>Explore using maps to find the countries that make up the UK and the surrounding seas.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>use simple compass directions (North, South, East and West) and locational and directional language 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</p>	

## Year 2 Curriculum Coverage



	<p><b><u>Computing</u></b></p> <p>Purple Mash – Unit Y2 Coding</p>	<p>To use vocabulary such as algorithm, debug and program.</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• use logical reasoning to predict the behaviour of simple programs</li> <li>• use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>• recognise common uses of information technology beyond school</li> <li>• use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies</li> </ul>	
	<p><b><u>Music</u></b></p> <p>Glockenspiel unit</p>	<ul style="list-style-type: none"> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the interrelated dimensions of music</li> </ul>	<p>Charanga – glockenspiel unit</p> <p>*Famous musicians* composer of the month/term covered in assembly.</p>
	<p><b><u>PE</u></b></p> <p>Indoor and Outdoor</p>	<ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> </ul>	
	<p><b><u>RE</u></b> <b>Creation</b> Who made the World? <b>Sikhism</b> - Exploring other religions. What do Sikh's believe?</p>	<ul style="list-style-type: none"> <li>• Retell the story of creation from Genesis 1:1 – 2,3 simply</li> <li>• Recognise that 'Creation' is the beginning of the 'big story' of the Bible</li> <li>• Say what the story tells Christians do to say thank you to God for his creation</li> <li>• Think, talk and ask questions about living in this amazing world.</li> </ul>	

## Year 2 Curriculum Coverage



		<ul style="list-style-type: none"><li>To understand other religions and what they believe.</li></ul>	
	<p><b><u>PSHE</u></b></p> <p><b>Health and Wellbeing</b></p> <p><b>Relationships</b></p>	<ul style="list-style-type: none"><li>Identify choices they can make about their health and wellbeing.</li><li>Identify some of the consequences of different choices, both good and not so good.</li><li>Identify who or what helps them make a choice.</li><li>Identify the people who look after them and explain how they care for them</li><li>Recognise how they can help the people who look after them.</li><li>Describe how we can find out if we have things in common with someone else.</li><li>Identify similarities with others, including things not immediately obvious, such as looks.</li></ul>	