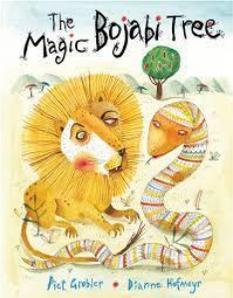
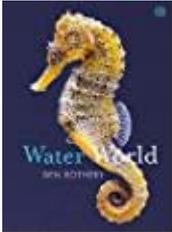


Year 2 Curriculum Coverage



| Spring Term Year 2 Miss Tidman Adventurous Animals | | | |
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| Topic texts | Knowledge | Skills | Enrichment Opportunities |
|   | <p>English</p> <ul style="list-style-type: none"> • Develop phonic awareness to be able to read and write words • Use simple punctuation in my sentences. • Consider what they are going to write before beginning. • Genres- fictional stories – myths. • Non fiction: non-chronological reports, Explanations | <p>Reading</p> <ul style="list-style-type: none"> • I can read accurately words of two or more syllables that have the graphemes I have already been taught. • I re-read books to build up my fluency and confidence. • • 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. • I can make predictions about the characters, through what they say or do. • I can ask and answer questions about the text. <p>Writing</p> <ul style="list-style-type: none"> • I can punctuate sentences, using capital letters, full stops, question marks and exclamation marks. • • I can use spacing between words that reflects the size of the letters. • • 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. • • I can identify and write a sentence as a statement, question, exclamation or command. • • I am beginning to use appropriate language across different types of writing – e.g. story language, non-fiction., poetry. • • I can use interesting adjectives to describe people, places or objects. • • I can show evidence of using simple similes, <i>e.g. as yellow as the sun.</i> | <p>World Book Day.</p> <p>National Story telling week</p> |

Year 2 Curriculum Coverage



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|  | <p>Maths (White Rose Scheme)</p> <ul style="list-style-type: none"> • Place value • Multiplication • Measurement – Money • Measurement – length and height • Measurement - Time • Fractions | <p>Number & Place Value</p> <ul style="list-style-type: none"> • I can use <, > and = signs • I can compare and order numbers from 0 to 100. • I can recognise the place value of each digit in a two digit number. • I can count in steps of 2, 3 and 5 <p>Multiplication</p> <ul style="list-style-type: none"> • I can calculate multiplication statements. • I can calculate division statements. • I can solve one-step problems. • I can recall and use multiplication and division facts for the 2,5 and 10 times tables. <p>Measurement</p> <ul style="list-style-type: none"> • Tell and write the time to 5 minutes including 1/2 past/to the hour. • I can solve problems adding and subtracting money and give change. • I can find different ways of putting coins together that make the same amount. • I can recognise and use symbols for pound (£) and pence (p). • I can measure to the nearest unit using rulers, scales, and thermometers and measuring vessels. <p>Fractions</p> <ul style="list-style-type: none"> • I can recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{3}$ and $\frac{1}{4}$ of a set of objects. • I can recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{3}$ and $\frac{1}{4}$ of a shape. • I can recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{3}$ and $\frac{1}{4}$ of a quantity. | |
| | <p>Science</p> <p>Plants – Know the key parts of a plant and what they need to survive.</p> <p>Living in Habitats - Know adaptations made for suitable habitats.</p> | <ul style="list-style-type: none"> • Asking simple questions and recognising that they can be answered in different ways • Observing closely, using simple equipment • Performing simple tests • Using their observations and ideas to suggest answers to questions • Gathering and recording data to help in answering questions. <ul style="list-style-type: none"> • The difference between living, dead and that, which was never alive. • What a habitat is, how these can be the same or different, and how some animals and plants suit one habitat better than another does. • The names of key plants and animals from a variety of habitats. | <p>Visit to local park to observe, identify and compare different plants.</p> <p>Science Week</p> |

Year 2 Curriculum Coverage



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| | | <ul style="list-style-type: none"> • The adaptations these plants and animals have to survive these habitats. • Know how these animals and plant depend on each other for survival. • What a food chain is and why they are important. • Understand interdependency and food chains, explained thorough diagrams, written and spoken presentations • Understand what a food source is. | |
| | <p>History</p> <p>Guy Fawkes and Bonfire Night (Spring 1)</p> | <ul style="list-style-type: none"> • Use historical vocabulary e.g. year, decade. • Use evidence to find out how things have changed during a time period. • Ask questions such as 'how did people? What did people do for.....?' • Present findings about past using speaking, writing, computing and drawing skills. • Discuss different ways of presenting information for different purposes. • Use timelines to place events in order. • Describe how some of the past events/people affect life today • Describe how life is different now • Know the effects of significant individuals. | |
| | <p>Geography</p> <p>Let's go on Safari (Spring 2)</p> | <ul style="list-style-type: none"> • Name and locate the world's seven continents and five oceans. • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. • 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 world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map | <p>Trip to Exotic Zoo (Spring 2)</p> |

Year 2 Curriculum Coverage



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| | <p><u>Computing</u></p> <p>Purple Mash – Unit Y2 Questioning and gathering data</p> | <ul style="list-style-type: none"> • Understand that the information on pictograms cannot be used to answer more complicated questions. • Use a range of yes/no questions to separate different items. • Understand what a binary tree means. • Understand that questions are limited to ‘yes’ and ‘no’ in a binary tree. • Understand that the user cannot use 2Question to find out answers to more complicated questions. • Understand what is meant by a database. | |
| | <p><u>Music</u></p> <p>Glockenspiel unit – Listening and composing</p> | <ul style="list-style-type: none"> • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the interrelated dimensions of music | <p>Charanga – glockenspiel unit</p> <p>*Famous musicians* composer of the month/term covered in assembly.</p> |
| | <p><u>PE</u></p> <p>Indoor and Outdoor</p> | <ul style="list-style-type: none"> • 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 • participate in team games, developing simple tactics for attacking and defending | <p>Competitions</p> |
| | <p><u>RE</u></p> <p>Judaism</p> <p>Salvation</p> | <ul style="list-style-type: none"> • Retell the story of creation from Genesis 1:1 – 2,3 simply • Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible • Say what the story tells Christians do to say thank you to God for his creation • Think, talk and ask questions about living in this amazing world. • To understand other religions and what they believe. | |

Year 2 Curriculum Coverage



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| | <p><u>PSHE</u></p> <p>Health and Wellbeing</p> <p>Relationships</p> | <ul style="list-style-type: none"> • Identify choices they can make about their health and wellbeing. • Identify some of the consequences of different choices, both good and not so good. • Identify who or what helps them make a choice. • Identify the people who look after them and explain how they care for them • Recognise how they can help the people who look after them. • Describe how we can find out if we have things in common with someone else. • Identify similarities with others, including things not immediately obvious, such as looks. | <p>Mini First Aid</p> |
| | <p><u>Design and Technology</u></p> <p>Perfect Pizza</p> | <ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. • Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics • Explore and evaluate a range of existing products • Evaluate their ideas and products against design criteria • Use the basic principles of a healthy and varied diet to prepare dishes • Understand where food comes from. | <p>Cooking Opportunities</p> |