

## Year 2 Spring Term Curriculum Overview 2022

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		Week 7	Week 8	Week 9	Week 10	Week 11	Week12	Week13	Week14	
<b>MATHEMATICS</b>	<b>On-going application of mental, communication, problem solving and reasoning skills.</b> <ul style="list-style-type: none"> <li>To recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>To identify, represent and estimate numbers using different representations, including the number line</li> <li>To compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li> <li>To use place value and number facts to solve problems.</li> <li>To add and subtract numbers mentally</li> <li>To find number bonds to 10 and subitise to 10</li> <li>To add 1-digit to 2-digit numbers, bridging 10 and using known facts</li> <li>To recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>To add 1-digit to 2-digit numbers</li> <li>To subtract 2-digit from 2-digit numbers by counting up</li> <li>To solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> <li>To identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li> <li>To 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>To use mathematical vocabulary to describe position</li> <li>To tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</li> <li>To round 2-digit numbers up or down to the nearest 10</li> <li>To count in steps of 2, 3, and 5 from 0, and in tens from a number, forward and backward.</li> </ul>						<b>ASSESSMENT WEEK</b>	<b>On-going application of mental, communication, problem solving and reasoning skills.</b> <ul style="list-style-type: none"> <li>To recall and use multiplication and division facts for the 2, 5 and 10 times tables (doubling/halving) including recognising odd and even numbers</li> <li>To recognise, find, name and write fractions 1/3, 1/4, 2/4, and 3/4 of a length, shape, set of objects or quantity</li> <li>To count in steps of 2, 5, and 10 from 0 and from any number, forward and backward</li> <li>To recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> <li>To calculate mathematical statements for multiplication and division within the multiplication tables</li> <li>To solve problems involving multiplication and division, using materials, arrays, repeated addition and mental methods.</li> <li>To tell the time to the nearest quarter of an hour using digital and analogue clocks</li> <li>To compare and sequence intervals of time</li> <li>To recognise and use language relating to date, including days, weeks, months and years</li> <li>To identify appropriate units of time to measure a duration (minutes, hours, days, weeks, months, years)</li> <li>To interpret and construct simple pictograms, tally charts, block diagrams and simple tables</li> <li>To calculate mathematical statements for multiplication and division within the multiplication tables</li> <li>and write them using the multiplication (x), division (÷) and equals (=) signs</li> <li>To recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li> <li>To find different combinations of coins that equal the same amounts of money</li> <li>To solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> <li>To add/subtract 2-digit numbers to/from 2-digit numbers.</li> </ul>						<b>ASSESSMENT WEEK</b>		
	<b>ENGLISH</b>	<b>Vocab building</b> (2 lessons) <ul style="list-style-type: none"> <li>To understand and use suffixes to create longer words.</li> </ul>		<b>The Fox and the Star</b> <ul style="list-style-type: none"> <li>To explore creative story writing using story mountain structure</li> <li>To describe settings and characters</li> <li>To create new characters and settings</li> <li>To write an alternative ending</li> <li>To make predictions</li> <li>To write in role</li> </ul>						<b>Recounts</b> <ul style="list-style-type: none"> <li>To understand the features, using past tense and first person</li> <li>To include emotive language and time words.</li> </ul>		<b>The Lonely Beast – Power of Reading</b> <ul style="list-style-type: none"> <li>To write character descriptions</li> <li>To expand noun phrases to describe and specify</li> <li>To retell and write the story of the beast’s journey</li> <li>To use different sentence forms in Newspaper Reports</li> <li>To write a persuasive piece of writing.</li> </ul>				
<b>SCIENCE</b>	<b>Animals including humans</b> <ul style="list-style-type: none"> <li>To know that animals, including humans, have offspring which grow into adults</li> <li>To find out and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> <li>To know the basic stages in a life cycle for animals, including humans.</li> </ul>								<b>Living Things and Their Habitat</b> <ul style="list-style-type: none"> <li>Explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>Identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> </ul>							

### HALF TERM

## Year 2 Spring Term Curriculum Overview 2022

	Star scientist: Florence Nightingale – pioneer of modern nursing in GB						Star scientist: Rachel Carson – marine biologist					
HISTORY							<p><b><u>How have seaside holidays changed over time?</u></b></p> <ul style="list-style-type: none"> <li>• To know what seaside holidays were like when our grandparents were children</li> <li>• To use photographs to provide information about seaside holidays in the recent past</li> <li>• To use sources to provide information about seaside holidays in the recent past</li> <li>• To use stories to provide information about seaside holidays in the recent past</li> <li>• To understand the diversity of holiday experiences from when our grandparents were children</li> <li>• To use our knowledge of the seaside in the past to create our own reconstruction.</li> </ul>					
GEOGRAPHY	<p><b><u>Where does our food come from?</u></b></p> <ul style="list-style-type: none"> <li>• To identify the food shops on the local high street and understand that they are a source of many different foods – drawing maps</li> <li>• To know how our food gets into shops</li> <li>• To use an atlas to help understand where the plants we eat come from</li> <li>• To understand that animals are reared in the UK and used for dairy and meat</li> <li>• To understand that some traditional foods originate in the UK</li> <li>• To create a Great British picnic and explain what makes their locality special.</li> </ul>											
ART	<p><b><u>Colour Chaos</u></b></p> <ul style="list-style-type: none"> <li>• Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. Work out ideas for drawings</li> <li>• Experiment with the visual elements; line, shape, pattern and colour</li> <li>• Mix a range of secondary colours, shades and tones – teach about the colour wheel</li> <li>• Experiment with tools and techniques, inc. layering, mixing media, scraping through etc</li> <li>• Try different activities and choose how to develop their work</li> <li>• Use the skills appropriate for their year group and choose techniques deliberately for a purpose</li> <li>• Express clear preferences about their artwork and work of others. Giving reasons, e.g. I like this because.</li> </ul> <p><b><u>Artists – recommended</u></b> Mondrian, Pollock, Kandinsky</p>											
DT							<p><b><u>The Beast's Picnic:</u></b></p> <ul style="list-style-type: none"> <li>• Children to discuss and explore different picnic foods and where they have come from. They will make rainbow omelette cakes, practising how to follow instructions and use equipment appropriately</li> <li>• Children to discuss and explore different picnic foods and what are the most appropriate foods to take on a picnic. They will also consider what are healthy and balanced food choices using an 'eat well plate', related to Science and taste different types of picnic foods using appropriate vocabulary to describe them</li> <li>• Children will discuss appropriate foods to take on a picnic. They will then make Beast Biscuits by following a set of instruction</li> <li>• Children to design a food skewer to take on a picnic. They will consider healthy options using the 'eat well plate' and think about safety and hygiene when preparing food</li> <li>• Children to follow their designs to make their food skewers, remembering to be safe and careful. They can enjoy eating their skewers once all the children have finished</li> <li>• Children to sit together as a whole class (with their teddies 'Beasts') and evaluate pictures of their picnic food. They can complete an evaluation sheet once they have finished the whole-class discussion.</li> </ul> <p><b><u>Designers:</u></b> Look at supermarkets picnic choices</p>					

## Year 2 Spring Term Curriculum Overview 2022

<b>COMPUTING</b>	<p><b>COMPUTING STRAND: Information Technology</b>  <b>Unit 2.5 Effective Searching - Programs; Browser, 2Quiz, Writing Templates</b></p> <ul style="list-style-type: none"> <li>To understand the terminology associated with searching</li> <li>To gain a better understanding about searching on the Internet</li> <li>To create a leaflet to help someone search for information on the Internet.</li> </ul>	<p><b>COMPUTING STRAND: Information Technology</b>  <b>Unit 2.3 Spreadsheets – Program; 2Calculate</b></p> <ul style="list-style-type: none"> <li>To review prior use of spreadsheets</li> <li>To copy and paste totalling tools</li> <li>To use a spreadsheet to add amounts</li> <li>To create a table and block graph.</li> </ul>	<b>Catch-up/ Consolidation</b>	<p><b>COMPUTING STRAND: Information Technology</b>  <b>Unit 2.4 Questioning - Programs; 2Question, 2Investigate,</b></p> <ul style="list-style-type: none"> <li>To show that the information provided on pictograms is of limited use beyond answering simple questions</li> <li>To use yes/no questions to separate information</li> <li>To construct a binary tree to separate different items</li> <li>To use 2Question (a binary tree) to answer questions</li> <li>To use a database to answer more complex search questions. To use the Search tool to find information.</li> </ul>
<b>PE</b>	<p><b><u>Invasion Games</u></b></p> <ul style="list-style-type: none"> <li>To change speed whilst running.</li> <li>To change direction.</li> <li>To dodge/catch others in the class.</li> <li>To understand who to pass to and why.</li> <li>To understand what being ‘in possession’ means.</li> </ul>		<p><b><u>Attack, Defend Shoot Hockey - Unit 2</u></b></p> <ul style="list-style-type: none"> <li>To pass and receive the ball around the playing area showing some control</li> <li>To work collaboratively to keep possession by passing accurately</li> <li>To send and receive moving into space</li> <li>To play with a variety of balls</li> <li>To move into space in a game situation</li> <li>To hold and handle equipment accurately</li> <li>To work with a partner to progress towards a target</li> <li>To co-ordinate hands and feet to progress forwards</li> <li>To attempt to use simple attacking play in a game</li> <li>To examine the role of a goalkeeper</li> <li>To perform defensively as an individual in a game</li> <li>To recognise quality in goalkeeping</li> <li>To show awareness of opponents and teammates in a game</li> <li>To explore the concepts of intercepting in invasion games</li> <li>To choose when to attempt to intercept the ball</li> <li>To implement basic goalkeeping, attacking play and intercepting in games</li> </ul>	
<b>MUSIC</b>	<p><b>Unit: Musical Me</b></p> <p>Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth</p> <p><b>MUSIC STRAND:</b>  <b>Listening, appraising and responding</b>  <i>Listening to a range of high-quality live and recorded music</i></p> <ul style="list-style-type: none"> <li>Recognising timbre changes in music they listen to</li> <li>Recognising structural features in music they listen to</li> <li>Listening to and recognising instrumentation.</li> <li>Beginning to use musical vocabulary to describe music.</li> <li>Identifying melodies that move in steps.</li> </ul> <p><i>Listening with attention to detail and recall sounds with increasing aural memory</i></p> <ul style="list-style-type: none"> <li>Listening to and repeating a short, simple melody by ear.</li> <li>Suggesting improvements to their own and others’ work.</li> </ul>		<p><b>Unit: Dynamics, timbre, tempo and motifs</b>  <b>Theme: Space</b></p> <p>Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth</p> <p><b>MUSIC STRAND:</b>  <b>Listening, appraising and responding</b>  <i>Listening to a range of high-quality live and recorded music</i></p> <ul style="list-style-type: none"> <li>Recognising timbre changes in music they listen to</li> <li>Recognising structural features in music they listen to</li> <li>Listening to and recognising instrumentation.</li> <li>Beginning to use musical vocabulary to describe music.</li> <li>Identifying melodies that move in steps.</li> </ul> <p><i>Listening with attention to detail and recall sounds with increasing aural memory</i></p> <ul style="list-style-type: none"> <li>Listening to and repeating a short, simple melody by ear.</li> <li>Suggesting improvements to their own and others’ work.</li> </ul>	

## Year 2 Spring Term Curriculum Overview 2022

	<p><b>Composing</b> <i>Create sounds and music using the interrelated dimensions of music</i></p> <ul style="list-style-type: none"> <li>• Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</li> <li>• Successfully combining and layering several instrumental and vocal patterns within a given structure.</li> <li>• Creating simple melodies from 5 or more notes.</li> <li>• Choosing appropriate dynamics, tempo and timbre for a piece of music.</li> <li>• Using letter name and graphic notation to represent the details of their composition.</li> <li>• Beginning to suggest improvements to their own work.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</li> <li>• Singing short songs from memory, with melodic and rhythmic accuracy.</li> <li>• Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</li> <li>• Performing expressively using dynamics and timbre to alter sounds as appropriate.</li> <li>• Singing back short melodic patterns by ear and playing short melodic patterns from letter notation</li> </ul>	<p><b>Composing</b> <i>Create sounds and music using the interrelated dimensions of music</i></p> <ul style="list-style-type: none"> <li>• Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</li> <li>• Successfully combining and layering several instrumental and vocal patterns within a given structure.</li> <li>• Creating simple melodies from 5 or more notes.</li> <li>• Choosing appropriate dynamics, tempo and timbre for a piece of music.</li> <li>• Using letter name and graphic notation to represent the details of their composition.</li> <li>• Beginning to suggest improvements to their own work.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</li> <li>• Singing short songs from memory, with melodic and rhythmic accuracy.</li> <li>• Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</li> <li>• Performing expressively using dynamics and timbre to alter sounds as appropriate.</li> <li>• Singing back short melodic patterns by ear and playing short melodic patterns from letter notation</li> </ul>
SRE/ PSHE	<p><b><u>Internet Safety</u></b></p> <ul style="list-style-type: none"> <li>• To explain rules for keeping safe online</li> <li>• To understand what personal information is and who you can share it with, including the need to keep passwords private</li> <li>• To begin to recognise the need to know who they are sharing their learning with online and recognise the difference between real and imaginary online experiences.</li> </ul> <p><b><u>Daily Issues</u></b></p> <ul style="list-style-type: none"> <li>• to share their views and opinions (for example talking about fairness)</li> <li>• To identify and respect the differences and similarities between people. (Through the Happy Families series).</li> </ul> <p><b><u>Cross-Curricular with Science and Healthy Me Week</u></b></p> <ul style="list-style-type: none"> <li>• To feel the effect of exercise on their bodies</li> <li>• To explain why physical activity is healthy, what physical activity they play and explain what choices they make that are healthy</li> <li>• To explain the different kinds of food they should eat. They can explain how some foods can harm their bodies (teeth etc.) They can make healthy choices in their food.</li> </ul> <p><b><u>Children’s Mental Health Week</u></b></p> <ul style="list-style-type: none"> <li>• To know about how it feels when there is change or loss</li> <li>• To demonstrate that they can manage some feelings in a positive and effective way</li> <li>• To feel positive about sharing concerns and worries with others.</li> </ul>	<p><b><u>RSHE</u></b></p> <ul style="list-style-type: none"> <li>• To describe some of the similarities and differences between boys and girls</li> <li>• To understand that some people have fixed ideas about what boys and girls can do</li> <li>• To describe some differences between male and female animals. They understand that making a new life needs a male and a female</li> <li>• To know and use the correct names for the main parts of the body of boys and girls</li> <li>• To understand it is important to look after their bodies because that can help them have a healthy lifestyle. They understand that everyone’s body is different and that we celebrate difference.</li> </ul> <p><b><u>Cross Curricular with English</u></b></p> <ul style="list-style-type: none"> <li>• To share their opinions on things that matter to them and explain their views through discussions with one person and the whole class. (Through reading The Lonely Beast).</li> </ul> <p><b><u>Daily Issues</u></b></p> <ul style="list-style-type: none"> <li>• To share their views and opinions (for example talking about fairness)</li> <li>• To identify and respect the differences and similarities between people. (Through the Happy Families series).</li> </ul>

## Year 2 Spring Term Curriculum Overview 2022

<b>FRENCH</b>	<p><b>Les Legumes (Vegetables)</b></p> <ul style="list-style-type: none"> <li>To name and recognise up to 10 vegetables in French</li> <li>To attempt to spell some of these nouns (including the correct article)</li> <li>To learn simple vocabulary to facilitate a role play about buying vegetables from a market stall</li> <li>To say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.</li> </ul>	<b>HEBREW</b>	<p><b>Les Instruments (Musical Instruments)</b></p> <ul style="list-style-type: none"> <li>To name ten instruments in French</li> <li>To match all the new French words to the appropriate picture</li> <li>To remember the words for at least five instruments and their correct gender in French, unaided</li> <li>To say that they play an instrument of their choice correctly in French.</li> </ul>
<b>JS</b>	<p><b>Hebrew writing:</b></p> <ul style="list-style-type: none"> <li>To be able to recognise and write the letters lamed, mem, final mem, nun, final nun, ayin, peh and feh, final feh and tzaddi in script.</li> </ul> <p><b>Hebrew Reading:</b></p> <ul style="list-style-type: none"> <li>To know how to split words into havarot</li> <li>To be able to blend words with 2/3/4 havarot.</li> </ul> <p><b>Parasha:</b></p> <ul style="list-style-type: none"> <li>Parashat Bo – the mitzvah of keeping Pesach</li> <li>Parashat Beshalach – Expressing gratitude</li> <li>Parashat Yitro – showing respect</li> <li>Parashat Mishpatim – respecting other people’s property</li> <li>Parashat Terumah – the Bet Knesset is a place to get closer to Hashem</li> <li>Parashat Tetzaveh – every job is important.</li> </ul> <p><b>Chagim: Tu BiShvat</b></p> <ul style="list-style-type: none"> <li>To understand why trees are important</li> <li>To know the shivat haminim</li> <li>To make grass men</li> <li>To participate in a Tu BiShvat seder.</li> </ul>	<b>ISRAELI HISTORY</b>	<p><b>Parasha:</b></p> <ul style="list-style-type: none"> <li>Parashat Vayakhel – the spirit of community.</li> </ul> <p><b>Chagim: Purim</b></p> <ul style="list-style-type: none"> <li>To see, hear, act, sequence and write about the Purim story</li> <li>To understand the four mitzvot of Purim – matanot l’evyonim, seuda, megillah twice and mishloach manot</li> <li>To make hamantaschen for Purim</li> <li>To celebrate Purim at school.</li> </ul> <p><b>Chagim: Pesach</b></p> <ul style="list-style-type: none"> <li>To know the difference between chametz and kosher lePesach</li> <li>To know the story of Pesach</li> <li>To know what is on the seder plate and understand why</li> <li>To know why we have four cups of wine at seder and what they represent</li> <li>To know the order of the seder and a brief idea of what happens in each section</li> <li>To know about Eliyahu and his link to seder</li> <li>To understand who the four sons are</li> <li>To participate in the school seder</li> <li>To create a hagadah to be used at your own seder.</li> </ul>