



Year 2 Curriculum overview - Spring 1

| | Week 1 - | Week 2 - | Week 3 -- | Week 4 - | Week 5 - | Week 6 | Week 7 | |
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| Enrichment activities | Hansel and Gretel - Hook, Read and Explore | | Hansel and Gretel - Writing Skills and Polished Pieces of Work. | | Non-fiction - Read and Explore | | Non-fiction - Writing Skills and Polished Pieces of Work. | |
| <p>English</p> <p>'Hansel and Gretel'</p> <p>'Nocturnal Animals and The owl who is Afraid of the Dark - Non-fiction unit'</p> | <p>Children will be introduced to the topic through the use of a crime scene to detect which story we could be focusing on.</p> <p>Children will be taught the following grammar terminology and they will learn how to apply it to their work,</p> <ul style="list-style-type: none"> Nouns Adjectives Noun phrases and expanded noun phrases. Verbs Adverbs <p>This will be taught through the use of the text 'Hansel and Gretel' and we will also find this grammar within the text by analysing the text thoroughly and finding examples within it.</p> | | <p>Children will apply their knowledge of the grammar taught in the previous week to create their own character descriptions and setting descriptions to warn chr about the house and who may be lurking inside. This will be written in the form of a letter.</p> <p>We will explore using each of the grammatical terms in cohesive sentences.</p> <p>We will also focus on the features of a letter to apply these accurately.</p> <p>Once our work is complete we will then work together to polish our own writing, addressing any errors and misconceptions.</p> <p>-</p> | | <p>Start to read the story 'The Owl who was Afraid of the Dark' focusing on these areas to engage children in the text and ensure they are understanding and therefore can reinterpret what they have read through the use of:</p> <ul style="list-style-type: none"> Role play hot seating conscience alley answering questions - | | <p>Look at and teach the features of a non-fiction book.</p> <ul style="list-style-type: none"> Contents page Glossary/index Bullet points Facts boxes Diagrams/labels Subheadings - | <p>Continue to read the extended text 'The Owl Who's Afraid of the Dark'</p> <p>Start to plan and write our own non-fiction book based on the animals from the story. Focusing on the following areas and ensuring these skills are taught, modelled and seen before expecting children to apply them.</p> <ul style="list-style-type: none"> writing in present tense Different sentence forms. Drawing on vocabulary from the book - information and fact files. Diagrams/ photographs and labels. |



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| Mathematics | <p style="text-align: center;"><u>Time</u></p> <p>Children will be taught how to tell the time on an analogue clock to the nearest 5 minutes.</p> <p><u>Problem solving -</u> Children will be taught to compare and sequence intervals of time relating to problem solving activities.</p> <p><u>Rich real life opportunities</u> Relate to real life opportunities - bus/train timetables, the school day etc.</p> | <p style="text-align: center;"><u>Shape - 2d and 3d</u></p> <p>Children will explore the difference between 2d and 3d shapes, noting their properties, such as faces, edges, vertices, corners and sides.</p> <p style="text-align: center;"><u>Problem solving -</u> Children will interpret their results answering and asking relevant questions.</p> <p><u>Rich real life opportunities -</u> Relate to topic work - Favourite nocturnal animal. Design their own nocturnal animal using the shapes.</p> | <p style="text-align: center;"><u>Division and Fractions</u></p> <p>We will focus on using the number line method to solve divisions. However they will need to share the numbers/ count in steps to arrive at the end amount. Children will also now start to apply their times table facts to arrive at answers quicker.</p> <p>Children will be taught to apply their knowledge of division to use the number line method to solve fractions of numbers.</p> <p style="text-align: center;"><u>Problem solving -</u> Children will apply their knowledge of division through a range of problem solving activities.</p> <p style="text-align: center;"><u>Rich real life opportunities</u> Relate to real life sporting events happening at that time as well as relate to everyday maths, E.g. shape, objects and applying to SATs style questions.</p> | <p style="text-align: center;"><u>Measure in the form of addition and subtraction</u></p> <p>Children will learn to choose and use the appropriate standard units to estimate and measure length/height (m/cm); mass (kg/g); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.</p> <p>They will also apply their knowledge of addition and subtraction of numbers using concrete objects, pictorial representations, and mentally, including TU+U, TU+T, TU+TU and U+U+U.</p> <p style="text-align: center;"><u>Problem solving -</u> Children will compare and order mass, volume and capacity and record the results using more, less than and equals.</p> <p><u>Rich real life opportunities -</u> Relate to making cakes, measuring potions etc.</p> |
| Science | <p><u>Living things and their habitats</u></p> <p>In this unit, children learn about how humans and other animals are born, grow and change, and what we need to survive and be healthy. Children classify different kinds of animal babies, learn about the basic needs that are shared by humans and animals, and research the differing needs of animals within our care. Focusing their own experiences, children explore the need for humans to eat a varied diet, to keep themselves clean, and to take regular exercise. Throughout the unit, the learning materials encourage children to make positive choices that contribute to a healthy lifestyle.</p> | | | |
| History and Geography | <p><u>Nocturnal Animals</u></p> <p>We will explore a range of nocturnal animals, starting off by sorting them and explaining which animals are diurnal or nocturnal. We will also look at collecting information using a range of secondary sources of information and present these in a variety of ways, e.g. fact posters and PowerPoints. We will also link our topic learning to literacy and numeracy where we will focus on writing letters and using the relevant features and collecting our own data and recording these appropriately.</p> | | | |
| Art and DT | <p><u>Great Artists - Van Gogh</u></p> <p>We will explore the artist Van Gogh and his work, collecting facts and writing fact pages. We will also have a go at creating our own versions of Van Goghs' art work.</p> | | | |



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| Computing | <p style="text-align: center;">Programming -</p> <p>Say that again - During this topic children will learn to create and debug simple programs. They will use logical reasoning to predict the behaviour of simple programs and learn to program a floor turtle to move around an area by using single instructions, a sequence of instructions and repeated sequences.</p> | <p style="text-align: center;">E-Safety and Digital Literacy -</p> <p>Screen out the mean (an introduction to cyber bullying) - During this topic children will learn that children sometimes can act like bullies when they are online. They will explore what cyberbullying means and what they can do when they encounter it. Children will first read a scenario about mean online behaviour. They will then discuss what cyberbullying is, how it can make people feel, and how to respond. Then they use their knowledge to create a simple tip sheet on cyberbullying. Children should recognise that it is essential to tell a trusted adult if something online makes them feel angry, sad, or scared.</p> |
| RE | <p style="text-align: center;">Places of worship -</p> <p>Children will explore different buildings for worship such as Christianity, Hinduism and Buddhism.</p> | |
| British Values - RESPECT and PATHS | <p style="text-align: center;">Relationships -</p> <p>Children will be taught how to develop healthy relationships, recognise equality and diversity in relationships and learn to manage their emotions.</p> | |
| P.E. | <p>Gymnastics - Chn will be taught a range of gymnastic balances and moves to transfer onto the equipment. They will be invited to create their own sequences and variations in travelling across the equipment as well as floor work.</p> | |
| Music | <p>K2M music sessions - Percussion instruments taught by Mr Moon.</p> | |