



Class Name: Year 2	Curriculum Overview	Spring 1
<p><b>English</b>  <b>Use phonic knowledge to write new words. Write simple sentences using a range of punctuation effectively. Sequence sentences and events. The children will engage in reading and writing through</b></p> <ul style="list-style-type: none"> <li>• Stories on a Theme - The Wild based on the texts <i>Fox</i> by Margaret Wild and Ron Brooks <i>The Tin Forest</i> by Helen Ward and Wayne Anderson <i>The Whales' Song</i> by Dyan Sheldon and Gary Blythe</li> <li>• Traditional Tales and Fables based on various versions of the texts 'Baba Yaga' and 'Hansel and Gretel'.</li> <li>• Writing for a purpose through topic work .</li> <li>• Spelling – spellings patterns, high frequency words and common exception words</li> <li>• Daily reading focus – Read Write Inc.</li> <li>• Daily handwriting/letter formation</li> </ul>	<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• <b>Addition and Subtraction</b> - Subtract a one digit number from a two digit number</li> <li>• 10 more 10 less</li> <li>• Add two two digit numbers</li> <li>• <b>Shape</b> - Recognise 2D and 3D shapes</li> <li>• Count sides and vertices of 2D shapes</li> <li>• Find lines of symmetry</li> <li>• Count faces and edges of 3D shapes</li> <li>• <b>Money</b> - Count in pence and pounds (coins and notes)</li> <li>• Choose male and compare amounts</li> <li>• Find change</li> <li>• Work out money problems</li> </ul>	<p><b>Science Uses of everyday materials</b></p> <ul style="list-style-type: none"> <li>• Ask questions, observe closely, perform simple tests, use observations to suggest answers to questions, gather and record data.</li> <li>• Identify and compare the suitability of a variety of everyday materials.</li> <li>• Find out how the shape of objects can be changed by twisting, bending, stretching and squashing.</li> <li>• Investigate the absorbency of materials.</li> <li>• Identify natural and manmade materials.</li> </ul> <p><b>Computing</b>  <b>Robot Algorithms</b></p> <ul style="list-style-type: none"> <li>• Choose a series of words that can be enacted as a sequence</li> <li>• Use an algorithm to program a sequence on a floor robot</li> <li>• Compare my prediction to the program outcome</li> <li>• Identify different routes around my mat</li> <li>• Use my algorithm to create a program</li> <li>• Test and debug each part of the program.</li> </ul>
<p><b>Geography- Map Skills</b></p> <ul style="list-style-type: none"> <li>• Devise simple maps using outline drawings.</li> <li>• Use a simple key.</li> <li>• Use maps and plans to locate Rothbury</li> <li>• Know that Rothbury is within the county of Northumberland.</li> <li>• Identify physical and human features in the local environment</li> <li>• Use compass directions when making a map of the local area.</li> <li>• Children will make natural maps using things found in the outdoor environment.</li> </ul>	<p><b>Art - Jewellery</b></p> <ul style="list-style-type: none"> <li>• Explore new and unfamiliar materials</li> <li>• Develop manipulative skills</li> <li>• Compare different pieces of jewellery</li> <li>• Work independently on a project</li> <li>• Work with clay, beads, pasta and straws to produce a necklace</li> <li>• Evaluate own work and that of others</li> </ul>	<p><b>Music - Sing Up!</b>  <b>Football</b></p> <ul style="list-style-type: none"> <li>• To learn the football chant.</li> <li>• To practise the chant and create a simple ostinato on untuned percussion</li> <li>• To tap the rhythm of the words, understanding there is one beat for each syllable.</li> <li>• To compose melodies using mi-re-do and the rhythm of the words from Football</li> <li>• To compose and perform word rhythms in groups</li> </ul> <p><b>PE / Outdoor learning</b></p> <ul style="list-style-type: none"> <li>• Yoga</li> <li>• Team building</li> </ul>

**RE - Who Is Jewish and how do they live?**

- Recognise how belonging to a religion is important to people and the impact it has on their lives
- Begin to know how Jewish beliefs and ideas are expressed
- Recognise how religious ideas and beliefs impact people's lives personally and socially

**RHE / PSHE**

- What are Safe Hands?
- What is a bully?
- How can I be an ally?
- Why is name calling unkind?
- How are we the same/different?
- How can I work with different people?

**Teacher's Notes**

**Homework** - Reading, maths activities and topic related activities.