

**Year 2**  
**Spring Term 2015**  
**Curriculum Overview**

Subject	Spring Term	
<b>RE</b>	<p style="text-align: center;"><b><u>Unit D- Christmas</u></b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• know and be able to sequence the story of Christmas from the annunciation to the flight into Egypt.</li> <li>• Be able to trace the journey of Mary and Joseph on a map.</li> <li>• Understand some of the difficulties faced by Mary and Joseph and why their journeys to Bethlehem and Egypt were necessary.</li> </ul> <p style="text-align: center;"><b><u>Unit E- Parables and miracles</u></b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• know a range of parables and miracles and understand Jesus' qualities as a healer and teacher.</li> <li>• Know that the Church carries on Jesus' work of healing through the Sacrament of the Sick.</li> </ul> <p style="text-align: center;"><b><u>Unit F: Special celebrations</u></b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• know the Seasons of the Liturgical year and be able to describe some of the customs and symbols associated with them.</li> <li>• Know that the Sacraments are special celebrations and identify some of the rituals that take place in Baptism and Marriage.</li> </ul>	<p style="text-align: center;"><b><u>Unit G- Lent</u></b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• know the importance of Jesus' teaching about forgiveness.</li> <li>• Be able to express the difficulties associated with being a forgiving person.</li> <li>• Some understanding of how we experience forgiveness through the Sacrament of Reconciliation.</li> </ul> <p style="text-align: center;"><b><u>Unit H- Holy Week</u></b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• know the sequence of events of Holy Week.</li> <li>• Think of reasons why Christians praise and thank Jesus today.</li> <li>• Understand something of the words and actions of Jesus at the Last Supper and reflect on his suffering and death.</li> </ul>
<b>Literacy</b> <b>Writing</b> <b>genres</b>	<p><b>Non-Chronological texts</b></p> <p>Children will be taught:</p> <ul style="list-style-type: none"> <li>• To understand the terms 'fact', 'fiction' and 'non-fiction' and use appropriately.</li> <li>• The features of an information text.</li> <li>• Write an information text using; headings, sub-headings, diagrams, captions and bullet points.</li> </ul> <p><b>Dictionaries, glossaries, indexes and other alphabetically ordered texts</b></p> <p>Children will be taught:</p> <ul style="list-style-type: none"> <li>• To use the dictionary and glossaries to locate words by using initial letter</li> <li>• That dictionaries and glossaries give definitions and explanations.</li> <li>• To make a class dictionary and glossary of special interest words, giving explanations and definitions.</li> </ul> <p><b>Fantasy Stories</b></p> <p>Children will be taught:</p> <p>Sequencing and discussing the main events in stories.</p> <ul style="list-style-type: none"> <li>□ Retelling a wider range of stories.</li> <li>□ Identifying, discussing and collecting favourite words and phrases</li> <li>□ Recognising use of repetitive language within a text or poem e.g. <i>run, run as fast as you can and across texts e.g. long, long ago in a land far</i></li> </ul>	<p><b>Dictionaries, glossaries, indexes and other alphabetically ordered texts</b></p> <p>Children will be taught:</p> <ul style="list-style-type: none"> <li>• To use the dictionary and glossaries to locate words by using initial letter</li> <li>• That dictionaries and glossaries give definitions and explanations.</li> <li>• To make a class dictionary and glossary of special interest words, giving explanations and definitions.</li> </ul> <p><b>Poems with structure-riddles etc</b></p> <ul style="list-style-type: none"> <li>• Read poems aloud</li> <li>• Identify and discuss patterns of rhythm, rhyme and other features of sound in different poems</li> <li>• Comment on and recognise when the reading aloud of a poem makes sense and is effective</li> <li>• Identify and discuss favourite poems and poets, using appropriate terms and referring to the language of the poem.</li> </ul>

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	<p><i>away...</i></p> <ul style="list-style-type: none"> <li>□ Make personal reading choices and explain reasons for choices</li> </ul> <p>Understand both the books they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> <li>□ Making inferences about characters and events using evidence from the text e.g. <i>what is a character thinking, saying and feeling?</i></li> </ul>	
<b>Numeracy</b>	<p><b>Number and place value:</b></p> <ul style="list-style-type: none"> <li>• Recognise the place value of each digit in a two-digit number (tens, ones).</li> <li>• Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs.</li> <li>• Use place value and number facts to solve problems.</li> </ul> <p><b>Addition and subtraction:</b></p> <ul style="list-style-type: none"> <li>• Solve problems with addition and subtraction Using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>• Applying their increasing knowledge of mental and written methods</li> <li>• Add and subtract two two-digit numbers and three one-digit numbers using concrete objects, pictorial representations, and mentally.</li> </ul> <p><b>Measures: Length and time</b></p> <ul style="list-style-type: none"> <li>• Compare and order volume/capacity and record the results using &gt;, &lt; and =</li> <li>• Find different combinations of coins that equal the same amounts of money.</li> <li>• Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</li> <li>• 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>• Know the number of minutes in an hour and the number of hours in a day.</li> <li>• Compare and sequence intervals of time.</li> </ul> <p><b>Geometry: Position and Direction</b></p> <ul style="list-style-type: none"> <li>• Order and arrange combinations of mathematical objects in patterns and sequences.</li> <li>• Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).</li> </ul> <p><b>Geometry: Properties of shapes</b></p> <ul style="list-style-type: none"> <li>• Identify and describe the properties of 2-D shapes and 3-D shapes.</li> <li>• 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>• Compare and sort common 2-D and 3-D shapes and everyday objects.</li> </ul> <p><b>Multiplication and division</b></p> <ul style="list-style-type: none"> <li>• Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.</li> <li>• Calculate multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs.</li> <li>• Show that multiplication of two numbers can be done in any order and division of one number by another cannot.</li> <li>• Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>• Recognise, find, name and write fractions <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity.</li> <li>• Write simple fractions e.g. <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of two quarters and one half.</li> </ul> <p><b>Geometry: Statistics</b></p> <ul style="list-style-type: none"> <li>• Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</li> <li>• Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</li> <li>• Ask and answer questions about totalling and comparing categorical data.</li> </ul>	
<b>Science</b>	<p style="text-align: center;"><u><b>Animals including humans</b></u></p> <p>Children will be taught to:</p> <ul style="list-style-type: none"> <li>• notice that animals, including humans, have offspring which grow into adults.</li> <li>• find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</li> <li>• describe the importance for humans of exercise,</li> </ul>	<p style="text-align: center;"><u><b>Use of everyday materials</b></u></p> <p>Children will be taught to</p> <ul style="list-style-type: none"> <li>• identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>• find out how the shapes of solid objects made from some materials can be changed by squashing,</li> </ul>

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	eating the right amounts of different types of food, and hygiene.	bending, twisting and stretching
<b>Computing</b>	<p><b>We are photographers- Taking better photos</b> In this unit children will:</p> <ul style="list-style-type: none"> <li>• review photos online</li> <li>• practise using a digit camera</li> <li>• take photos to fit a given theme</li> <li>• edit their photos</li> <li>• select their best images to include in a shared portfolio.</li> </ul>	<p><b>We are researchers- Researching a topic</b> In this unit children will research a topic safely, effectively and efficiently- using a structured approach. They will share their findings with others through a short multimedia presentation.</p>
<b>Topic (History Geography)</b>	<b>The Great Fire of London</b>	
	<p>Children will:</p> <ul style="list-style-type: none"> <li>• be able to place the Great Fire on a class time line and sequence the main events of the fire correctly</li> <li>• know why the fire started and what happened</li> <li>• understand why it ended and some of the results</li> <li>• know that the fire was represented in different ways</li> <li>• understand what information about the fire contemporary pictures and Pepys' diary can provide</li> </ul> <p>communicate their understanding in a variety of ways</p>	
<b>D / T</b>		<p><b>Baking bread</b> The Great Fire of London started in a bakery. We will be baking bread (But we will turn the oven off!)</p> <p>The children will learn:</p> <ul style="list-style-type: none"> <li>• To measure ingredients</li> <li>• About the changing state</li> <li>• Use of equipment</li> <li>• Being safe in the kitchen.</li> </ul>
<b>PSHE</b>	<b>Dotcom Scheme</b>	
	<p>This term the children will be learning about key values and ways to feel safe. We will be discussing:</p> <ul style="list-style-type: none"> <li>• e-safety and way to stay safe online</li> <li>• how to cope with angry feelings</li> <li>• what are good and bad secrets</li> <li>• Recognising when you don't feel safe (Uh-oh feelings)</li> <li>• Who helps us when we don't feel safe.</li> </ul>	
<b>Art</b>		<p><u>Collage</u> Individual and group work based on the theme of the Great Fire.</p> <p><u>Line and Tone</u> Explore different media to create flames when painting and drawing eg: oil pastel, felt pen, chalk.</p>
<b>PE</b>	<b>Dance</b>	<b>Games</b>
	<p>Children will be taught to:</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</li> </ul>	<p>Children will be taught to:</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</li> </ul>

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	<p>activities</p> <ul style="list-style-type: none"> <li>• participate in group dances, developing a simple sequence of moves</li> <li>• perform dances using simple movement patterns.</li> </ul>	<p>activities</p> <ul style="list-style-type: none"> <li>• participate in team games, developing simple tactics for attacking and defending</li> </ul>
<b>Music</b>	<p>Children will continue to learn:</p> <ul style="list-style-type: none"> <li>• To play the Chime bars</li> <li>• Sing songs about the Great Fire of London</li> </ul> <p style="text-align: right;"><b>Taught by Ms J Davis</b></p>	
<b>Spanish</b>	<p><b>UNIT 2 (cont.)</b></p> <ul style="list-style-type: none"> <li>• Family members</li> <li>• Introducing family</li> </ul> <p><b>UNIT 3</b></p> <ul style="list-style-type: none"> <li>• Months of the year</li> </ul>	<p><b>UNIT 3 (cont.)</b></p> <ul style="list-style-type: none"> <li>• Numbers 13-31</li> <li>• Days of the week</li> <li>• Easter Activities and vocabulary</li> </ul>

**Spellings for Spring 1**

**Couldn't**  
**Wouldn't**  
**Shouldn't**  
**Hasn't**  
**It's**  
**Flies**  
**Babies**  
**Carries**  
**Tries**  
**Mustn't**

**Spellings for Spring 2 (After half term)**

**Copied**  
**Happiest**  
**Happier**  
**Crying**  
**Know**  
**Gnaw**  
**Table**

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**Written  
Wrote  
Capital**