

# Curriculum Overview for Year 2 Spring term 2017

English			Mathematics		
<p><b>Reading</b></p> <p>Develop phonics until decoding secure</p> <p>Read common suffixes</p> <p>Read &amp; re-read phonic-appropriate books</p> <p>Read common 'exception' words</p> <p>Discuss &amp; express views about fiction, non-fiction &amp; poetry</p> <p>Become familiar with &amp; retell stories</p> <p>Ask &amp; answer questions; make predictions</p> <p>Begin to make inferences</p>	<p><b>Writing</b></p> <p>Spell by segmenting into phonemes</p> <p>Learn to spell common 'exception' words</p> <p>Spell using common suffixes, etc.</p> <p>Use appropriate size letters &amp; spaces</p> <p>Develop positive attitude &amp; stamina for writing</p> <p>Begin to plan ideas for writing</p> <p>Record ideas sentence-by-sentence</p> <p>Make simple additions &amp; changes after proof-reading</p>	<p>Use . ! ? , and ' </p> <p>Use simple conjunctions</p> <p>Begin to expand noun phrases</p> <p>Use some features of standard English</p> <p><b>Speaking &amp; Listening</b></p> <p>Articulate &amp; Justify answers</p> <p>Initiate &amp; respond to comments</p> <p>Use spoken language to develop understanding</p>	<p><b>Number/Calculation</b></p> <p>Know 2, 5, 10x tables</p> <p>Begin to use place value (T/U)</p> <p>Count in 2s,3s,5s &amp; 10s</p> <p>Identify, represent &amp; estimate numbers</p> <p>Compare and order numbers</p> <p>Write numbers to 100</p> <p>Know number facts to 20</p> <p>Use x and ÷ symbols</p> <p>Recognise commutative properties of multiplication</p>	<p><b>Geometry &amp; Measures</b></p> <p>Use common vocabulary for comparison, e.g. heavier, taller, full, longest, quickest</p> <p>Begin to measure length, capacity, weight</p> <p>Recognise coins &amp; notes</p> <p>Use time &amp; ordering vocabulary</p> <p>Tell the time to hour/half-hour</p> <p>Use language of days, weeks, months &amp; years</p> <p>Recognise &amp; name common 2-d and 3-d shapes</p>	<p><b>Fractions</b></p> <p>Find and write simple fractions</p> <p>Understand equivalence e.g. <math>\frac{2}{4} = \frac{1}{2}</math></p> <p><b>Data</b></p> <p>Interpret simple tables and pictograms</p> <p>Ask and answer comparison and totalling questions</p>
<p><b>Computing</b></p> <p>Understand use of algorithms</p> <p>Write and test simple programs</p> <p>Organise, store, retrieve &amp; manipulate data</p> <p>Communicate online safety and respectfully</p> <p>Recognise use of IT outside of school</p>		<p><b>Art and DT</b></p> <p>Make a clown head from papier mache balloon following their own design and using paper techniques/ wool and other materials to create features such as hair</p>		<p><b>Geography</b></p> <p>Human geography look at the places a circus would visit and why</p> <p>use language of human and physical features eg, cliff, harbour, town</p> <p>Use simple compass points and locational language to describe the route of a travelling circus, plot this on a map</p> <p>Mapping skills, aerial views and using a key</p>	
<p><b>Music</b></p> <p>Following Charanga</p> <p>Sings Songs</p> <p>Plays musically tuned and untuned instruments</p> <p>Listen and understand live and recorded music</p> <p>Make and combine sounds musically</p>		<p><b>Art</b></p> <p>Design a poster for a circus, using source materials of posters from the past</p> <p>Sketch images of clown faces</p>		<p><b>RE</b></p> <p>Continue to follow locally agreed syllabus for RE. This will be taught as RE days across the whole school.</p>	

## Science

Classification of living and non-living materials working scientifically to sort and reason recap on Year 1 animal classification

Basic needs of animals, food, shelter, water and air

Exploring habitats and how they differ from the circus environment including the other plants and animals that would be in the natural habitat

Food chains of the circus animals when in their natural habitat

## History

**The history of circus** from Roman era to present day using research skills and other sources

### Sources

Using photographs film footage and other memorabilia of the circus to ascertain what life was like during different eras

## PE

Gymnastics

Practice clown movements and create a sequence as a dance