

# Downs infants Curriculum Overview Year 2



<p><b>English</b></p> <p>use punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <p>spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p>spell by learning to spell common exception words</p> <p>spell by learning to spell more words with contracted forms</p> <p>spell by learning the possessive apostrophe (singular) [for example, the girl's book]</p> <p>spell by distinguishing between homophones and near-homophones</p> <p>add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</p> <p>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>use punctuation correctly including: full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms (cannot - can't) and the possessive (the boy's coat)</p> <p>Learn how to use:</p> <p>sentences with different forms: statement, question, exclamation, command</p> <p>expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>the present and past tenses correctly and consistently including the progressive form</p> <p>conjunctions to join sentences - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p>	<p><b>Art &amp; Design</b></p> <ul style="list-style-type: none"> <li>• Use a range of materials</li> <li>• Use drawing, painting and sculpture</li> <li>• Develop techniques of colour, pattern, texture, line, shape, form and space</li> <li>• Learn about range of artists, craftsmen and designers</li> </ul>	<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• Name &amp; locate world's continents and oceans</li> <li>• Compare local area to a non-European country - Bo sierra Leone</li> <li>• Use basic vocabulary to describe a less familiar area</li> <li>• Use aerial images and other models to create simple plans and maps, using symbols</li> <li>• Use simple fieldwork and observational skills to study the immediate environment</li> </ul>	<p><b>Physical Education</b></p> <ul style="list-style-type: none"> <li>• Master basic movement,</li> <li>• e.g. running, jumping, throwing, catching, balance, agility and co-ordination</li> <li>• Participate in team games</li> <li>• Perform dances using simple movement</li> </ul>
<p><b>Mathematics</b></p> <p>SEE Maths overview</p>	<p><b>Design &amp; Technology</b></p> <ul style="list-style-type: none"> <li>• Design purposeful, functional &amp; appealing products</li> <li>• Generate, model &amp; communicate ideas</li> <li>• Use range of tools &amp; materials to complete practical tasks</li> <li>• Evaluate existing products &amp; own ideas</li> <li>• Build and improve structure &amp; mechanisms</li> <li>• Understand where food comes from</li> </ul>	<p><b>History</b></p> <p><u>Key Concepts</u></p> <p>Changes in living memory (linked to aspects of national life where appropriate) – Theatre Royal</p> <p><u>Key Individuals</u></p> <p>Lives of significant historical figures, including comparison of those from different periods (Guy Fawkes, Samuel Pepys)</p> <p>Significant local people e.g. Prince Regent</p> <p><u>Key Events</u> e.g. Bonfire night</p> <p>Events of local importance</p>	<p><b>Computing</b></p> <p><u>Sound manipulation/Movement</u></p> <p>Understand what algorithms are, how they are implemented as programs on digital devices.</p> <p>Understand that algorithms follow a sequence of instructions.</p> <p>Write and test simple programs.</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p> <p><u>Basic Control</u></p> <p>Understand what algorithms are, how they are implemented as programs on digital devices.</p> <p>Understand that algorithms follow a sequence of instructions.</p> <p>Write and test simple programs.</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p> <p><u>Movement</u></p> <p>Understand what algorithms are, how they are implemented as programs on digital devices.</p> <p>Understand that algorithms follow a sequence of instructions.</p> <p>Write and test simple programs.</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p>
<p><b>Science</b></p> <p><u>Biology</u></p> <p><u>Living things and their habitats</u></p> <p>differentiate living, dead, and non-living</p> <p>identify habitats and describe how they provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>describe how animals obtain their food from plants and other animals, using the idea of a simple food chain.</p> <p><u>Plants</u></p> <p>observe and describe how seeds and bulbs grow into mature plants</p> <p>basic needs of plants</p> <p><u>Animals including Humans</u></p> <p>notice that animals, including humans, have offspring which grow into adults</p> <p>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p><u>Chemistry</u></p> <p><u>Uses of everyday materials</u></p> <p>identify and compare the suitability of a variety of everyday materials</p> <p><u>Physics</u></p> <p>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p><b>Modern Languages</b></p> <p>Not required at KS1</p>	<p><b>Music</b></p> <ul style="list-style-type: none"> <li>• Sing Songs</li> <li>• Play tuned and untuned instruments alone</li> <li>• Listen and understand live and recorded music, being able to talk about differences in simple terms</li> <li>• Make and combine sounds deliberately.</li> </ul>	<p><b>Religious Education</b></p> <p>Following the agreed local syllabus – Using Jigsaw Curriculum</p>