

Downs infants Curriculum Overview Year 2



<p>English</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>Art & Design</p> <ul style="list-style-type: none"> • Use a range of materials • Use drawing, painting and sculpture • Develop techniques of colour, pattern, texture, line, shape, form and space • Learn about range of artists, craftsmen and designers 	<p>Geography</p> <ul style="list-style-type: none"> • Name & locate world's continents and oceans • Compare local area to a non-European country - Bo sierra Leone • Use basic vocabulary to describe a less familiar area • Use aerial images and other models to create simple plans and maps, using symbols • Use simple fieldwork and observational skills to study the immediate environment 	<p>Physical Education</p> <ul style="list-style-type: none"> • Master basic movement, • e.g. running, jumping, throwing, catching, balance, agility and co-ordination • Participate in team games • Perform dances using simple movement
<p>Mathematics</p> <p>SEE Maths overview</p>	<p>Design & Technology</p> <ul style="list-style-type: none"> • Design purposeful, functional & appealing products • Generate, model & communicate ideas • Use range of tools & materials to complete practical tasks • Evaluate existing products & own ideas • Build and improve structure & mechanisms • Understand where food comes from 	<p>History</p> <p><u>Key Concepts</u> Changes in living memory (linked to aspects of national life where appropriate) – Theatre Royal</p> <p><u>Key Individuals</u> 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>Computing</p> <p><u>Sound manipulation/Movement</u> Understand what algorithms are, how they are implemented as programs on digital devices. Understand that algorithms follow a sequence of instructions. Write and test simple programs. Use logical reasoning to predict the behaviour of simple programs.</p> <p><u>Basic Control</u> Understand what algorithms are, how they are implemented as programs on digital devices. Understand that algorithms follow a sequence of instructions. Write and test simple programs. Use logical reasoning to predict the behaviour of simple programs.</p> <p><u>Movement</u> Understand what algorithms are, how they are implemented as programs on digital devices. Understand that algorithms follow a sequence of instructions. Write and test simple programs. Use logical reasoning to predict the behaviour of simple programs.</p>
<p>Science</p> <p><u>Biology</u> <u>Living things and their habitats</u> differentiate living, dead, and non-living 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 describe how animals obtain their food from plants and other animals, using the idea of a simple food chain.</p> <p><u>Plants</u> observe and describe how seeds and bulbs grow into mature plants basic needs of plants</p> <p><u>Animals including Humans</u> notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p><u>Chemistry</u> <u>Uses of everyday materials</u> identify and compare the suitability of a variety of everyday materials</p> <p><u>Physics</u> find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Modern Languages</p> <p>Not required at KS1</p>	<p>Music</p> <ul style="list-style-type: none"> • Sing Songs • Play tuned and untuned instruments alone • Listen and understand live and recorded music, being able to talk about differences in simple terms • Make and combine sounds deliberately. 	<p>Religious Education</p> <p>Following the agreed local syllabus – Using Jigsaw Curriculum</p>