

Maths

Shape

Recognise 2-D and 3-D shapes
Count sides and vertices on 2-D shapes
Draw 2-D shapes
Lines of symmetry on shapes
Sort 2-D shapes

Count faces and edges on 3-D shapes
Sort 3-D shapes
Make patterns with 2-D and 3-D shapes

Money

Count money—pence
Count money—pounds (notes and coins)
Count money—pounds and pence
Choose notes and coins
Make the same amount
Compare amounts of money
Calculate with money
Make a pound—£
Finding change
Two-step problems—money

Year 2 Curriculum Overview

Spring 1

Value: Cooperation

Phonics/Spelling

Alternative pronunciations-

/s/ as in house and fence
/m/ as in thumb and autumn
/or/ as in roar, door and warm
/n/ as in knee and gnome

/r/ as in wrong and /u-s/ as in jealous
/sh/ as in action mansion sugar pressure
mission and special

Continue to learn to read and spell Year 2 common exception words:

floor, poor, door, find, kind, mind, behind,
child, wild, climb, every, everybody, even,
would, should could, because, after, fast, last,
past, father, class, grass, pass, plant, path,
bath, great, break, steak, again, eye, water,
hour, busy, who, pretty, beautiful, half,
parents, whole.

English

Reading

Fiction: Retelling familiar stories—Meerkat Mail—
Emily Gravett, comparisons with other Emily
Gravett texts.

Non-fiction: The Emperor's Egg—Martin Jenkins.

Guided reading: developing understanding, com-
prehension, fluency and prediction skills.

Develop pleasure in reading, motivation to read,
vocabulary and understanding by listening to, dis-
cussing and expressing views about a wide range
of stories.

Writing

Postcards – Writing for a purpose—writing from
different locations in different continents (Meerkat
Mail)

Descriptive language – describing settings and
characters. Use of adjectives and using expanded
noun phrases.

Non fiction: Instructions—including imperative
verbs and adverbs. Information writing—Emperor
penguins.

Punctuation

Consolidate correct use of full stops, capital
letters, question marks and exclamation marks.
Use of apostrophe for possession.

Grammar

Co-ordination: using or, and, but
Sub-ordination: using when, if, that, because.

Handwriting –ensure letters are consistent in
sizes and in relation to one another.

Science:

Identify, sort and group animals using a visible criteria.

Explore and compare the differences between living, dead and things that have never lived.

Name and know a variety of plants and animals in their habitats including micro-habitats.

Know living things live in habitats to which they are suited – different animals from around the
world

Know that different habitats provide for the basic needs of different animals and plants, and how
they depend on each other.

Geography

Use world maps, atlases and globes to identify, name and locate the world's seven continents and five oceans.

To use aerial photographs to recognise basic human and physical features and recognise landmarks.

Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world.

Know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles – compare different continents and weather.

Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country.

PSHE: Dreams and Goals

Choosing realistic goals and thinking about how to achieve them.

Keep on trying (persevering) even when something is difficult.

I can recognise who I work well with and who it is more difficult for me to work with.

Working well in a group and having a positive attitude.

Identifying some of the ways I work well in a group.

Identifying how to share success with others.

RE: Creating Unity and Harmony

God as unifying Creator

The story of the Good Samaritan

Langar - equality

Hajj and wearing Ihram

Commonalities of being humans

Lunar New Year

Design Technology

Design a purposeful, functional, appealing product for myself and other users based on a design criteria—vehicle.

explore and evaluate a range of existing products

Generate, develop, model and communicate my ideas through talking, drawing, templates and mock-ups

Choose appropriate tools, equipment, techniques and materials and safely measure, mark out, cut and shape materials and components using these tools.

Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

explore and use mechanisms [for example, levers, sliders, wheels and axles], in my product.

evaluate my ideas and products against design criteria.

Computing:

Exploring and using a keyboard and the keys

Using a computer to write

Adding and removing text on a computer (including letters, numbers, space key and back space to remove text)

Exploring the toolbar—using bold, italic, underline and capital letters.

Make changes to text—select by double-clicking, dragging and changing the font.

Music

Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Listen with concentration and understanding to a range of high quality live and recorded music.

Play tuned and untuned instruments musically—demonstrating the concept of rhythm, pitch, tempo and dynamics.

PE- Gymnastics and Outdoor Multi-Skills-

To name different types of balances and explore holding a balance on different parts of the body.

Explore and practise different ways of travelling.

To explore and perform a variety of jumps, using my knees and arms to help me, taking off and landing correctly.

I can sequence different moves together to create a simple movement pattern – linking balancing, travelling and jumping.

Outdoor PE—Multi-skills—Explore a range of team games, ball skills, throwing and catching.