

Maths

Number: Place value

Count objects to 100

Read and write numbers in numerals and words

Represent numbers to 100

Tens and ones with a part-whole model

Tens and ones using addition

Use a place value chart

Compare and order objects and numbers

Count in 2s, count in 5s, count in 10s, count in 3s

Addition and subtraction

Fact families - addition and subtraction bonds to 20

Check calculations

Compare number sentences

Related facts

Bonds to 100 (tens)

Adding and subtracting ones and tens, 10 more and 10 less, add by making 10.

Add a 2-digit number and 1-digit number - crossing 10

Subtraction - crossing 10, subtract a 1-digit number from a 2-digit number crossing 10

Add two 2-digit numbers - crossing and not crossing ten.

Geography

Use world maps, atlases and globes to name and locate the 4 countries of the UK and the world's seven continents.

I can compare and understand geographical similarities and differences between Boldmere and a small area in a contrasting non-European country (Jamaica).

Year 2 Curriculum Overview

Autumn 1 - 'The Famous Five'

Usain Bolt, Mary Anning, Florence Nightingale,
Mary Seacole, Alexander Graham Bell

Science

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.

RE

Myself

Recognising important people and events in our lives.

Recognising our own feelings and those of others.

To understand positive and negative feelings.

Looking at messages given in the Bible and Qur'an.

Teamwork - learning to listen to the ideas of others.

Fairness and anger - reflecting and considering religious feelings, experiences and concepts.

English

Phonics - Revision of Phase 5 sounds and Phase 4 blends and clusters within real and nonsense words. Revision of year 1 tricky words and spelling rules.

Reading - Class novels, poetry, retelling familiar stories (The Smartest Giant in Town - Julia Donaldson) and non-fiction books.

Guided reading sessions - focussing on application of phonic skills to read familiar and unfamiliar words with increasing fluency, encouraging self-correction, reading common exception words, developing understanding of texts and comprehension skills.

Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of stories. Making inferences and predictions.

Reciting and retelling familiar stories, fairy stories and traditional tales.

Writing

Retelling stories (Pie Corbett style), composing own ideas and writing adapted stories and texts. Creating questions for characters, own characters and story settings. Descriptions - real and fictional. Focus - The Smartest Giant in Town text.

Poetry - reciting and performing poems, exploring rhyme.

Punctuation - Revisit correct use of punctuation. Use of capital letters, full stops, question marks and exclamation marks correctly in writing.

Grammar - nouns, adjectives, suffixes, past and present tense.

Handwriting - ascenders and descenders, writing on the line.

Spelling - Revisit year 1 common exception words, suffixes, number words, year 2 spelling rules.

Non-fiction writing - Revising sentence structure. Application of correct grammar and punctuation - creating a fact file.

PE

Invasion Games: Rugby (Parrots - 2S)

Throw objects accurately as part of a small team game. Call receivers name, pass to a team mate. Catch objects as part of a small team game. Move to receive object.

Change direction when travelling using pivoting. Move in different directions safely with speed (forwards, backwards, sidestep) when travelling quickly as part of a game, e.g. tails, stuck in the mud. I can maintain a safe space while working.

Develop and use simple tactics for attacking and defending within a game of 3 or 4. Know how to play fairly with others. Develop enjoyment of games, regardless of the outcome.

I can observe, describe and begin to explain the effects of physical activity on my body. I know that when I exercise my heart beats faster and this helps to keep me fit.

Striking and Fielding Games: Tennis (Frogs - 2PB) and Cricket - (Meerkats - 2M)

Throw objects accurately as part of a small team game. Call receivers name, pass to a team mate. Catch objects as part of a small team game. Move to receive object.

Change direction when travelling using pivoting. Move in different directions safely with speed (forwards, backwards, sidestep) when travelling quickly as part of a game, e.g. tails, stuck in the mud. I can maintain a safe space while working.

Develop enjoyment of games, regardless of the outcome.

Gymnastics (all classes)

Travelling in different ways and perform sequences of movements.

Demonstrate different types of jump from different heights landing safely. Half turn jump, pike jump, star jump.

I can balance on different parts of the body for around 7 seconds.

I can name different types of balances.

Art and Design

Know some pictures by artists -Pablo Picasso portraits.

How to draw a person or living thing with details that are recognisable as the actual object e.g. draw a portrait of a person showing hair texture or freckles - a portrait of one of the 'Famous Five' and a self-portrait. Develop use of line, space, shape and form.

Colours that you can't mix are called primary colour.

How to mix shades of colour by adding other colours e.g. bluey green or yellowy green. (Children to mix and use their own paint when painting portraits)

Use brushes to create work using colour and fine detail.

Music

Use their voices expressively and creatively by singing songs, chants and rhymes. - Singing - Harvest songs.

Play tuned/un-tuned instruments musically and use our bodies to make sounds by using knowledge of the beat, tempo, pitch and dynamics.

Listen with concentration and understanding to a range of high-quality live and recorded music. To know the

PSHCE

Hopes and fears for the year.

Rights and responsibilities.

Understanding worries and how to ask for help.

Being part of a safe and fair class.

Rewards and consequences.

Listening to others.

Working cooperatively.

School value: Respect

Computing

I know what counts as personal information- logging on, user names and passwords.

I can use the keyboard to add, delete and space text for others to read - type a sentence about a famous person we have learnt about on Microsoft Word -use the keyboard to create text and add symbols independently.

Save their work in a folder (named for the child). Open and close programs independently.

I know that I can use different technology tools to be present my ideas and be creative - creating pictures on paint - draw a famous person.

History

To understand some of the ways in which we find out about the past and identify ways in which it is represented. Know facts about significant people beyond living memory - Florence Nightingale, Mary Seacole, Mary Anning, Alexander Graham Bell.

Identify change and compare different periods of time - how life was different. Florence Nightingale and Mary Seacole - how hospitals and conditions have changed over time and improved.

Know where people and events we learn about fit within a chronological framework.

Design Technology

Know how to wash hands thoroughly without prompting. Know how to wash up.

Know that different foods are good for different reasons e.g. energy, growth. Distinguish between plant and animal products. Evaluate existing products. Design and make own healthy smoothie.