# **Curriculum Overview for Year 2 (Spring Term)**

#### Composition

## **English**

Make apt word choices and add detail to interest the reader (e.g. using adjectives, adverbs and expanded noun phrases).

With adult support, recognise the main features of a given model

#### Vocab, grammar and punctuation

Use a variety of word types with growing confidence and appropriateness in their writing: adjectives, adverbs, nouns a verbs

Independently compose and write sentences using correct grammatical patterns for: simple and extended, using subordinate conjunctions.

Use punctuation:

In most sentences to demarcate: full stops and capital letters.

### **Mathematics**

- Choose and use appropriate standard units to estimate and measure length/ height in any direction, mass, temperature, capacity to the nearest appropriate unit.
- Compare and order lengths, mass, volume/ capacity and record the results using >,< and =.
- Use rulers, scales, thermometers and other measuring vessels.
- Recognise, find, name and write fraction 1/3,1/4,2/4 and ¾ of a length, shape, set of objects and quantity.
- Tell and write the time to five minutes, including quarter past/ to the hour and drawn the hands on a clockface to show these times.

### Science

- Identify and name a variety of plants and animals in their habitats, including micro-habitats
- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basis 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, and identify and name different sources of food.

Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

# History

events beyond living memory that are significant nationally or globally changes within living memory.

Where appropriate, these should be used to reveal aspects of change in national life

significant historical events, people and places in their own locality

#### Art

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- to know about the work of a range of artists, craft makers and, describing the differences and similarities between different practices and disciplines, and making links to their own work.

## Computing

Topics: spreadsheets and questioning

Use technology purposefully to create, organise, store, manipulate and retrieve digital content

#### **PSHCE**

- L8. about the role of the internet in everyday life
- L7 that the internet and digital devices can be used safely to find things out and to communicate with others
- **L9.** that not all information seen online is true
- about how a community can help people from different groups to
- about being a part of different groups, and the role they olay in the groups e.g. class, teams, faith groups
- about different rights and responsibilities that they have in school and the wider community
- to recognise that they are all equal, and ways in which they are the same and different to others in their community

## Geography

use basic geographical vocabulary to refer to: \* key physical features, including: beach, cliff, coast, forest, thii, mountain, sea, ocean, river, soil, valley, vegetation, season and weather \* key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.

use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

# Modern Languages

#### N/A

### Music

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

Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

Play tuned and un-tuned instruments musically.

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

# **Physical**

### **Education**

Can master basic movements such as running and begin to apply these in a range of activities
Can master basic movements such as jumping and begin to apply these in a range of activities
Can demonstrate agility, balance, co-ordination
Can co-poperate in physical activities Can compete against self in a range of increasingly challenging situations

## Religious

#### **Education**

- A. Know about and understand a range of religions and worldviews.
- B. Express ideas and insights about the nature, significance and impact of religions and worldviews.
- C. Gain and deploy the skills needed to engage seriously with religions and worldviews.