



YEAR 2 CURRICULUM OVERVIEW Term 1 2019-20




UNIT OF INQUIRY - How We Express Ourselves (Ongoing throughout the year)

	<p>Central Idea Celebrations are expressions of shared beliefs and values</p> <p>Key Concepts Perspective, Form, Connection</p> <p>Related Concepts Diversity, Culture, Tradition, Religion, Celebrations, Beliefs, Values</p>	<p>Lines of Inquiry Different types of celebrations Reasons why people celebrate Similarities and differences between celebrations</p> <p>Key Vocabulary Cultures, celebrations, similarities, differences, traditions, festivals, values, beliefs, respect, similarities, differences, common, sharing</p>
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UNIT OF INQUIRY - How We Organise Ourselves

	<p>Central Idea Communities provide services designed to meet people's needs</p> <p>Key Concepts Connection, Causation, Form</p> <p>Related Concepts Community, Services, Responsibility, Needs, Wants, Interdependence</p>	<p>Lines of Inquiry Reasons to live in a community Services needed to support a community Interdependence of communities</p> <p>Key Vocabulary Community, map, services, plan, designed, connected, allotment, rural, urban, support, interconnected, responsibility, needs, symbol, features</p>
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UNIT OF INQUIRY - Who We Are

	<p>Central Idea Our everyday choices affect our wellbeing</p> <p>Key Concepts Responsibility, Causation</p> <p>Related Concepts Health, Routines, Choices, Consequences, Wellbeing</p>	<p>Lines of Inquiry Choices we make everyday Physical and mental wellbeing Consequences of choices</p> <p>Key vocabulary Healthy, informed, food groups, vitamins, routine, daily, design, exercise, lifestyle, diet, feelings, mindful</p>
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LANGUAGE

	<p>Reading Non-Fiction Information Texts: Read texts containing information in a simple report format, e.g. <i>There are two sorts of x...; They live in x...; the As have x..., but the B's</i> etc. Recount: Read examples of personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like first, next, after, when. Fiction In weekly guided reading sessions read poems related to the Unit of Inquiry. Look for rhyme/ alliteration and adjectives. Notice how lines contain important words and can be short. Look at how a poem is different to a story. Strategies: Predicting, Self-questioning Phonics, Spelling and Vocabulary: Phonics: Letters and Sounds phases 2 to</p>	<p>Writing Non-Fiction Information texts: Writing to inform: read texts containing information in a simple report format. Assemble information on another subject and use the text as a template for writing a report on it, using appropriate language to present, and categorise ideas. Instructions: Writing to instruct: analyse some instructional texts and note their function, form and typical language features: statement of purpose, list of materials or ingredients, sequential steps, direct/imperative language, use of adjectives and adverbs are used to give essential information. Recount: Write simple first person recounts linked to topics of interest/study or to personal experience Fiction Retell familiar stories using narrative structure and dialogue. Show an understanding that a story plot has a beginning, middle and end. Poetry: Writing poetry to entertain - acrostic, shape and rhyming poems linked to the environment. experiment with alliteration to create humorous and surprising</p>
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	6 (as appropriate) - Year 2 focus on revision of phases 4 and 5 and teaching of phase 6 - reading and writing phase 5 and 6 sounds Learning to read and spell high frequency words from phases 4, 5 and 6	combinations. Grammar and punctuation: Consistently using capital letters and full stops in sentences. Understanding and using imperative verbs in instructional writing. Using question words and question marks in writing. Understand and use word endings: -ed, -ing, adjectives and rhyming words
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MATHS

	Stand alone Maths Number: Place Value: Model numbers to hundreds or beyond using base 10 place value system. Estimate quantities to 100 or beyond. Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backwards. Addition and Subtraction: Add and subtract numbers using concrete objects, pictorial representations and mentally, including: a two-digit number and ones, a two-digit number and tens. Develop strategies for memorising addition and subtraction number facts till 100 and beyond.	Integrated Maths Measurement: Time: Compare and sequence intervals of time. Know the number of minutes in an hour and the number of hours in a day. Data handling: Understand the concept of chance in daily lives: Understand the concept of chance in daily events (impossible, less likely, maybe, most likely, certain). Collect, display and interpret data in the form of tally charts for the purpose of answering questions. Use Venn diagram to explore relationships between data. Create block graphs of real objects and interpret data by comparing quantities. Shape and Space: Analyse and make connections between 2D and 3D shapes. Recognise and explain simple symmetrical designs in the environment. Apply knowledge of symmetry to problem-solving situations. Interpret and use simple directions, describing paths, regions, positions and boundaries of their immediate environment. Pattern and Function: Represent patterns in a variety of ways, for example, using words, drawings, symbols, materials, actions, numbers. Predict and verify what comes next in a pattern.

ICT

	Integrated ICT: Investigating: Investigate and use a variety of digital technologies, games and apps independently and with teacher support. Use graphic organisers to record information. Organising: Use different digital technologies for different purposes and applications. Collaborating: Collaborate with others to explore digital technologies for play and learning. Creating Use digital technologies for the process of creating artwork, illustrations and animations. Use digital technologies to take photos and videos. Use digital technologies to reflect.	Stand Alone ICT: A responsible digital citizen: Handle and use digital technologies responsibly. Describe and demonstrate safe behaviours when interacting with digital technologies. Show respect for others' work. Keep passwords private and don't use anyone else's password.

ART

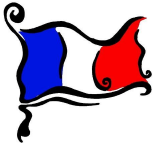
	Creating a 3D model Aims- Identify the stages of their own and other's creative processes Skills- fine skills-cutting and gluing shapes using paper and scissors. Organisation- getting the equipment needed for their creations. Planning & carrying out. Which part of the community do they want to construct). What materials	Art of celebrations Aims- Investigate the purpose of artwork from different times, places and a range of cultures, including their own. Skills- fine skills- creating an artwork using pattern and texture in their

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	are needed? How do I get them? And then bringing different materials and shapes together to construct the model. Spatial awareness -What does 3D mean? How can I create a 3D model, using a variety of materials time management -using the lesson time appropriately to complete each task.	designs. How do artists use materials to create. viewing -interpreting different paintings, using their knowledge to analyse their own and others' work. Listening and analyzing - different art work from a variety of cultures
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FRENCH

	Greetings and classroom essential agreements. Begin to understand some months of the year in relation with their own birthdays Begin to introduce family and friends in French Some names of places in a community Festivals celebrated in France and in the world through simple songs and discussions Listening to stories in French: <i>Les trois petits cochons</i>	Be able to count to 20 and beyond in French Nouns for foods and drinks (healthy and unhealthy) Name basic parts of the body in French. Simple sentence construction related to the stories <i>La Chenille qui fait des trous</i> : Reading and acting out the story Discuss likes and dislikes using J'aime/je n'aime pas.... Join in with games and Christmas Songs in French
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MUSIC

	Integrated Understand that choirs are organized group of singers that rehearse and perform choral music in public. Explore what is a choir and how it developed Find out about about singing in unison and in harmony, the different voices of the choir, conductor and a capella singing. Sing several songs in one, two and three voices. Ongoing: Explore how music expresses the joy of celebrations Explore and learn to sing, play or dance to different songs about birthdays, weddings and other celebrations from different cultures	Stand alone Music theory: Learn about basic note values and their length; quarter - one beat, eighth - half a beat, half - two beats and whole - four beats. Performing: revise rhythm skills from previous year, learn all about playing music in 3/4 and 4/4 time-signatures Singing: Sing short and long notes with confidence. Appreciation: Learn about Renaissance music and dances; learn to accompany several dances on percussion instrument; learn to dance a few dance steps.
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PE

	Movement Composition Students will continue to develop throwing, catching, bouncing and kicking skills. They will begin to apply these sport-specific skills to modified games of basketball, football and netball. Learning to work as part of a team and using space to receive the ball will be an important aspect in Year 2 PE.	Health- Related Fitness Students will participate in a range of running and relay activities to develop their speed, endurance and agility. Through these activities, they will continue to develop a better understanding of how our body changes during exercise. Students will participate in circuit training, with a focus on learning to work independently in PE.
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