

YEAR 2 CURRICULUM OVERVIEW Term 1 2018-19



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

	<p>Central Idea Cultures and religions express themselves through celebrations.</p> <p>Key Concepts Perspective Form Connection</p> <p>Related Concepts Diversity, Culture, Tradition, Religion, Celebrations</p>	<p>Lines of Inquiry Different cultural and religious celebrations Reasons why people celebrate Similarities and differences between celebrations</p> <p>Key Vocabulary Cultures, celebrations, similarities, differences, traditions, festivals</p>
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UNIT OF INQUIRY - Sharing The Planet

	<p>Central Idea Personal choices can help sustain the environment.</p> <p>Key Concepts Responsibility Connection</p> <p>Related Concepts Environment, Sustainability</p>	<p>Lines of Inquiry Natural and man-made environments Sustaining the environment Reducing, reusing and recycling</p> <p>Key Vocabulary Reduce, reuse, recycle, materials, environmental, responsibility, practices, local, maintain, natural, habitats</p>
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UNIT OF INQUIRY - How We Organise Ourselves

	<p>Central Idea Communities provide interconnected services designed to meet people's needs.</p> <p>Key Concepts Connection Causation</p> <p>Related Concepts Community, Services, Responsibility, Needs</p>	<p>Lines of Inquiry Reasons people live in the local community Services needed to support a community Urban and rural communities</p> <p>Key Vocabulary Community, map, services, plan designed, connected, allotment, rural, urban</p>
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LANGUAGE

	<p>Reading Non-Fiction: As part of a wider reading, explore simple persuasive texts (posters, adverts, etc.) and begin to understand what they are doing and how. 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.</p> <p>Fiction: In guided reading sessions read poems related to the Unit of Inquiry. Look for rhyme/alliteration/adjectives. Notice how lines contain important words and can be short. Look at how a poem is different to a story</p> <p>Strategies: Predicting, Self-questioning</p> <p>Phonics, Spelling and Vocabulary: Phonics: Letters and Sounds phases 2 to 6 (as appropriate) - Year 2 focus on revision of phase 5 and teaching of phase 6 - reading and writing phase 5 and 6 sounds Learning to read and spell high frequency words from phases 5 and 6</p>	<p>Writing 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.</p> <p>Persuasive writing: Through simple letter or email, create advertisements or posters that could persuade staff/students/parents in the school to persuade people to sustain the environment.</p> <p>Poetry: Writing poetry to entertain - acrostic, haiku, shape and rhyming poems linked to the environment. experiment with alliteration to create humorous and surprising combinations.</p> <p>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 Endings: -ed, -ing Adjectives Rhyming words</p>
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MATHS

	<p>Stand alone Maths Number: Place Value: Model numbers to hundreds or beyond using the 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 backward.</p> <p>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.</p>	<p>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.</p> <p>Data handling 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.</p> <p>Shape and Space Connection between 2D and 3D shapes: Analyse and use what they know about 3D shapes to describe and work with 2D 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.</p> <p>Data handling: Understand that information about themselves and their surroundings can be collected and recorded in pictograms, tally charts.</p>
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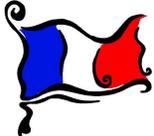
ICT

	<p>Integrated ICT: Investigating: Use the internet to answer a question. Organising: Create files and save them with a meaningful title (e.g. files in Pages) Collaborating: Share iPads to research/use app and take turns on IWB to play games or use website Investigating: Talk about the usefulness of information/data Creating Create a document with text and images. Organising: Find saved files</p>	<p>Stand Alone ICT: A responsible digital citizen: Use IT equipment responsibly and assist others Keep passwords private and not use anyone else's password.</p>
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ART

	<p>Drawing and sketching Concentrating on observational drawing. To observe and draw various fruits and vegetables. In lessons use detailed observation, looking at shape, outline, patterns and structure. Explore drawing what you see, looking at the different skills to do this. Focus on the artist: Cezanne</p>	<p>Printing Learn the technique and skills of printing an image. Use recycled materials to create a piece of art. Printing using polystyrene, string, junk materials.</p>
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FRENCH

	<p>Be able to use greetings, such as; ask and respond - Bonjour, Salut, Ca va. Beginning to introduce Family and friends in French Begin to orally use verbs for movement Be able to count to 20 and beyond Role play using puppets, giving them French names.</p>	<p>Use nouns for foods and drink Expressing likes and dislikes about food using J'aime/je n'aime pas.... Be able to orally list food and drink sain/pas sain Be able to discuss different colours in French - 'Le citron n'est pas rouge' Join in with games and Christmas Songs in French</p>
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MUSIC

	<p>Integrated An inquiry into music for family celebrations. Listen to, learn to sing and perform festive songs from different cultures. An inquiry into music as a tool in changing recycling habits. Listen to popular recycling song, find out about their impact on different parts of the planet. Learn to sing and perform the songs. Attempt to create a Recycle song and sing it to the teachers and peers.</p>	<p>Stand alone Singing: songs from Red riding Hood series: contrasting jumpy, fast rhythms of the words in the verses with words with slower rhythms Performing drums: revising rhythm skills: tempo, beat, keeping in time and long/short. Performing instruments: learning to play basic note values on chime-bars and piano.</p>
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PE

	<p>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.</p>	<p>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.</p>
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