

YEAR 2 CURRICULUM OVERVIEW Term 2 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 - 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</p>
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UNIT OF INQUIRY - Where We Are In Place And Time

	<p>Central Idea Discoveries can impact the way people live.</p> <p>Key Concepts Causation Reflection Change</p> <p>Related Concepts Benefits, Discovery</p>	<p>Lines of Inquiry How discoveries are made How discoveries have changed the lives of people People responsible for well-known discoveries</p> <p>Key Vocabulary discoverer, impact, discovery, benefits, timeline, technology.</p>
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LANGUAGE

	<p>Reading</p> <p>Fiction: Exploring story structure using traditional stories, order a familiar story using story language, discussing characters within a story, able to create character profiles, make deductions about why events take place in a particular order by looking at characters' actions and their consequences.</p> <p>Non fiction: Exploring health books, advertisements, menus, brochures/leaflets during whole class and guided reading sessions. Identify features of nonfiction texts. Exploring books about discoveries, biographies, advertisements, brochures/leaflets during whole class and guided reading sessions.</p> <p>Phonics, Spelling and Vocabulary Letters and Sounds phases 2 to 6 (as appropriate) - Year 2 focus on revision of</p>	<p>Writing</p> <p>Fiction Writing to entertain: stories in a familiar setting. Re-tell familiar stories using narrative structure and dialogue from the text; include relevant details and sustain the listener's interest; tell own real and imagined stories. Explore characters' feelings and situations using improvisation. Imitate familiar stories by borrowing and adapting structures; write complete stories with a sustained, logical sequence of events; include setting; create characters; include some dialogue.</p> <p>Non Fiction 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 limited to giving essential information. Writing to inform: 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. Skills: Editing, publishing, story structure.</p>
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	<p>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 Uses words such as: present tense, past tense, commas, questions, question marks, exclamation and exclamation marks, singular, plural.</p>	<p>Grammar and punctuation Consistently using capital letters, question marks, exclamation marks, sentence structure, connectives, verbs and adjectives in sentences. Understanding and using imperative verbs in instructional writing Using the correct tense in writing. Endings: -ed, -ing</p>
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MATHS

	<p>Stand alone Maths Number Multiplication and division: solve problems involving multiplication and division for 2, 5 and 10, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. 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. Pattern and Function Patterns in numbers: understand that patterns can be found in numbers, for example, odd and even numbers, skip counting. Inverse relationship between addition and subtraction</p>	<p>Integrated Maths Shape and Space Symmetry: understand that there are relationships among and between 2D and 3D shapes. Tessellation: understand that 2D and 3D shapes can be created by putting together and/or taking apart other shapes. Measurement Money: Find different combinations of coins that equal the same amounts of money. 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 Concept of chance in daily lives: Understand the concept of chance in daily events (impossible, less likely, maybe, most likely, certain).</p>
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ICT

	<p>Integrated ICT Investigating: Use simple graphic organiser to record information. Creating: Type with increasing fluency. Create an online story or slideshow to share ideas or knowledge. Communicating: Present information using a wide range of media: pictures, sound and text. 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</p>	<p>Stand alone ICT A responsible digital citizen: Use IT equipment responsibly and assist others. Ask teacher for permission before using the internet.</p>
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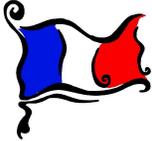
ART

	<p>Drawing and sketching Concentrating on observational drawing, with a focus on fruits and vegetables. Detailed observational drawing, looking at shape, outline, patterns and structure. Exploring how to draw what you see. Exploring different artists and techniques used when drawing fruit, with a particular focus on Cezanne</p>	<p>Textiles Explore and discover how to make a pop-up puppet. Choose a character to make into a pop-up puppet, looking at their distinguishing features Exploring the skills of cutting fabric, using needle and thread, sewing simple stitches to make our puppet.</p>
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FRENCH

	<p>Integrated Current festivals and the meaning of these celebrations: La Fête des rois (Epiphany), Mardi Gras Carnival, la chandeleur tradition (Pancake Day) Verbs for movement and other actions linked with the unit about our wellbeing. Names of different food groups. Reading and acting out the story: La chenille qui fait des trous. Exploring simple time phrases and the days of the week</p>	<p>Stand alone Saying and starting to read numbers over 20 in words Stories: La petite poule rouge: The Little Red Hen La coccinelle mal lunée: The Grouchy Ladybug learning the names of various animals and plants included in these stories Expressing preferences about a variety of topics using the key structures: J'adore, j'aime, je n'aime pas, je déteste.</p>
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MUSIC

	<p>Integrated Exploring the inventions of instruments: from the ancient harps and recorders, to today's sophisticated computer based instruments. Listen to music created as background in films and theaters; analyze instruments and structure; choose a story and create background music for the story.</p>	<p>Stand alone Singing: Learn about how to develop the ability to listen with attention to detail and to internalize and recall sounds with increasing aural memory. Rhythm skills: developing music pulse awareness by clapping a beat and singing basic rhythms. Music reading and performing skills: Learning several new notes on the ocarina such as: G, A, B.</p>
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PE

	<p>In gymnastics, students will learn to perform a variety of static and dynamic balances and rotations. They will also improve their jumping and landing skills. In the dance unit, students will work individually and in small groups to create sequences of movements to music. These short routines will be performed in front of their peers.</p>	<p>Students will continue to develop correct technique in kicking and striking skills. They will begin to apply these sport-specific skills to modified games including football and rounders. In 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.</p>
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