

YEAR 2 CURRICULUM OVERVIEW Term 3 - 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 5

	<p>Central Idea Light and sound play important roles in our world and can be used in different ways.</p> <p>Key Concepts Form Function</p> <p>Related Concepts Energy Light and dark Loud and quiet</p>	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> • What life would be like without light and sound • Sources of light and sound • How light and sound can be used and manipulated <p>Key vocabulary light, dark, block, transparent, translucent, opaque, shadow, bend, straight, reflection, bounce off, light source, man-made, natural, convex, concave, sound, volume, pitch, vibrate, echo, silence, direction, noise</p>
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LANGUAGE

	<p>Reading Fiction Talk about own views, the subject matter and possible meanings Comment on which words have most effect, noticing alliteration.</p> <p>Non-fiction Dictionary skills: Locating words by their initial letter. Reading flowcharts, diagrams and reports</p> <p>Phonics, Spelling and Vocabulary Letters and Sounds - Phases 3 to 6 - can sound out spelling patterns relating to Letters and Sounds Phase 3-6</p> <p>Uses conjunctions such as 'and' 'or' 'but' 'when' 'if', 'because' when reading.</p> <p>Uses words such as: present tense, past tense, commas, questions, question marks, exclamation and exclamation marks, singular, plural when discussing texts.</p>	<p>Explanation Texts After carrying out a practical activity, (e.g experiment, investigation, construction task) contribute to creating a flowchart or diagram to explain the process of how or why something has occurred. Following other practical tasks, produce a simple flowchart to show how or why something happens. Include simple sentences to explain the why or how.</p> <p>Non-chronological Reports 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 etc.</i></p> <p>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>Grammar and punctuation Correctly uses end-marks: full stops, question marks, and exclamation points. Uses commas correctly for lists and sentence structure To use apostrophes in contracted words (wouldn't, I'm) Write complete sentences using irregular nouns plurals e.g children, sheep Use 'a' or 'an' appropriate to whether the noun begins with a vowel</p>
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MATHS

	<p>Stand alone Maths</p> <p>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.</p> <p>Fractions Recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape set of objects or quantity. Write simple fractions, e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$</p> <p>Measurement Estimate and measure objects using standard units of measurement; mass/weight (kg/g), temperature ($^{\circ}\text{C}$); capacity/volume (litres/ml) to the nearest appropriate unit, using scales, thermometers and measuring vessels. Compare and order mass, volume/capacity and record the results using <, > and = Use standard units of measurement to solve problems in real-life situations involving length, height, mass, weight, capacity, volume, time, money and temperature</p>	<p>Integrated Maths</p> <p>Data handling Collect, display and interpret data for the purpose of answering questions. Create a sample bar graph of real objects and interpret data by comparing quantities (for example, more, fewer, less than, greater than). Use Carroll diagrams to explore relationships between data.</p>
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ICT

	<p>Integrated ICT</p> <p>Creating: Create and debug simple programs that use more than 2 types of lines of code (blocks/instructions). Create a graph with support (add title, change a tally graph to bar graph).</p> <p>Communicating: Use digital tools to communicate with others (simple class blog, announcement page on student Hub).</p> <p>Organising: Maths (coordinates): use logical reasoning to predict the behaviour of simple programs and explain my thinking (predicting where the Beebots will move). Understand what algorithms are, that some programs work by following clear instructions (Beebot).</p>	<p>Stand alone ICT</p> <p>A responsible digital citizen: Only talk to people I know online. Explain how ICT is used at home, at school and in the community.</p>
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ART

	<p>Painting Colour mixing and fine painting skills. Light and dark shades- mixing the correct amount of each colour to create a new shade. Adding white to make the shade lighter and adding black to make the shade darker. Create a portrait of themselves using only black and white paint.</p>
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FRENCH

	<p>Integrated To say the names of seasons and express likes and dislikes related to the seasons orally. To understand and say some names of everyday objects in the house such as 'une lampe, une télévision, une bougie, une glace, une fenêtre. To understand common weather phrases and simple terms for light and dark Reading and writing weather related words and simple short weather phrases.</p>	<p>Stand Alone To understand and say the names of some means of transport To understand the names of some parts of the body and explore songs such as: Tête, épaules, genoux et pieds To be able to orally count to 31 To be able to say, read and start writing the date in French</p>
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MUSIC

	<p>What is sound and how it's created? How sound travels and how it's recorded and played back using amplifiers or headphones. Record and play back sounds.</p> <p>Learn note parts and shapes: head, stem, flag, beam.</p> <p>Sing with notes either jumping high and low or going up/down by one step.</p> <p>Learn about Classical composers from the Romantic period.</p>	<p>Music and celebrations: learn about and sing songs for various celebrations across the world.</p> <p>The visual shapes of the rest symbols used in music and their meaning.</p> <p>Sing songs that contain rests as well as accumulation songs.</p> <p>Learn about Modern Classical composers.</p>
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PE

	<p>Athletics</p> <p>In preparation of our annual Sports Day the students will be participating in a variety of modified athletics events, including sprinting, jumping and throwing activities. The children will be taught the basic components of each of the athletics skills, using the correct technique.</p>	<p>Games</p> <p>Students will practice fundamental movement skills including catching, throwing, bouncing, kicking and striking in small-sided games. They will experiment with games such as t-ball, football, basketball, rounders and tennis. An emphasis will be placed on learning how to become a good teammate.</p>
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