

Year 2 Spring Term 2017 - Overview

| SUBJECT | 1 st Half Term | 2 nd Half Term |
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| ENGLISH | <p>Poetry - The Senses The Works chosen by Paul Cookson The children will explore the senses through poetry. They will read a range of different poems and learn some by heart. They then will write simple poems using adjectives and adjectival phrases. Grammar focus: 1. Use expanded noun phrases to describe and specify, e.g. adjectives to describe nouns 2. Use and understand grammar terminology 3. Use 'when', 'if', 'that', 'because' to create subordinate clauses.</p> <p>Stories involving fantasy 'The Dragon Machine' by Helen Ward 'George and the Dragon' by Chris Wormell 'The Paper Bag Princess' by Robert Munsch The children will be introduced to The 'Dragon Machine' by Helen Ward and other well-known dragon stories. They create a dragon and write similes to describe it. They then write dragon stories with a focus on using conjunctions to write longer sentences. Grammar focus: 1. Use adjectives to describe nouns 2. Use conjunctions 'and', 'or', 'but' to join sentences 3. Use conjunctions (when, if, because) to add subordinate clauses</p> <p>Instructions Instructions by Neil Gaiman, Bloomsbury The children will be introduced to writing instructions. They will explore features of instructions including bossy verbs. They then will identify exciting tricky words and discuss how to decode them. The children will write instructions using stimulus of a map of Fairy-tale Land. Grammar focus: Demarcate sentences using capital letters, full stops, question or exclamation marks.</p> | |
| | <p>Reading The children will be encouraged to read as widely as possible at home and at school. During Guided Reading lessons, they will read fiction, non-fiction texts and poetry. They will be encouraged to discuss new vocabulary and ask and discuss their own questions, as well as answer questions put to them by their teacher.</p> <p>Phonics The synthetic phonics programme 'Letters & Sounds' will be used as the basis for teaching phonics. During the daily phonics lesson, the children will work on Phase 5 and 6 and continue to practise the skills of blending and segmenting words. They will also apply their knowledge in sentences dictated to them.</p> <p>Handwriting Handwriting will be taught in conjunction with phonics lessons. The children are taught a joined script to help them to make the process of writing more automatic.</p> | |

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| Maths | <p>The children will be given opportunities to make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving problems. They will also apply their mathematical knowledge to science and other subjects.</p> <p><u>Key skills visited this term:</u></p> <p>Number and Place Value Estimate a set of objects (≤ 100) and count in 5s or 10s to check Understand place value in 2-digit numbers by creating 2-digit numbers Order and compare 2-digit numbers and say a number between. Round 2-digit numbers up or down to the nearest 10 Write amounts of money as pounds and pence, including placeholder 0 in the 10s</p> <p>Addition and Subtraction Add or subtract 10 from 2-digit numbers,; add and subtract 9 and 11 to and from 2-digit numbers Recall number facts to 10 and 20 Find change from 10p and 20p by counting up Add 1-digit to 2-digit numbers, bridging 10 and using known facts; add and subtract 9 and 11 to and from 2-digit numbers Add/subtract 2-digit numbers to/from 2-digit numbers by counting on/back Subtract 2-digit from 2-digit numbers by counting up</p> <p>Multiplication and Division Count in 2s to 20; count in 10s to 100; count in 5s to 50 Double numbers to 20, including partitioning teen numbers, and find related halves; double and halve numbers to 100, including partitioning 2-digit numbers Recall multiplication and division facts for the $\times 10$ table Understand the link between multiplication and grouping Begin to understand division as 'how many groups of..?' Count in 2s and recall multiplication and division facts for the $\times 2$ table; count in 5s and recall multiplication and division facts for the $\times 5$ table Count in 3s; count on and back in 4s Understand multiplication as repeated addition and as scaling Understand division as the inverse of multiplication</p> <p>Fractions Understand that a fraction is an equal part of a whole; $1/2$s and $1/4$s of shapes Understand the concept of a unit fraction; $1/2$, $1/3$, $1/4$, $1/8$ Place $1/2$s and $1/4$s on a number line; find $1/2$ of odd numbers Count in $1/2$s and $1/4$s beyond 1, not saying equivalent fractions</p> <p>Measurement Recognise and know the value of all the coins and notes Recognise and use language relating to date, including days, weeks, months and years</p> |
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| | <p>Identify appropriate units of time to measure a duration (minutes, hours, days, weeks, months, years) Tell the time to the nearest quarter of an hour using digital and analogue clocks Add and subtract money of the same unit; solving money problems in a practical context Give change using appropriate coins and calculating the amount to be given; recognise and use symbols for pounds and pence. Record amounts using £.p notation</p> <p>Geometry Recognise, name, describe make cubes, spheres, cones, cuboids, pyramids Describe positions using 3D shapes Identify 2D shapes on the faces of 3D shapes, e.g. circle on a cone</p> <p>Statistics Read and enter data in tables Begin to read and construct tally charts Interpret and complete pictograms where 1 symbol represents 1 item; where 1 symbol represents 2 items; where 1 block represents 1 item Interpret and present data using bar charts where one division represents one unit</p> <p>Problem solving Use place value and number facts to solve problems Begin to work systematically to find all possibilities Use coins to solve simple problems involving addition, subtraction and giving change Solve multiplication and division problems using arrays, repeated addition and mental methods Find possible amounts using a given number of coins (1p to £2)</p> | |
| Science | <p><u>Uses of everyday materials</u> The children will identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard. They will also compare how things move on different surfaces.</p> <p>Pupils will work scientifically by: observing closely, using simple equipment; asking simple questions and recognising that they can be answered in different ways; identifying and classifying; using their observations and ideas to suggest answers to questions; gathering and recording data to help in answering questions; performing simple tests.</p> | |
| PSHE | <p><u>Going for goals</u> The Children will explore effective learning and how they can influence their success.</p> | <p><u>Good to be me</u> The children will consider what makes them proud and encourages them to recognise their strength.</p> |
| RE | <p><u>Special places</u> The children will be looking at special places, explore some of the things Christians do in a church and what artefacts they might find in it. This unit will finish with a visit to St. Katharine's Church.</p> | <p><u>Easter</u> The children will explore why Easter is important to Christians.</p> |
| History | <p><u>Florence Nightingale</u> The children will learn about the life of Florence Nightingale and her achievements. The children will also compare aspects of their life to life in different periods.</p> | |

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| Art | <p><u>Portraits</u> The children will use drawing and painting to develop and share their ideas, experiences and imagination. They will develop a range of art and techniques in using line, shape, form and colour. They will learn about the work of Rembrandt and Renoir, describing the differences and similarities between different practices.</p> | |
| Music | <p><u>Exploring Pitch</u> The children will explore pitch. They will also have an opportunity to explore instruments and symbols.</p> | |
| PE | <p>The children will participate in a variety of team games, developing simple tactics for attacking and defending. In dance the children will learn to compose and control their movements, and, practice and perform dances using simple movement patterns.</p> | |
| Computing | <p><u>Research</u> The children will learn about the visible parts of the computer – keyboard, mouse and screen. They will also learn to recognise common uses of information technology beyond school. Linked to History the children will complete research using given websites and learn to navigate around the website.</p> | <p><u>Ourselves</u> The children will learn how to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet.</p> |
| Design & Technology | <p><u>Food Technology – Eat more fruit and vegetables</u> The children will learn about healthy eating by thinking about a variety of fruit and vegetables. They will taste some more unusual fruit and then design and make a fruit kebab to take home.</p> | |