

Spring 1

Year 2 Half-termly Curriculum Overview:



English	Maths	History / Geography
<p>'Beegu' by Alexis Deacon We are looking at features of a diary and then will be writing a diary entry, Beegu's point of view. In this unit we will also be looking at how to write an informal letter when the children write to Beegu in response to story.</p> <p>'Miranda the Explorer' by James Mayhew 'Here we are' by Oliver Jeffers During this unit children will learn how to write an information text using the features of the non-fiction picture book, 'Here we are' based around the 7 Wonders of the World read in 'Miranda the Explorer'.</p> <p>Grammar & Punctuation Statement Question Exclamation Commas in list Bullet points Adverbs</p>	<p>Measurement: Money</p> <p>Learning Objectives Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. Find different combinations of coins that equal the same amounts of money. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p> <p>Number: Multiplication and Division</p> <p>Learning Objectives Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</p>	<p>Can you describe the seven continents and five oceans that make up planet Earth?</p> <p>Learning Objectives -What are the seven continents & five oceans that make up planet Earth? - What is it like in Europe? - What is it like in Asia? - What is it like in Africa? - What is it like in North America? - What is it like in South America? - What is it like in Oceania? - What is it like in Antarctica? - Why are some parts of the Earth cold and some places hot?</p>
Science	Religious Education	Art & Design
<p>Can I explore habitats?</p> <p>Learning Objectives</p> <ul style="list-style-type: none"> - Is it alive? - How do we know it's alive? 	<p>Theme: Passover</p> <p>Religion: Judaism</p>	<p>Can I explore the features of a freestanding structure?</p> <p>Design Brief: To design a stable structure taking inspiration from</p>

<ul style="list-style-type: none"> - Where do plants live? - What animals can we find? - Where do worms live? - What can we find out about the habitats of Arctic and Sahara? - Who eats who? - What longer food chains can we find? - What can we see now in our habitat? - What do we know about worms now? 	<p>Key Question: How important is it for Jewish people to do what God asks them to do?</p> <p>Learning Objectives: We are learning to understand how celebrating Passover helps Jews show God they value their special relationship with Him.</p>	<p>world Landmarks</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> - To create a stable structure using toothpicks and marshmallows. - To explore the features of stable structures, including toy car garages. - To explore existing floodproof buildings in the UK and Bangladesh - To design and plan a stable structure. - To explore a range of materials and make decisions based on the end product. - To follow a design plan and make a product. - To evaluate products.
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Computing	PSHE	Physical Education
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<p>Can I make music on an iPad?</p> <p>Learning Objectives</p> <ul style="list-style-type: none"> - To say how music can make us feel. - To identify that there are patterns in music. - To describe how music can be used in different ways. - To show how music is made from a series of notes. - To create music for a purpose. - To review and refine our computer work. 	<p>Can I explore why some people in our communities are special?</p> <p>Learning Objectives</p> <ul style="list-style-type: none"> - To learn about the people who help us in our communities. - To learn about how these people help us. - To learn about what keeps us safe in our school and community. - To learn about times when we need to get help from trusted adults. - To learn about ways to get help. - To learn about the groups and communities that people belong to. - To learn about why these groups and communities are important to the people in them. - To learn about ways to show respect for people's differences. <p>No Outsiders 'Can I join your club?' By John Kelly LO: To welcome different people.</p>	<p>Develop Dribbling: Keeping Possession</p> <p>Learning Objectives</p> <p>Where do we dribble? Why do we dribble? Describe how we dribble? Why do we need to control the ball? Why do we need to move into space? What does the word, 'space,' mean? Why do we need to look for space when we are moving? Why do we need to keep the ball close to us? Why do we want to keep the ball away from the defenders? What is the consequence if the defender gains possession of the ball? Why do we need to work as a team?</p>
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Music

<p>Can I explore feelings through music? How does music make the world a better place?</p> <p>Learning Objectives</p> <p>Find and try to keep a steady beat. Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. Create rhythms using word phrases as a starting point. Read and respond to chanted rhythm patterns, including minims, crotchets, quavers and crotchet rests. Create and perform your own chanted rhythm patterns.</p>

<p>Class Novel: 'The Pug who wanted to be a Unicorn' by Bella Swift</p> <p>Whole School Novel: 'Charlie Changes into a Chicken' By Sam Copeland</p>
