

## Year 2 Curriculum Coverage Spring Term 2019

English			Science
<b>Books used –Tell me a Dragon – Jackie Morris (poetry), Penguins – Emily Bone (Non-Fiction), Sylvia Bird – Catherine Raynor (Fiction)</b>			
<b>Reading</b> <ul style="list-style-type: none"> <li>Develop phonics until decoding</li> <li>secure</li> <li>Read common suffixes</li> <li>Read &amp; re-read phonic-appropriate books</li> <li>Read common ‘exception’ words</li> <li>Discuss and express views about fiction, non-fiction and poetry</li> <li>Become familiar with and retell stories</li> <li>Ask and answer questions; make predictions</li> <li>Begin to make inferences</li> </ul>	<b>Writing –</b> <ul style="list-style-type: none"> <li>Spell by segmenting into phonemes</li> <li>Learn to spell common ‘exception’ words</li> <li>Spell using common suffixes, etc.</li> <li>Use appropriate size letters &amp; spaces</li> <li>Develop positive attitude &amp; stamina for writing</li> <li>Begin to plan ideas for writing</li> <li>Record ideas sentence-by-sentence</li> <li>Make simple additions &amp; changes after proof-reading</li> </ul>	<b>Grammar</b> <ul style="list-style-type: none"> <li>Use . ! ? , and ’</li> <li>Use simple conjunctions</li> <li>Begin to expand noun phrases</li> <li>Use some features of standard English</li> <li>Articulate &amp; justify answers</li> <li>Initiate &amp; respond to comments</li> <li>Use spoken language to develop understanding</li> </ul>	<b>Animals, including humans</b> <ul style="list-style-type: none"> <li>notice that animals, including humans, have offspring which grow into adults</li> <li>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> </ul>
<b>Maths</b>			
<b>Number/Calculation</b> <ul style="list-style-type: none"> <li>Know 2, 5,10 times tables</li> <li>Begin to use place value (T/O)</li> <li>Count in 2s, 3s, 5s &amp; 10s</li> <li>Identify, represent &amp; estimate numbers</li> <li>Compare / order numbers, inc. q G</li> <li>Write numbers to 100</li> <li>Know number facts to 20 ( and relate them to 100)</li> <li>Use x and ÷ symbols</li> </ul>	<b>Geometry &amp; Measures</b> <ul style="list-style-type: none"> <li>Know and use standard measures</li> <li>Read scales to nearest whole unit</li> <li>Use symbols for £ and p</li> <li>Add/subtract simple sums of less than £1</li> <li>Tell time to the nearest 5 minutes</li> <li>Identify and sort 2D &amp; 3D shapes</li> <li>Identify 2D shapes on 3D surfaces</li> <li>Order and arrange mathematical objects</li> <li>Use terminology of position &amp;</li> </ul>	<b>Fractions</b> <ul style="list-style-type: none"> <li>Find and write simple fractions</li> <li>Understand equivalent fractions e.g. <math>\frac{2}{4} = \frac{1}{2}</math></li> </ul> <b>Data</b> <ul style="list-style-type: none"> <li>Interpret simple tables &amp; pictograms</li> <li>Ask &amp; answer comparison questions</li> <li>Ask &amp; answer questions about totalling</li> </ul>	<b>Living things and their habitats</b> <ul style="list-style-type: none"> <li>explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals, and how they depend on each other</li> <li>Identify and name a variety of animals in their habitats, including micro-habitats</li> <li>Describe how animals obtain their food from plants and other animals, using the idea of a</li> </ul>

<ul style="list-style-type: none"> <li>Recognise the commutative property of multiplication</li> </ul>	<p>movement</p>		<p>simple food chain, and identify and name different sources of food.</p>
<p><b>Computing</b></p>	<p><b>Geography</b></p>	<p><b>Art</b></p>	<p><b>DT</b></p>
<ul style="list-style-type: none"> <li>use logical reasoning to predict the behaviour of simple programs</li> <li>recognise common uses of information technology beyond school</li> <li>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>use basic geographical vocabulary to refer to key physical features, including: sea and ocean</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> </ul>	<p><b>Rousseau</b></p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	<p><b>Ocean dioramas</b></p> <ul style="list-style-type: none"> <li>Develop skills and safe use of a wider range of tools and equipment through a range of practical tasks</li> <li>Generate ideas for an item, considering its purpose and the user/s</li> <li>Identify a purpose and establish criteria for a successful product.</li> <li>Plan the order of their work before starting</li> <li>Make detailed drawings with labels when designing</li> <li>Select tools and techniques for making their product and work safely / accurately</li> <li>Evaluate their product against original design criteria</li> </ul>
<p><b>PSHE</b></p>	<p><b>Physical Education</b></p>	<p><b>Religious Education</b></p>	<p><b>Music</b></p>
<ul style="list-style-type: none"> <li>Getting on and falling out</li> <li>School values</li> <li>Golden rule</li> </ul>	<ul style="list-style-type: none"> <li>Perform dances using simple movement patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Jonah and the whale</li> <li>The good Samaritan</li> <li>Easter</li> </ul>	<ul style="list-style-type: none"> <li>Play untuned instruments musically</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music</li> </ul>