

Term 3

Year 2 Curriculum Overview

English – Character and dialogue

We are continuing with the Talk For Writing approach in our literacy lessons. Our focus text is, 'On the Way Home' by Jill Murphy. Through this text, the children will develop their skills to describe a character and begin to use dialogue in their narrative.

The following National Curriculum learning objectives will be covered in English this term:

In spoken language, children will improve their ability to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- give well-structured descriptions
- participate in discussions, presentations, performances, role play, improvisations and debates

In writing, the children will improve their ability to write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.
- leaving spaces between words
- joining words and joining clauses using conjunctions
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- use the past and present tenses consistently and correctly.
- use question marks correctly.
- use exclamation marks correctly.
- join words and sentences using the conjunctions 'when', 'if', 'that' and 'because'.
- I can expand noun phrases to describe and specify.

As well as reading that will be carried out as part of literacy lessons, SPaG lessons and phonics sessions, guided reading will also take place twice a week. Reading books will also be changed up to twice a week.

In reading, when decoding texts, children will improve their ability to:

- improve my fluency and confidence by re-reading books.
- no longer need to use phonics to blend words that I have read often.
- use my phonic knowledge to read words until I recognise them automatically.
- blend the graphemes in phase 5 with increasing accuracy.
- read all of my tricky words (phase 6)
- read words with common suffixes: -ness, -ful, -less, -ly, -ment.

In Class 2, we have now started the Reading Spine scheme. The Reading Spine is a list of books which have been selected for this particular age group of children. The books have been selected as they are varied and have a rich vocabulary. We will be focusing on a book on a weekly to fortnightly basis so that in-depth discussion can take place.

In reading comprehension children will develop pleasure in reading, motivation to read, vocabulary and understanding by developing their ability to:

- listen to, discuss and express views about a wide range of texts which are more difficult than those I would read independently. E.g. contemporary and classic poems, stories and non-fiction
- discuss the sequence of events in books and how items of information are related.
- re-tell and discuss the stories I have learnt.
- begin to discuss how non-fiction books are structured in different ways.
- recognise simple recurring literary language in stories and poetry.
- discuss and clarify the meanings of words, linking new meanings to words I already know.
- discuss my favourite words and phrases.
- recite a range of poems using expression to make the reading clear.
- use what I know to help me understand new texts.
- check that what I read makes sense and correct my mistakes.
- make inferences based on what has been said and done.
- predict what might happen based on what I have read so far.

In SPaG, the children will improve their ability to:

- identify adverbs and know that they are words which show how, when or where something is done.
- identify proper nouns and know that they name a particular person, place or thing. I know that they always start with a capital letter.
- identify common nouns and know that they name a general item rather than a particular one.
- identify a noun phrase in a sentence.
- understand that writing has a tense and it can be written in the present and past. I know that I should look at the verb to identify which tense is being used.
- identify past and present verb forms.
- convert a sentence from past to present and vice versa by changing the verb form.
- identify the progressive form of verbs and know that they show continuing action.
- know that a sentence has a subject and a verb and I can identify these.
- identify 'when', 'if', 'that', 'because', 'or', 'and', 'but' as conjunctions and I know that these are used to join whole sentences and parts of a sentence.
- identify a statement and know it is a sentence which tells us something and ends in a full stop.
- identify a question and know it usually begins with a question word and always ends with a question mark.
- identify a command and know it contains an imperative verb and can end with a full stop or exclamation mark.
- identify an exclamation and know it begins with how or what, contains a verb and ends with an exclamation mark.
- use an apostrophe accurately to spell contractions.

In Handwriting, children will improve their ability to:

- ensure the size of my lower case letters is consistent across my writing.
- start to use some of the diagonal and horizontal strokes needed to join letters.
- know which letters join and which don't.
- write capital letters and digits of the correct size and formation.
- use appropriate spaces in between words.

Maths – Fractions, Multiplication and Division, Measure and Time

The focuses in maths over the next few weeks are fractions, multiplication and division, shape and time. The following National Curriculum learning objectives will be covered in Maths this term:

In the topic of fractions, children will improve their ability to:

- 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 for example, $\frac{1}{2}$ of 6 = 3
- recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$
- Count in halves and quarters
- Add fractions using equivalence

In the topic of multiplication and division, children will improve their ability to:

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) 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 multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot

In the topic of measure children will improve their ability to:

- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers and scales
- compare and order length and record the results using G, q and =
- include problem solving

In the topic of time, children will improve their ability to:

- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
 - know the number of minutes in an hour and the number of hours in a day
 - compare and sequence intervals of time

Science – Variety amongst Animals

Through the teaching of science children will be taught to use the following practical scientific methods, processes and skills such as:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment

- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.

These scientific methods, processes and skills will be facilitated through the topic of Variety Amongst Animals. The following National Curriculum learning objectives will be covered in Science this term and children will improve their ability to:

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)

History – Flight

Class 2 will be focusing on Flight and key individuals in this area.

Children will learn about:

- events beyond living memory that are significant nationally or globally.
- the lives of significant individuals in the past who have contributed to national and international achievements.
- Compare aspects of life in different periods

Art – Beautiful Butterflies!

Class 2 will be studying butterflies and will be improving their ability to:

- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Computing

- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- 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.

PSHE – Say No To Bullying

In Personal, Social, Health and Emotional sessions, the focus this term is 'Say No To Bullying'. These weekly sessions are also supported through assemblies and Pastoral interventions during lunchtimes. In Class 2 the following learning intentions are as follows:

- I can tell you what bullying is.
- I can tell you some ways in which I am the same as and different from my friends.
- I am proud of the ways in which I am different.
- I can tell you how someone who is bullied feels.
- I can be kind to children who are bullied.
- I know that when you feel sad, it affects the way you behave and how you think.
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- I know some people in and out of school who I could talk to if I was feeling unhappy or being bullied.
- I know what to do if I am bullied.

RE – The Torah: How does the Torah influence the lives of Jewish people?

In Religious Education, we follow the agreed syllabus for RE in Northamptonshire called 'Growing Together'. The following learning outcomes are outlined as follows:

The core RE concepts that the unit develops are:

Beliefs (Keeping the laws of the Torah are the foundation of the Jewish religion);

Morality (Religious laws can give basic rules for groups and societies);

Commitment (People may do things because of their religious beliefs).

Attitudes Focus - This unit will help pupils to explore attitudes of:

Self awareness by becoming increasingly aware of their own feelings and reactions and ways of responding positively to others;

Respect for all by developing a willingness to learn from ways in which the Jewish people show high regard for the Torah and its impact on their way of life.

The unit will provide these opportunities for pupils:

To consider aspects of the Jewish way of life and feelings about commitment to the main rules contained within the Torah; To consider a diverse range of views about questions of belief, faith and the value of the Torah to the Jewish people;

To gain a deeper understanding of Jewish people's beliefs and lifestyles;

To think about their own experiences and views in relation to questions of how they treat special objects and how they behave towards other people;

To think about and reflect on others' ways of life and their own;

To make use of ICT including websites and DVDs, drama activities including role play situations, and creative art work.

Music – Sound Effects

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and detuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.