


## Year 2 Curriculum Coverage Terms 3 & 4

	Term 3	Term 4
<p><b>Being a reader</b></p> 	<p><b>Level 20</b></p> <ul style="list-style-type: none"> <li>• Look through a variety of texts with a growing independence to predict content and story development</li> <li>• Read silently or quietly at a more rapid pace, taking note of punctuation and using it to keep track of longer sentences</li> <li>• Solve unfamiliar words on the run by blending long vowels, phonemes, recognising and using them in longer and more complex words</li> <li>• Adapt to fiction, non-fiction and poetic language with growing flexibility</li> <li>• Take more conscious account of literacy effects used by writers, and the formal language of different types of non-fiction</li> <li>• Begin to make more conscious use of reading to extend speaking and writing vocabulary and syntax</li> </ul> <p><b>Levels 21 and 22</b></p> <ul style="list-style-type: none"> <li>• Look through a variety of texts with a growing independence to predict content and story development, and make full use of non-fiction layout</li> <li>• Read silently or quietly at a more rapid pace, taking note of punctuation and using it to keep track of longer sentences</li> <li>• Adapt to fiction, non-fiction and poetic language with growing flexibility</li> <li>• Take more conscious account of literacy effects used by writers</li> <li>• Begin to make more conscious use of reading to extend speaking and writing vocabulary and syntax</li> <li>• Locate and interpret information in non-fiction</li> </ul>	

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### **Being an author-writer**



- Use accurate verb/tense e.g. we were not we was and subject /verb
- Use the progressive form in present and past tense
- Write sentences with different forms: statement, question, exclamation, command
- Use commas in lists
- Demarcate sentences consistently using question marks and exclamation marks
- Use apostrophes for contracted forms
- Use apostrophes for singular possession

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### Being a mathematician



#### Multiplication and Division

- 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 ( $\times$ ), division ( $\div$ ) and equals (=) signs
- Show that multiplication of two numbers can be done in any order (commutative) and **division of one number by another cannot**
- Solve problems involving multiplication and **division**, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

#### Statistics

- Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
- Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.
- Ask and answer questions about totalling and comparing categorical data.

#### Geometry – position and direction

- Order and arrange combinations of mathematical objects in patterns and sequences.
- Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).

#### Measures

- Compare and sequence intervals of time.
- 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.

#### Measures

- Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); **mass** (kg/g); **temperature** ( $^{\circ}\text{C}$ ); **capacity** (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.
- Compare and order lengths, **mass**, **volume/capacity** and record the results using  $>$ ,  $<$  and  $=$

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### Being a scientist



#### What is home?

- Identifying and classifying
- using their observations and ideas to suggest answers to questions
- identify and name a variety of plants and animals in their habitats, including microhabitats
- identifying and classifying using their observations and ideas to suggest answers to questions

### Being a historian



#### What did Brunel do for Britain

- Awareness of past, common words relating to passing of time
- Wide range of historical terms
- Know where people and events they study fit in chronological framework
- Similarities and differences between ways of life in different periods
- Ask and answer questions
- Understand ways we find out about past
- Identify different ways it is represented
- Lives of significant individuals who have contributed to national and international achievements.

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### Being a geographer



### Being a philosopher



**1.8 How should we care for others and the world, and why does it matter?**

**LINK TO ENQUIRY- WHAT IS HOME?**

- Re-tell Bible stories and stories from another faith about caring for others and the world (A2).
- Identify ways that some people make a response to God by caring for others and the world (B1).
- Talk about issues of good and bad, right and wrong arising from the stories (C3).
- Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2)
- Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).

**1.4 How can we learn from sacred books?**

**LINK TO BOOK WEEK**

- Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3).
- Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2).
- Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1).
- Talk about issues of good and bad, right and wrong arising from the stories (C3).

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### RELIGIOUS FESTIVALS

#### **EASTER/ PENTECOST DAY/ WEEK:**

**1.6** How and why do we celebrate special and sacred times? (*different festival focus*)


#### **RECAP Y1:**

- Identify some ways Christians celebrate Easter/ Pentecost and some ways a festival is celebrated (A1).
- Re-tell stories connected with Easter/ Pentecost say why this is important to believers (A2).




#### **Y2 SKILLS TO COVER:**

- Ask questions and suggest answers about stories to do with Christian festivals (B1).
- Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).

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<b>PSHE (Personal, Social, Health Education)</b>	<b>Dreams and goals</b> <ul style="list-style-type: none"><li>• I can explain some of the ways I worked collaboratively in my group to create the end product</li><li>• I can express how it felt to be part of this group</li></ul>	<b>Healthy me</b> <ul style="list-style-type: none"><li>• I can make some healthy snacks and explain why they are good for my body</li><li>• I can express how it feels to share healthy food with my friends</li></ul>
<b>Being an artist</b> 		

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<p><b>Being an engineer (Design Technology)</b></p> 		<p><b><u>What did Brunel do for Great Britain?</u></b></p> <ul style="list-style-type: none"> <li>• design purposeful, functional, appealing products for themselves and other users [...]</li> <li>• generate, develop, model &amp; communicate their ideas through talking, drawing [...]</li> <li>• select from &amp; use a range of tools &amp; equipment [...]</li> <li>• select from and use a wide range of materials and components [...]</li> <li>• explore &amp; evaluate a range of existing products</li> <li>• evaluate their ideas &amp; products against design criteria</li> <li>• build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>• explore and use mechanisms [...]</li> </ul>
<p><b>Music</b></p> 		
<p><b>PE</b></p> 	<p><b>Gymnastics (individual)</b></p> <ul style="list-style-type: none"> <li>• master basic movements including running and jumping, as well as developing balance and co-ordination</li> </ul>	<p><b>Tennis (Individual and team)</b></p> <ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination.</li> </ul>



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### COMPUTING

**Ongoing:**

Recognise common uses of information technology beyond school (SMSC)

Debugging/ Logical Reasoning- carried out across the curriculum

**Programming Day- Bee-bots/ Pro-bots:**

- Use a given set of algorithms/instructions – predicting outcome
- Use a given outcome, to create, plan and test own instructions/algorithms
- Edit and refine algorithms/instructions
- Create, plan and test an alternative algorithm/set of instructions
- Debug algorithm/instructions – identify issues/problem, [what has happened? Why did it happen?](#)
- Use logical reasoning to explain why the problem/issue has occurred - [What can we do? How can we correct the problem/issue?](#)

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<b>Online Safety</b>	<b>SAFER INTERNET DAY</b> <ul style="list-style-type: none"><li>• Use technology safely and respectfully</li><li>• Keeping personal information private</li><li>• 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>	<ul style="list-style-type: none"><li>• Use technology safely and respectfully</li><li>• Keeping personal information private</li><li>• 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>
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