


Year 2 Curriculum Coverage Terms 5 & 6

	Term 5	Term 6
<p>Being a reader</p> 	<p>Level 22</p> <ul style="list-style-type: none"> • Look through a variety of texts with a growing independence to predict content and story development, and make full use of non-fiction layout • Read silently or quietly at a more rapid pace, taking note of punctuation and using it to keep track of longer sentences • Adapt to fiction, non-fiction and poetic language with growing flexibility • Take more conscious account of literacy effects used by writers • Begin to make more conscious use of reading to extend speaking and writing vocabulary and syntax • Locate and interpret information in non-fiction <p>Levels 23 and 24</p> <ul style="list-style-type: none"> • Read silently most of the time • Sustain interest in longer text, returning to it easily after a break • Use text more fully as a reference and as a model • Search for and find information in texts more flexibly • Notice the spelling of unfamiliar words and relate to known words • Show increased awareness of vocabulary and precise meaning • Express reasoned opinions about what is read and compare texts • Offer and discuss interpretations of text 	

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Being an author-writer



- Describe character and setting using: noun phrases, adverbs, adjectives, prepositional phrases
- Use main narrative and non-fiction language feature e.g. adjectives/adverbs/prepositional phrase to describe, power or three, imperative verbs for instructions – genre specific language features
- GD: Use ideas from reading to inform vocabulary and grammar choices when writing for a range of purposes and use these effectively and coherently e.g. use an authorial voice across pieces of writing.
- Use main narrative and non-fiction organisational features e.g. beginning/middle/end narratives, headings and sub-headings, beginning to explore paragraphs – genre specific organisational features
- Can spell the range of Y2 phonemes – linked to school's phonics programme and use plausible attempts for more adventurous words e.g. Year 3+ spelling rules or from the Year 3/4 word list
- Can spell the Y2 common exception words and homophones
- Can spell words using Y2 suffixes and rules for plurals?
- Use diagonal and horizontal strokes needed to join appropriate letters

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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 – properties of shape

- Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]
- Compare and sort common 2-D and 3-D shapes and everyday objects.


Fractions

- Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.
- Write simple fractions for example, $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.

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.

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		Compare and order lengths , mass, volume/capacity and record the results using >, < and =
Being a scientist 	How do plants grow in my city? <ul style="list-style-type: none">• Observe and describe how seeds and bulbs grow into mature plants• find out and describe how plants need water, light and a suitable temperature to grow and stay healthy• observing closely, using simple equipment• performing simple tests• identifying and classifying	How do we live a healthy lifestyle? <ul style="list-style-type: none">• Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)• describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene• asking simple questions and recognising that they can be answered in different ways

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Being a historian



How will we get around in the future?

- Awareness of past using common words and phrases
- Know where people and events they study fit in chronological framework
- Use wide range of everyday historical terms
- Ask and answer questions
- Understand some ways we find out about the past
- Events beyond living memory that are remembered nationally and globally

Being a geographer



How do plants grow in my city?

- Develop knowledge about world UK and locality
- Name locate worlds continents and oceans
- Identify seasonal and daily weather patterns in UK and hot and cold areas around world

How will we get around in the future?

- Develop knowledge about world UK and locality
- Understand basic subject specific vocabulary
- Use geography skills
- Name locate identify characteristics of 4 UK countries and capital cities
- Use basic geographical vocabulary to refer to physical and human features

How are schools the same?

- Develop knowledge about world, UK and locality
- Understand basic sub spec vocab
- Use geographical skills to enhance locational awareness
- Understand geographical similarities and differences
- human and physical geography of area of UK and different country
- Basic geographical vocab to refer to physical features and human features
- Use maps atlases and globes to identify UK and other areas studied at this KS

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	<ul style="list-style-type: none">• Use maps atlases globes to locate UK and continents studied at this KS• Use simple compass directions and locational/directional language to describe location and features• Use aerial photos and plans to recognise landmarks• Devise simple map and key	
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Being a philosopher




1.4 What can we learn from sacred books?

- 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		<p><u>EID DAY/ WEEK:</u></p> <p><u>1.6</u> How and why do we celebrate special and sacred times? (<i>different festival focus</i>)</p> <p><u>RECAP Y1:</u></p> <ul style="list-style-type: none">• Identify some ways Muslims celebrate Eid and some ways a festival is celebrated (A1).• Re-tell stories connected with Eid and say why this is important to believers (A2). <p><u>Y2 SKILLS TO COVER:</u></p> <ul style="list-style-type: none">• Ask questions and suggest answers about stories to do with Muslim 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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<p>PSHE (Personal, Social, Health Education)</p>	<p>Relationships</p> <ul style="list-style-type: none"> • I can identify some of the things that cause conflict between me and my friends • I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends 	<p>Changing me</p> <ul style="list-style-type: none"> • I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private • I can tell you what I like/don't like about being a boy/girl
<p>Being an artist</p> 		<p><u>How do we live a healthy lifestyle?</u></p> <ul style="list-style-type: none"> • use a range of materials creatively to design and make products • 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 • 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. <p><u>Y2 How are schools the same?</u></p> <ul style="list-style-type: none"> • use a range of materials creatively to design and make products

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		develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
Being an engineer (Design Technology) 	<u>How will we get around in the future?</u> <ul style="list-style-type: none"> • generate, develop, model and communicate their ideas through talking, drawing, templates [...] • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • select from and use a wide range of materials and components, including construction materials 	<u>How do we lead a healthy lifestyle?</u> <ul style="list-style-type: none"> • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from
Music 		

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PE 	Athletics (individual) <ul style="list-style-type: none"> • master basic movements including running, jumping and throwing as well as developing balance, agility and co-ordination. 	Cricket (team) <ul style="list-style-type: none"> • participate in team games, • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination.
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COMPUTING	Ongoing: Recognise common uses of information technology beyond school (SMSC) Debugging/ Logical Reasoning- carried out across the curriculum Taught skills: laptops <ul style="list-style-type: none"> • Plan which app/program is best suited, what are we doing/gathering/collecting • Retrieve documents • Refine/Edit/add to their documents using arrow keys to move around text and backspace and delete to correct text. • Re-store/Re-Save changed documents • Debug – identify what the problem is and why it happened • Use logical reasoning to explain why the problem/issue has occurred - What can we do? How can we correct the problem/issue? 	Ongoing: Recognise common uses of information technology beyond school (SMSC) Debugging/ Logical Reasoning- carried out across the curriculum Apply skills: create a social story for Wicklea Academy/ Y3 containing images and text
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Online Safety		<ul style="list-style-type: none">• 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
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