# Berkswell Church of England Primary School Curriculum Overview
## Year 2 Spring Term – Ready Steady Cook

## English

**T4W Narrative-** The Papaya Who Spoke (Journey Story)

**Writing End Points:**
**Composition**
**Text Structure:**

- Write simple coherent narratives.
- Read their writing aloud with expression to make the meaning clear.
- Use present and past tense mostly consistently and correctly.

**T4W Recount-** Diary from the perspective of a London rat (The Great Fire of London)

**Writing End Points:**
**Composition:**
**Text Structure**

- Write simple coherent narratives about personal experiences and those of others (real and fictional)
- Use past tense mostly consistently and correctly.
- Make simple additions, revisions and corrections to their own writing

**BREAK**

Additionally, each class studies a class book during BREAK (Berkswell reads for Enjoyment and Knowledge) sessions.

This term, children in Year 2 will be reading:
**The Hundred Mile an Hour Dog by Jeremy Strong**

**Handwriting**

- Form capital letters and digits of the correct size, orientation and relationship to one another
- Form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- Use 'lead in lines' for all lower-case letters.

**Phonics and Spelling**

**Word Structure:**

- Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.
- Year 2 Common Exception Words

**Spelling Shed Objectives:**

- Words where 'y' makes an /igh/ sound
- Words where '-es' is added to words ending in 'y
- Words where '-ed' is added to words ending in 'y'
- Words where '-er' and '-est' are added to words ending in 'y'
- Words where '-ing' is added to words ending in 'e'
- Words where '-er', '-est' and '-ed' is added to words ending in 'e'
- Words where '-ing' is added to single syllable words
- Words where '-ed' is added to single syllable words
- Words where 'a' makes an /or/ sound
- Words where 'o' makes an /u/ sound

**Grammar and Punctuation**

**Punctuation:**

- Confidently demarcates simple and compound sentences accurately with capital letters and full stops and uses question marks and exclamation marks as alternatives to the full stop when required.

**Sentence Structure:**

- Use subordination and some coordination to join clauses.

**Grammar:**

- Use past tense mostly correctly and consistently.

## Maths

### Number and place value

- Count in steps of 2, 5 and 10 fluently.
- Count in tens from any given number.
- Read and write numbers to 100 in numerals and words.
- Partition numbers into tens and ones in different ways.
- Represent numbers using number lines and other models.
- Estimate where numbers belong on a number line.
- Compare and order numbers to 100.

### Mastering Maths- NCETM

- Explore how the numbers 6 to 9 can doubled using the '5 and a bit' and '10 and a bit' structure.
- Use doubles to calculate near doubles
- Use bonds of 10 to reason about bonds of 20, in which the given addend is greater than 10.
- Use known number bonds within 10 to calculate within 20, working within the 10-boundary.
- Use knowledge of bonds of 10 to find three addends that sum to 10.
- Use knowledge of the composition of numbers within 20 to add and subtract across the 10-boundary.
- Use understanding of the linear number system to 10 to position multiples of 10 on a 0 - 100 number line and reason about midpoints.

### Addition, subtraction, multiplication and division

- Add ones crossing a ten boundary.
- Subtract ones crossing a ten boundary.
- Add and subtract tens to two-digit numbers.
- Add three one-digit numbers.
- Add two two-digit numbers using practical resources.
- Begin written methods for calculations.
- Recognise addition can be done in any order.

Solve simple one-step addition and subtraction problems using equipment and pictures.

### Multiplication and division

- Count in 5s and 10s.
- Use arrays to represent multiplication.
- Recall 2, 5 and 10 times-table facts.
- Write multiplication sentences using × and =.
- Share equally.
- Group objects equally.
- Write division sentences using ÷ and =.

### Fractions

- Find one-half of quantities.
- Recognise one-quarter.
- Find one-quarter of shapes and quantities.
- Recognise one-third.
- Find one-third of shapes and quantities.

### Measures

- Measure using standard units (cm, m, g, kg, ml, l).
- Estimate before measuring.
- Use rulers and scales accurately.
- Read scales to the nearest labelled unit.
- Combine amounts.
- Find different ways to make an amount.
- Compare money amounts.
- Tell time to o clock and half past.
- Tell time to quarter past and quarter to.
- Draw times on a clock face.

### Geometry

- Describe faces, edges and vertices.
- Sort shapes using given criteria.
- Identify 2D shapes on 3D shapes.
- Use left and right accurately.
- Follow and give simple directions.
- Describe turns.

### Statistics

- Use tally marks.
- Read tally charts.
- Read pictograms.
- Answer questions about data.

## Computing

**Being safe in a digital world**
Children will learn the fundamentals of staying safe online. They will explore this through the themes of self image and identity, online relationships, online reputation and online bullying.

**Spreadsheets**
Children learn the basics of using spreadsheets with 2Calculate, focusing on how to enter, organise and manage data in rows and columns. They will learn to format, carry out simple calculations using tools and creating block diagrams to present information clearly.

**Questioning**
Children will explore how to ask questions to collect useful information. They will learn to organise data using tally charts, pictograms and simple branching databased to help sort and identify objects.

**Presenting ideas**
Children will learn how to present ideas using the concept mapping tool, 2Connect. They will organise information using the features of a concept map, and think about how to present their thoughts clearly to an audience.

## Science

**Animals and their needs**

In this unit children learn about the stages of human growth. They learn that animals grow until they are adult and that that different animals start life in different forms, some as eggs and some as live births. They learn the basic needs of all animals, including humans, and learn about the importance of having the right amounts and types of food and exercise in order to remain healthy.

Key concepts

1. Animals grow from juveniles into mature adults.
2. Mammals give birth to live young but other animals lay eggs.
3. Many immature animals including humans need care in order to mature but others grow up independent of their parents.
4. A good diet, hygiene and exercise are important for maintaining good health.

## History

**Food- Changes in Living Memory**
Children will look at how our experience of food has changed over the last 100 years. They will look at changes in our taste, in the availability of food and how different factors have affected these.

**The Great Fire of London**
Children will find out when, where, how and why the Great Fire of London happened, and explore how we know about it through the diary of Samuel Pepys and other sources.

## Religious Education

**What is most important for different people?**

Children will explore what is important to them comparing it to what is important to people of different worldviews. They will learn how many worldviews (including Christian and Muslim) believe in one God, but others (including Buddhists) have a worldview without God. They will learn how inspirational books and inspirational individuals are important to many religious and non-religious worldviews.

**Salvation: Why does Easter matter to Christians?**

Children will learn that God, Incarnation, Gospel and salvation are part of the 'big story' of the Bible. They will tell stories of Holy Week and Easter, making the link the idea of Salvation. They will explore how Christians today show their beliefs about Jesus as saviour in church worship.

## Music

**I Wanna Play In A Band**

I wanna play in a band is a rock song written especially for children. In this unit children will learn about singing and playing together in an ensemble. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise classic rock songs.

**Zootime**

In this unit, all the learning is focused around one song: Zootime. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.

## Art

**Fruit Frenzy**

Children will study the work of the artist Giuseppe Arcimboldo. They will explore colour, texture and shape of fruit and use different types of prints to create their own fruit collage.

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## Physical Education

**Multi Skills**

Children will develop their ability to balance both on the floor and on equipment, including balancing objects with increasing control. They will practise changing direction and body position quickly, and begin to move more fluently when travelling with equipment such as dribbling. Children will also develop their coordination by rolling, throwing, kicking and catching with greater control and success.

**Infant Agility**

The children will participate in an inter-house competition through this unit of work.

**Great Fire of London Dance**

Children will learn to perform different dance movements moving with control, at different levels and in different directions. They will work in pairs and small groups to create and perform short dance sequences. They will have opportunities to perform to others and to observe and describe performance, giving simple feedback to their peers.

**Ball Games**

Children will build confidence in moving into space to catch a ball and develop their passing. Defensively, children will start to apply simple marking by sometimes following an opponent in a game. Throughout the unit, children will continue to develop their decision-making, teamwork and spatial awareness through small-sided games.

## Design and Technology

**From Field to Fork**

In this unit children will explore where food comes from and will learn how food is farmed, grown or caught.

They will the opportunity to prepare simple dishes safely and hygienically using techniques such as cutting, peeling and grating.

## PSHE- The Jigsaw Approach

**Jigsaw brings together PSHE Education, emotional literacy, mindfulness, social skillsand spiritual development. Jigsaw is designed as a whole school approach with all year groups working on the same theme (Puzzle) at the same time.**

The children will cover two themes (puzzles) this term:

**Dreams and Goals:**
This theme (puzzle) aims to help children think about their hopes and dreams, their goals for success, what personal strengths are, and how to overcome challenges, viateam work skills and tasks. There is also a focus on enterprise and fundraising.

**Healthy Me:**
This theme (puzzles) covers two main areas of health: Emotional health(relaxation, being safe, friendships, mental health skills, body image, and Physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, medicines and being safe) in order for children to learn that health is a very broad topic.

## French

Pupils are introduced to basic French phrases and key vocabulary through the use of songs and games.

