

Dragons (Year 2) Curriculum Overview 2019/20

Subject	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 5 weeks	Summer 2 7 weeks
English	<p>Instructions (3 weeks) Poetry – Really Looking (1 weeks) Castle Stories (3 weeks)</p> <p>Grammar & Punctuation focus Nouns – when to use capitals Adjectives for expanded noun phrases for description The present and past tense Commas in a list (GD) Capital letters Full stops</p>	<p>Castle Information Text (3 weeks) Dragon Report Writing (3 weeks) Lily and the Snowman - Literacy Shed (1 week)</p> <p>Assessment Week</p> <p>Grammar & Punctuation focus Verbs – vocabulary choices and past tense Co-ordinating conjunctions and because Apostrophes for possession (GD) Question marks Exclamation marks (GD)</p>	<p>Night Pirates (4 weeks) Scurvy Sands (1 week)</p> <p>Assessment week</p> <p>Grammar & Punctuation focus Nouns – how to use with suffixes Adjectives – how to use with suffixes (GD) Adverbs – vocabulary choices Commas in a list Subordinating conjunctions Apostrophes for contractions</p>	<p>Under the Sea Descriptive Writing (3 weeks) Mini beasts Non Fiction (3 weeks)</p> <p>Assessment Week</p> <p>Grammar & Punctuation focus Statement, Question, exclamation, Command</p>	<p>The Hunter (4 weeks)</p> <p>SATS Week</p>	<p>Stories from Africa (3 weeks) Animal Riddles (1 week)</p> <p>International Week</p> <p>Assessment Week</p>
Maths	<p>Number: Place value (3 weeks) The pupil can read and write numbers correctly in numerals up to 100 by stating the difference in the tens and ones between 2 numbers i.e. 77 and 33 has a difference of 40 for the tens and a difference of 4 for the ones; by writing number statements such as $35 < 53$ and $42 > 36$. The pupil can partition two-digit numbers into different combinations of tens and ones.</p> <p>Number: Addition and Subtraction (3 weeks) The pupil can use number bonds and related subtraction facts within 20.</p>	<p>Number: Addition and Subtraction (2 weeks) The pupil can add 2 two-digit numbers within 100. The pupil can recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems. The pupil can subtract mentally a two-digit number from another two-digit number when there is no regrouping required. <i>GD - The pupil can work out mental calculations where regrouping is required (e.g. $52 - 27$; $91 - 73$).</i> <i>GD - The pupil can solve more complex missing number problems</i> e.g. $14 + \quad - 3 = 17$; $14 + \Delta = 15 + 27$.</p>	<p>Number: Multiplication and division (2 weeks) Demonstrate an understanding of commutativity as necessary (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing $35 \div 5 = 7$; sharing 40 cherries between 10 people and writing $40 \div 10 = 4$; stating the total value of six 5p coins). <i>GD - The pupil can determine remainders given known facts (e.g. given $15 \div 5 = 3$ and has a remainder of 0, pupil recognises that $16 \div 5$ will have a remainder of 1; knowing that $2 \times 7 = 14$ and $2 \times 8 = 16$, pupil explains that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left).</i></p>	<p>Statistics (2 weeks) Interpret and construct simple pictograms, tally charts, block diagrams and tables. Ask and answer questions about totalling and comparing categorical data. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</p> <p>Number: Fractions (3 weeks) The pupil can identify and knows that all the parts must be equal parts of the whole <i>GD - The children can find fractions of amounts</i></p>	<p>Geometry: Position and Direction (3 weeks) 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 turns.</p> <p>Measure: Time (2 weeks) The pupil can read the time on the clock to the nearest 15 minutes. <i>GD - The pupil can read the time on the clock to the nearest 5 minutes</i></p>	<p>Measure – Mass, Capacity and Temperature (3 weeks) The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g. pupil reads the temperature on a thermometer or measures capacities using a measuring jug). <i>GD - The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given.</i></p> <p>Problem Solving (2 weeks)</p>

	<p>The pupil can add and subtract a two-digit number and ones and a two-digit number and tens where no regrouping is required (e.g. $23 + 5$; $46 + 20$).</p> <p>The pupil can recall doubles and halves to 20.</p>	<p><i>GD- The pupil can reason about addition (e.g. pupil can reason that the sum of 3 odd numbers will always be odd).</i></p> <p>Measure: Money (2 weeks) The pupil can use different coins to make the same amount (e.g. pupil uses coins to make 50p in different ways; pupil can work out how many £2 coins are needed to exchange for a £20 note).</p> <p>Number: Multiplication and Division (2 weeks) The pupil can recall and use multiplication and division facts for the 2, 5 and 10 times tables and solve simple problems. <i>GD - The pupil can use multiplication facts to make deductions outside known multiplication facts (e.g. a pupil knows that multiples of 5 have one digit of 0 or 5 and uses this to reason that 18×5 cannot be 92 as it is not a multiple of 5).</i></p> <p>Christmas Consolidation (1 week)</p>	<p>Geometry: Property of Shape (3 weeks) The pupil can recognise and name triangles, rectangles, squares, circles from a group of shapes or from pictures of the 2-D shapes. The pupil can describe properties of 2-D and 3-D shapes (e.g. the pupil describes a triangle: it has 3 sides, 3 vertices and 1 line of symmetry; the pupil describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square). <i>GD - The pupil can describe similarities and differences of shape properties (e.g. finds 2 different 2-D shapes that only have one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices but can describe what is different about them).</i></p> <p>Measure: Length and Height (1 week) The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g. pupil reads the temperature on a thermometer or measures capacities using a measuring jug). <i>GD - The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given.</i></p>	<p>Consolidation (1 week)</p>		<p>Investigations (2 weeks)</p>
<p>Science</p>	<p>Animals including Humans NC – find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p>	<p>Uses of Everyday Materials NC – identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock,</p>	<p>Living things and their habitats NC – explore and compare the differences between things that are living, dead, and things that have never been alive. NC - describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. NC – identify that most living things live in habitats which they are suited to and describe how different habitats</p>		<p>Plants NC - observe and describe how seeds and bulbs grow into mature plants NC - find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Working scientifically</p>	

	<p>NC – Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. NC – notice that animals including humans have offspring which grow into adults.</p> <p>Working scientifically NC - using their observations and ideas to suggest answers to questions NC - identifying and classifying NC - observing closely</p>	<p>paper and cardboard for particular uses. NC – find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Working scientifically NC - performing simple tests NC - gathering and recording data to help in answering questions. NC - identifying and classifying</p>	<p>provide for the basic needs of the different kinds of plants and animals. NC - identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>Working scientifically NC - asking simple questions and recognising that they can be answered in different ways NC - identifying and classifying</p>	<p>NC - using their observations and ideas to suggest answers to questions NC - asking simple questions and recognising that they can be answered in different ways NC - observing closely, using simple equipment</p>	
Topic	<p>Castles, Knights and Dragons: NC - find out about events beyond living memory that are significant globally and nationally NC - develop an awareness of the past and identify changes in ways of life between different periods NC - know the lives of significant individuals in the past who have contributed to national and international achievements, comparing aspects of life in different periods by looking at Queen Elizabeth I and Queen Victoria</p>	<p>Pirates: NC – use world maps, atlases and globes to identify the world’s seven continents and five oceans. NC - name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas NC – use simple compass directions and locational and directional language to describe the location of features and routes on a map NC – use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	<p>Africa - Go Wild!: NC – Use world maps, atlases and globes to identify the continents and oceans NC – Understand geographical similarities and differences between the UK and a small non-European area. NC – identify seasonal and daily weather patterns in the UK NC – compare hot and cold areas of the world NC – use basic geographical vocabulary to refer to human and physical features NC - Changes within living memory. NC – Significant historical events. NC – the lives of significant individuals in the past who have contributed to national and international achievements.</p>		
Music	Miss Cuin	Miss Cuin	Miss Cuin	Miss Cuin	Miss Cuin
Computing	<p>Computer Safety NC - Use technology safely and respectfully NC - Identify where to go for help and support</p>	<p>Taking Photos NC - use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Research NC - recognise common uses of information technology beyond school NC - Use technology safely and respectfully</p>	<p>Combining text and graphics PPT and word docs about different topics. NC - Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	

<p>DT/ Art</p>	<p>Art</p> <p>Portraits including Picasso, Hockney and Cubism</p> <p>NC - to use a range of materials creatively to design and make products NC - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination NC – learn 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>	<p>DT (Food)</p> <p>Medieval Banquet</p> <p>NC – Use the basic principles of a healthy and varied diet to prepare dishes. NC – Understand where food comes from.</p>	<p>DT</p> <p>Build and test a Boat</p> <p>NC - design purposeful, functional, appealing products for themselves and other users based on design criteria NC - evaluate their ideas and products against design criteria NC - select from and use a range of tools and equipment to perform practical tasks NC - select from and use a wide range of materials and components, including construction materials, textiles and ingredients NC - build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p>Art</p> <p>Under the Sea</p> <p>NC – use a range of materials creatively to design and make products NC - Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>DT</p> <p>Habitat Boxes</p> <p>NC - design purposeful, functional, appealing products for themselves and other users based on design criteria NC - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] NC - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	<p>ART</p> <p>Animal Prints</p> <p>NC – use a range of materials creatively to design and make products NC - Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>DT</p> <p>Bag Footballs</p>
<p>R.E.</p>	<p>Who should you follow? <i>What can I learn from stories from religious traditions?</i> <i>Why do people follow religious leaders and teachings?</i> Faith(s)/Themes: Christianity/Moses/Old Testament</p>	<p>Should you wear religious symbols? <i>Are symbols better than words at expressing religious beliefs?</i> <i>Who do I believe I am?</i> Faith(s)/Themes: Christianity/Judaism/Symbols/Christmas</p>	<p>Is it important to celebrate the New Year? <i>Are religious celebrations important to people?</i> <i>Is God important to everyone?</i> Faith(s)/Themes: Christianity/Judaism/New Year/Rosh Hashanah</p>	<p>Is Easter important for the Church? <i>Why do people celebrate Easter?</i> <i>Are religious celebrations important to people?</i> Faith(s)/Themes: Christianity/Easter/Holy Week</p>	<p>Can stories change people? <i>Who do I believe I am?</i> <i>What can I learn from stories from religious traditions?</i> Faith(s)/Themes: Christianity/Judaism/Old Testament stories</p>	<p>How should you spend the weekend? <i>Does it feel special to belong?</i> <i>Are symbols better than words at expressing religious beliefs?</i> Faith(s)/Themes: Judaism/Shabbat</p>
<p>PE</p>	<p>Cricket (Outside Coach) Movement and Dance (NS)</p>	<p>Multi Skills (MM) Country Dancing (NS)</p>	<p>Gymnastics (MM) Badminton (NS)</p>	<p>Gymnastics (MM) Defence and Attack Games (NS)</p>	<p>Ball Skills (MM) Athletics (NS)</p>	<p>Swimming Striking and Fielding Games</p>
<p>PHSE</p>	<p>Growth Mind-set</p>	<p>British Values</p>	<p>Getting on and falling out</p>	<p>Going for Goals</p>	<p>Good to be me</p>	<p>Relationships</p>

**Trips and
Events**

Nativity Performance

**Open parent topic
afternoon
Wednesday 1st April
TBC**

Tring NHM Visit