

Year 2, Curriculum Long Term Overview Map.

Spring Term

Year Group 2

Overall Themes: Spring 1: Emergency 999 and Spring 2: Heroes and Villains.

(Each of the aspects below will have a comprehensive medium term plan)

SUBJECT	SUMMARY THEME	PROGRAMME OF STUDY
English	<p><u>Author Study/Link:</u> <u>Fiction Units.</u></p> <p>Traditional Tales.</p> <p>Stories written by the same author.</p> <p><u>Non Fiction Units.</u></p> <p>Writing a non-chronological report</p>	<p>This unit involves exploring a variety of Traditional Tales from other cultures and places.</p> <p>We will be exploring a range of stories written by Roald Dahl and Julia Donaldson.</p> <p>This unit focuses on developing the skills the children will need to write their own report about mini-beasts.</p>

	<p>Writing explanations.</p> <p>Grammar</p>	<p>This unit will be linked to our science topic about materials,</p> <p>GRAMMATICAL AWARENESS</p> <ol style="list-style-type: none"> 1. To be aware of the need for grammatical agreement in speech and writing, matching verbs to nouns/pronouns correctly - for example, <i>I am, the children are</i> 2. To use verb tenses with increasing accuracy in speaking and writing - for example, <i>catch/caught, see/saw, go/went</i> and to use past tense consistently for narration <p>SENTENCE STRUCTURE and PUNCTUATION</p> <ol style="list-style-type: none"> 3. To identify speech marks in reading, understand their purpose, use the terms correctly 4. To use question marks and exclamation marks accurately to demarcate sentences 5. To use commas to separate items in a list 6. To write in clear sentences beginning to use subordination - <i>when, if, that, because</i> - and coordination - <i>or, and, but</i> - to make complex sentences
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Maths	<p>Spring 1 and 2</p> <p>Place value</p> <p>Calculations.</p> <p>Measure</p>	<p>As mathematical learning is embedded by linking it to other curricular areas, these topics may take place in a different order.</p> <p>Understanding place value using numbers up to 100, rounding numbers to the nearest 10.</p> <p>To be able to add, subtract, multiply and divide within 100. Using practical equipment and jottings. Using some informal written methods which can found in the calculation policy on the school website.</p> <p>Use partitioning to add. Subtract by counting up/back and finding the difference. Create arrays to divide and multiply as well as problem solve.</p> <p>To understand and use units of measure for time, weight and capacity.</p>

	<p>Money</p> <p>Rapid recall of number facts.</p> <p>Fractions.</p>	<p>To know the value of coins up to £1.00. To add to find totals and subtract to find change.</p> <p>Timetables ; x2, x5, x10, x3 Pairs to 10 then 20 Doubles and halves of numbers to 20.</p> <p>To find halves, quarters, three quarters and thirds of amounts.</p>
<p>Science: Spring 1</p>	<p>Grouping and changing materials.</p>	<p>During this Science topic the pupils will be taught: <i>(Revision from Y1):</i></p> <ul style="list-style-type: none"> • To recognise the similarities and differences between materials • To sort objects into groups on the basis of simple properties • To recognise and name common types of material • To identify and compare the uses of a variety of everyday materials. • To investigate properties of some familiar materials.

<p>Spring 2</p>	<p>A study of mini-beasts in their different habitats.</p>	<ul style="list-style-type: none"> • <p><i>Changing materials (focus):</i></p> <ul style="list-style-type: none"> • . [Due the short length of this Spring term this part may be moved to the Summer Term] • To find out how the shapes of objects made from some materials can be changed. • To explore and describe the way some everyday materials change when they are heated or cooled <p>Programme of study:</p> <p>To Identify that most living things live in habitats to which they are suited .</p> <p>To explain how different habitats provide for the basic needs of different kinds of animals and plants.</p> <p>To understand that living things are interconnected.[With specific reference to mini-beasts].</p> <p>To Identify and name a variety of plants and animals in their habitats, including micro-habitats. [With specific reference to mini-beasts]</p>
<p>History</p>	<p>History of RNLI</p>	<p>Key Skills</p>

<p>Spring 1</p>	<p>Linked to The Mexico Disaster at Lytham.</p>	<p>Chronological Understanding:</p> <ul style="list-style-type: none"> • To use words and phrases like: <i>before I was born, when I was younger.</i> • To use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning. • To use the words past and present correctly. • To use a range of appropriate words and phrases to describe the past. <p>Knowledge and interpretation:</p> <ul style="list-style-type: none"> • To recount some interesting facts from an historical event. • To explain why Britain has a special history by naming some famous events <p>Historical Enquiry:</p> <ul style="list-style-type: none"> • To answer questions by using a specific source, such as an information book. • To research about a famous event that happens in Britain and why it has been happening for some time.
<p>Spring 2</p>	<p>Grace Darling.</p>	<p>Key Skills</p>

	<p>The lives of significant individuals in the past who have contributed to national or international achievements</p>	<p>Chronological Understanding:</p> <ul style="list-style-type: none"> • To use words and phrases like: <i>old, new and a long time ago</i> • To tell me about things that happened when they were little. • To recognise that a story that is read to them may have happened a long time ago. • To know that some objects belonged to the past. • To retell a familiar story set in the past. <p>Knowledge and interpretation:</p> <ul style="list-style-type: none"> • To appreciate that some famous people have helped our lives be better today. • To begin to identify the main differences between old and new objects. <p>Historical Enquiry:</p> <ul style="list-style-type: none"> • To ask and answer questions about old and new objects. • To spot old and new things in a picture. • To answer questions using a artefact/ photograph provided. • To give a plausible explanation about what an object was used for in the past.
<p>Art</p>	<p>A study of Matisse</p>	<p>During this Art topic the pupils will be taught</p>

<p>[including focus on an artist]</p>	<p>and his work 'The Snail.'</p>	<p>To explore a range of starting points - To use "The Snail" by Matisse as a starting point.</p> <p>To use Snail Trail by Jo Sexton as a vehicle to explore and compare the techniques, colours, tones and media used by Matisse with other artists.</p> <p>To explore the form and texture of snail shells through tonal work in pencil and other drawing media, and through modelling in playdough or clay</p> <p>To explore the movement, flow and line of snail trails using drawing and painting media and low relief materials such as string, wool etc</p> <p>To be able to use a range of materials and processes.</p> <p>To "paint with scissors" in the style of Matisse (ie. Collage), understanding the reasons for Matisse's choice of materials and techniques.</p>
<p>D and T</p>	<p>To design and make puppets that retell the story of The Hungry Caterpillar by Eric Carle.</p>	<p>(Linked to Minibeasts topic)</p> <p>Cut out shapes that have been created by drawing round a template onto the fabric.</p> <p>Join fabric by using running stitch, glue, staples, over stitch, tape.</p> <p>Decorate/add details to fabrics with buttons, beads, sequins, braids, ribbons.</p>

	<p>The above are combined with either Sportshall Athletics or Fitness Training across the two classes the first half term.</p>	<p>See Lesson Plans 1-16, flexible, Rawmarsh Scheme of Work for guidance. - link with gymnastics coverage</p> <p>1 Revise the elements of dance from Autumn term</p> <p> high> low> high and wide/narrow travel and balance (stillness)</p> <p> light and strong gesture for meaning</p> <p> jump and leap</p> <p> turn</p> <p>2 Focus on lessons 8 to 16</p> <ul style="list-style-type: none"> - March and gesture - March using apparatus - Jump for height (2 feet to 2 feet), turn on the spot - Jump sideways, side (slip)step, match a partner - Turn on the spot, lead, follow and match a partner - Travel sideways, straight and zig zag pathways, towards, away from and around a partner - Circular gestures on the spot and when travelling, in contact with a partner - <p>Sports Hall athletics - see Aviva Primary Sports Hall resource</p> <p>-developing key skills, gaining confidence and becoming aware of how to improve.</p> <p>Fitness training - become more aware of the impact of exercise on the body, and learn a variety of interesting and motivating ways to keep bodies fit and working well.</p>
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	<p>Symbols</p>	<p>The aim of this unit is to: Give children an understanding that symbols are pictures or objects with a deeper meaning and a story to tell. How do symbols help us to understand the meaning of the story? What do you think this means? Why has this symbol been chosen to represent that? Why is Easter the most important festival in the Christian calendar?</p> <p>Key Experiences The symbolism of the Paschal candle Looking at a variety of crosses and making one <i>We aim for children to understand that there are symbols such as pictures or objects that are special in all faiths and that it is important to treat them with respect.</i></p>
<p>Music</p>	<p>A Classical Unit.</p>	<p>Composing :To use the music of the dances to provide a starting point for</p>

**The Nutcracker Suite
By Tchaikovsky**

composing and notating pieces with a start a middle and an end.

Performing :To be able to maintain a pulse whilst increasing and decreasing tempo.

Appraising : to listen out for particular things when listening to music.

**Mini-beasts;
The Ugly Bug Ball.**

During this Music topic the pupils will have the opportunity to:
Create their own music based on the movements of mini beasts. They will listen to animated programmes (such as James and the Giant Peach) and appraise the music that represents each character. They will have the opportunity to read written representations of sounds and will also write their own ideas as written representations of sounds based on the movements of mini beasts. They will start creating music from different starting points such as various insect characters so that they can tell the story of their chosen insect through music. They will listen to and be taught the difference between sounds that move by steps and by leaps and incorporate these into their compositions.

	<p>General Skills</p> <p>Data Handling</p> <p>Programming and control</p>	<p>2 Type - 5- 10mins Beginning of each lesson "Teaching Keys"</p> <ul style="list-style-type: none"> • To organise data into groups • To represent data using a branching database. • To further develop their understanding of how precise instructions and commands can control a device. • To understand that devices or a virtual object are controlled by sequences of instructions or actions, and that these can be inputted using icons. • To create, edit and refine sequences of instructions for a variety of programmable devices. <p>To be able to debug simple programs.</p>
<p>MFL</p>	<p>An introduction to Basic French.</p>	<p>French is taught through games, songs and repetition of basic phrases.</p>

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