



# Year 2 Curriculum Overview: Spring Term 2020

Subject Overview (Non Cross-Curricular)				
Writing	Reading	Maths	Computing	Music
<ul style="list-style-type: none"> <li>Narrative - The Journey</li> <li>Letter Writing</li> <li>Diary Writing</li> <li>Information Booklet</li> </ul>	<ul style="list-style-type: none"> <li><i>Where does your lunch come from?</i> - non-fiction</li> <li><i>The Fox and the Boastful Brave</i> - fiction</li> <li><i>Sea Spray Swimming Pool</i> - non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>Addition and Subtraction</li> <li>Arithmetic</li> <li>Money</li> <li>Multiply and Divide</li> <li>Times table</li> </ul>	<ul style="list-style-type: none"> <li>Microsoft Word</li> <li>Opening and Saving</li> <li>Copy and Pasting from the internet</li> </ul>	<ul style="list-style-type: none"> <li>Glockenspiels</li> <li>Simple composition</li> <li>Boom Whackers</li> <li>Interrelated elements of Music</li> </ul>
Community Time	PE	Science	RE	PSHE
<ul style="list-style-type: none"> <li>Our rainbow values</li> <li>Identity Club</li> </ul>	<ul style="list-style-type: none"> <li>Gymnastics</li> <li>Dance</li> </ul>	<ul style="list-style-type: none"> <li>Materials</li> </ul>	<ul style="list-style-type: none"> <li>God</li> <li>Salvation</li> </ul>	<ul style="list-style-type: none"> <li>Staying Healthy</li> <li>Similarities and Differences</li> </ul>

Topic Learning Goal: To explore our world using maps and atlases.

Writing	Maths	Science	History/Geography	Art/DT/Music
<ol style="list-style-type: none"> <li>I can sequence the events of a story.</li> <li>I can predict what might happen in a story.</li> <li>I can explore feelings from a characters perspective in a short narrative.</li> <li>I can use expanded noun phrases to describe a setting.</li> <li>I can use co-ordination in my writing.</li> <li>I can use sub-ordination in my writing.</li> </ol>	<p>I can use compass directions.</p>		<ol style="list-style-type: none"> <li>I can name and locate the four countries of the United Kingdom.</li> <li>I can name and locate the world's seven continents and five oceans.</li> <li>I can define human and physical features and identify these in aerial photographs.</li> <li>I can use compass directions.</li> <li>I can create a map with a key.</li> </ol>	<p>I can create a map with a key.</p>

Subject and Learning Goal	Skills	What does it look like?

<p><b>Geography</b></p> <p>To explore our world using maps and atlases.</p>	<p>1. I can name and locate the four countries of the United Kingdom.</p>	<p><b>Lesson 1:</b>  <b>Diagnostic:</b>  Children label the countries of the united kingdom and draw flag that goes with it.</p> <p><b>Extension:</b>  Write about what one of the countries is famous for.</p> <p><b>Lesson 2:</b></p> <p><b>Learning Review:</b> To name the capital cities of the United Kingdom.</p> <p><b>Extension:</b> To draw the symbol that represents each country.</p>
<p><b>Geography</b></p> <p>To explore our world using maps and atlases.</p>	<p>2. I can name and locate the world's seven continents and five oceans.</p>	<p><b>Lesson 1:</b>  <b>Diagnostic:</b>  Children label the different continents.</p> <p><b>Extension:</b>  Use iPad's to research about one of the continents.</p> <p><b>Lesson 2:</b></p> <p><b>Learning Review:</b> To label the world's oceans.</p> <p><b>Extension:</b>  Use iPad's to research about one of the oceans.</p>
<p><b>Geography</b></p> <p>To explore our world using maps and atlases.</p>	<p>3. I can define human and physical features and identify these in aerial photographs.</p>	<p><b>Lesson 1:</b>  <b>Diagnostic:</b> To sort through images of human and physical features.</p> <p><b>Extension:</b> To define human and physical features.</p> <p><b>Lesson 2:</b></p> <p><b>Learning Review:</b> To label human and physical features of different aerial photos.</p> <p><b>Extension:</b> To use google earth to identify human and physical features within our local area.</p>
<p><b>Geography</b></p> <p>To explore our world using maps and atlases.</p>	<p>4. .I can use compass directions.</p>	<p><b>Lesson 1:</b>  <b>Diagnostic:</b> To use compass directions to navigate.</p>

		<p><b>Extension:</b> To create your own questions using compass directions.</p> <p><b>Lesson 2:</b></p> <p><b>Learning Review:</b> To follow a set of directions using a compass to navigate.</p> <p><b>Extension:</b> To create your own directions using compass directions.</p>
<p><b>Geography</b></p> <p>To explore our world using maps and atlases.</p>	5. I can create a map with a key.	<p><b>Lesson 1:</b></p> <p><b>Diagnostic:</b> To identify and create key map symbols for areas of the school.</p> <p><b>Extension:</b> To create map symbols for areas not within our school.</p>
<p><b>Application of skill:</b></p> <p><b>Task:</b> To create a map of the school using a key.</p> <p><b>Extension:</b> To create a map of a place of your choice.</p>		

Topic Learning Goal: To describe the properties of materials and compare their suitability for different uses.

Writing	Maths	Science	History/Geography	Art/DT/Music
		<ol style="list-style-type: none"> <li>1. I can name and identify everyday materials.</li> <li>2. I can describe the properties of everyday materials.</li> <li>3. I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> <li>4. I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</li> </ol> <p><u>Working scientifically (Phase 2)</u></p> <ol style="list-style-type: none"> <li>1. I can use their observations and ideas to suggest answers to questions.</li> <li>2. I can observe closely,</li> </ol>		<ol style="list-style-type: none"> <li>1. I can use a range of materials creatively to design and make products.</li> <li>2. I can select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li> <li>3. I can build structures, exploring how they can be made stronger, stiffer and more stable.</li> <li>4. I can design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> </ol>

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Subject and Learning Goal	Skills	What does it look like?
<p><b>Science</b></p> <p>To describe the properties of materials and compare their suitability for different uses.</p> <p><b>Science</b></p> <p>I can identify and name a variety of everyday materials.</p>	<p>6. I can name and identify everyday materials.</p>	<p><b>Lesson 1:</b> <b>Diagnostic:</b> Children to cut out pictures and put the object and match to the correct material.</p> <p><b>Extension:</b> To choose one object and explain why the material is suitable.</p> <p><b>Lesson 2:</b> <b>Learning Review:</b> To identify objects around the school and name the material it is made from.</p> <p><b>Extension:</b> To explain why the properties make its suitable for how it is used.</p>
<p><b>Science</b></p> <p>To describe the properties of materials and compare their suitability for different uses</p>	<p>7. I can describe the properties of everyday materials.</p>	<p><b>Lesson 1:</b> <b>Diagnostic:</b> To understand the key vocabulary to describe materials.</p> <p><b>Extension:</b> To identify a material that can be described using a new word that they have learned.</p> <p><b>Lesson 2:</b> <b>Learning Review:</b> To describe the properties of materials using appropriate language.</p> <p><b>Extension:</b> To describe how the properties of the materials are suitable for its use.</p> <p><b>Lesson 3:</b> <b>Learning Review:</b> To investigate which materials are waterproof.</p> <p><b>Extension:</b> To design a new waterproof drinks bottle by using only waterproof materials.</p>
<p><b>Science</b></p> <p>To describe the properties of materials and compare their suitability for different uses</p>	<p>8. I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p><b>Lesson 1:</b> <b>Diagnostic:</b> To explore how the shape of everyday materials can be altered when pressure is applied.</p> <p><b>Extension:</b> To identify objects that cannot be squashed, bent, twisted or stretched.</p>
<p><b>Science – Application of skill</b></p>	<p>9. I can identify and compare the suitability of a variety of everyday materials, including wood,</p>	<p><b>Lesson 1:</b> <b>Diagnostic:</b></p>

To describe the properties of materials and compare their suitability for different uses	metal, plastic, glass, brick, rock, paper and cardboard for particular uses.	To justify why objects around the school are made from certain materials.  <b>Extension:</b> To explain why another material would be a bad choice for each object
<b>Application of skill:</b> <b>Task:</b> To discuss a plan to build a boat using suitable materials.  <b>Extension:</b> To justify why the materials were chosen.		

Phase 2: I can use a range of materials creatively to design and make products.

Subject and Learning Goal	Skills	What does it look like?
<b>Art and Design</b> I can use a range of materials creatively to design and make products.	Planning a materials project (a bridge) that will hold a weight.	<b>Diagnostic:</b> Create a plan to build a bridge using materials of my choice.  <b>Extension:</b> To create a plan
<b>Application of skill:</b> I can use a range of materials creatively to design and make products. <b>Task 1:</b> To create a bridge that will hold a weight with adult support.  <b>Extension:</b> To edit my plan to improve the structure of my design.  <b>Task 2:</b> To test and evaluate the results of my product. <b>Extension:</b> To discuss what went well and how to improve my design.		

Topic Learning Goal: To describe a significant nurse from the past and compare to the 21<sup>st</sup> century.

Writing	Maths	Science	History/Geography	Art/DT/Music
7.	1.		6. I can understand the significance of Florence Nightingale. 7. I can use artefacts to find information about the past. 8. I can compare hospitals from the 19 <sup>th</sup> to the 21 <sup>st</sup> Century. 9. I can understand the significance of Mary Seacole. 10. I can understand the significance of Edith Cavell and can order events on a timeline. 11. I can compare the lives of different nurses.	

Subject and Learning Goal	Skills	What does it look like?
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<p><b>Phase 1:</b></p> <p><b>History:</b></p> <p>To describe significant nurse from the past and compare to the 21<sup>st</sup> century.</p>	<p>1. I can understand the significance of Florence Nightingale.</p>	<p><b>Learning Review:</b> To record information about Florence Nightingale and explain why she is significant.</p> <p><b>Extension:</b> To record information about a significant individual of your choice.</p> <p><b>Learning Review:</b> Children create their own Lamp.</p> <p><b>Extension:</b> Explain why having a lamp was important to Florence Nightingale.</p>
<p><b>Phase 1:</b></p> <p><b>History:</b></p> <p>To describe significant nurse from the past and compare to the 21<sup>st</sup> century.</p>	<p>2. I can use artefacts to find information about the past.</p>	<p><b>Learning Review:</b> To use artefacts to find out information from the past.</p> <p><b>Extension:</b></p> <p>To explain which artefact was the most helpful.</p>
<p><b>Phase 1:</b></p> <p><b>History:</b></p> <p>To describe significant nurse from the past and compare to the 21<sup>st</sup> century.</p>	<p>3. I can compare hospitals from the 19<sup>th</sup> to the 21<sup>st</sup> Century.</p>	<p><b>Learning Review:</b> To explain what hospitals were like in the 19<sup>th</sup> century and how Florence Nightingale change them.</p> <p><b>Extension:</b> To explain what hospitals are like today.</p> <p><b>Learning Review:</b></p> <p>To ask questions from nurses in the 21<sup>st</sup> Century.</p>
<p><b>Phase 1:</b></p> <p><b>History:</b></p> <p>To describe significant nurse from the past and compare to the 21<sup>st</sup> century.</p>	<p>4. I can understand the significance of Mary Seacole.</p>	<p><b>Learning Review:</b> To record information about Mary Seacole and explain why she is significant.</p> <p><b>Extension:</b> To record information about a significant individual of your choice.</p> <p><b>Learning Review:</b></p> <p>To explain why it is important to remember Mary Seacole.</p> <p><b>Extension:</b> Is Mary Seacole as important as Florence Nightingale?</p>

<p><b>Phase 1:</b> <b>History:</b></p> <p>To describe significant nurse from the past and compare to the 21<sup>st</sup> century.</p>	<p>5. I can understand the significance of Edith Cavell and can order events on a timeline.</p>	<p><b>Learning Review:</b> To record information about Edith Cavell and explain why she is significant.</p> <p><b>Extension:</b> To record information about a significant individual of your choice.</p> <p><b>Learning Review:</b> To order dates of events and create a timeline.</p> <p><b>Extension:</b> To create a timeline of your own life.</p>
<p><b>Phase 1:</b> <b>History:</b></p> <p>To describe significant nurse from the past and compare to the 21<sup>st</sup> century.</p>	<p>6. I can compare the lives of different nurses.</p>	<p><b>Learning Review:</b> To compare the lives of 3 significant nurses.</p> <p><b>Extension:</b> To compare the life of a nurse today to one in the past.</p>
<p style="text-align: center;"><b>Application of skill:</b></p> <p><b>Learning Review:</b> To write an information booklet on a significant nurse from the past.</p> <p><b>Extension:</b> To write an information booklet on a different significant nurse from the past.</p>		