

English

Reading: I have a positive attitude to reading. I enjoy, understand and discuss a wide variety of stories, poems and non-fiction texts. I can discuss my favourite words and phrases from poems and stories. I can listen to and discuss a wide range of stories, poems, plays and information books. I can role-play characters and scenes from books to understand what we/I have read. I can sort non-fiction and fiction books with similar content. I am beginning to use information books to find out new things. I can usually spot if a word has been read wrongly by following the sense of the text. I can accurately segment and blend unfamiliar words that use sounds I have been taught in Year 1 from RWI set 1,2 and 3. I can apply my phonics skills to decode words. I can give the correct sound for all 40+ phonemes. I can read the first 100 high frequency words. I can read words of more than one syllable that contain taught GPCs. I can read words with contractions e.g. I'm, I'll, we'll and understand that the apostrophe represents omitted letters. I can discuss the meaning of new words and link them to words I already know. I can locate a page that shows specific information. I can make inferences from what is being said. I can make inferences from what is being done. I can predict what might happen next based on what has been read so far. I can explain the difference between fiction and non-fiction texts.

Writing: I can use some diagonal and horizontal strokes needed to join some letters in writing. I can use the present and past tense mostly correctly throughout my writing. I can use the progressive form with past and present tense to show actions in progress. I can use subordinating and co-ordinating conjunctions to link my ideas and sentences. I can use -er, -est suffixes in adjectives, e.g. smaller, smallest. I can use these terms when talking about my writing: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma. I can use apostrophes to show singular possession. I can use new vocabulary from my reading and wider experiences. I can use interesting adjectives, adverbs and adverbials. I can write poetry. I can proof-read my work to check for spelling, grammar and punctuation errors.

Speaking and Listening: I can show an interest and ask lots of questions to find out information. I can ask the meaning of unknown words. I can express my personal feelings and recount events with clarity. I can work in role and take on some of the characteristics of the character being played.

Maths

Multiplication and Division:

I can calculate the times tables of 2, 5, and 10 by skip counting. I can relate the 2 times table to doubling. I can explore representations of multiplication and division. I can understand commutativity.

Fractions:

I can relate half and quarter to division. I can identify the parts of a fraction. I can identify half of a shape. I can identify half, quarter and third of a shape. I can identify non-unit fractions of a shape. I can find unit fractions of a quantity. I can identify fractions of quantity and shape. I can identify non-unit fractions of quantity and shape. I can identify equivalent fractions.

Money:

I can recognise coins and use the symbol for pence accurately. I can recognise coins and notes and use the symbol for pounds accurately. I can count money in a set of coins. I can make the same total using different coins. I can calculate change from a pound. I can create an amount of money in different ways I can find out how much change would be given. I can solve problems relating to money.

Science

Animals Including Humans

I know that animals, including humans, have offspring that grow into adults.
I know that human offspring grow into adults.
I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
I know the importance for humans of eating the right amounts of different types of food.
I know the importance for humans of exercise.
I know the importance to humans of hygiene.

Living things and their habitats

I can explore and compare the differences between things that are living, dead, and things that have never been alive.
I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
I can identify and name a variety of plants and animals in their habitats, including micro-habitats.
I can 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.

Art/Design Technology

I can investigate how to mix secondary colours.
I can apply knowledge of colour mixing when painting.
I can explore colour when painting.
I can experiment with paint mixing to make a range of secondary colours.
I can apply my painting skills when painting in the style of an artist.

RE

Who is a Muslim and what do they believe?

I can share stories that help to show how Muslims think of God (Allah) and how following God shows them ways to behave.
I can examine calligraphy and listen to nasheeds that express ideas about God and the Prophet Muhammad.
I can find out about the experiences of a Muslim during the fast of Ramadan and the celebrating of Eid-ul-Fitr.
I can describe one of the beliefs that Muslims hold about God e.g. tawhid.

Music

Song: I wanna play in a band

Listen and appraise Hands, Feet,
Learn to sing the song
Improvise with the song using voices
Perform the song

Computing

We are photographers

I can consider the technical and artistic merits of photographs
I can use the iPad camera app
I can take digital photographs
I can review, reject or pick the images I take.
I can edit and enhance my photographs.

Year 2 Spring Term Curriculum Overview



History

The Great Fire of London/Florence Nightingale

I can create a simple timeline showing how an event started and progressed (eg. The Great Fire of London)
I can use the words 'past' and 'present' accurately and sort artefacts into past and present and explain why I have sorted them in this way.
I can give examples of things that are different in my life compared to that of my grandparents when they were young.
I can use sequencing terminology such as: 'before', 'after', 'then' and 'now' accurately throughout my historical learning.
I can recount some interesting facts from a significant historical event such as The Great Fire of London, where and how it started.
I can ask and answer questions related to key events in the past using information that has been given to me.

PSHE

I can understand that medicines can sometimes make people feel better when they're ill. I can identify situations in which would feel safe or unsafe. I can use vocabulary to explain how safe I feel I can recognise how safe someone feels in a situation (by body language and facial expression as they give clues as to how comfortable someone is). I can identify the types of touch I like and do not like. I can identify who I can talk to if I feel uncomfortable. I can identify safe secrets (including surprises) and unsafe secrets. I can recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.

PE

Ball Skills: I can send a ball in a controlled way. I can aim with accuracy. I can change the power and speed of a ball when sending it. I can stop a ball. I can send and receive a ball accurately.

Gymnastics: I can understand what wide, narrow and curled means. I can transition between movements. I can link two movements together.

