Cippenham School — Year 2 — Curriculum Overviews

Autumn Term	Spring Term	Summer Term
The Woods Genre: overcoming the monster Teaching focus: sentence construction, capital letters, full stops, expanded noun phrases	**Dino Dinners** Genre: information text Teaching focus: conjunctions to join sentences, technical vocabulary and key features	**Grow Your Own Lettuce** Genre: instructional text Teaching focus: conjunctions to join sentences, technical vocabulary and key features
The Disgusting Sandwich Genre: cumulative story Teaching focus: inverted commas for speech, expanded noun phrases	**The Owl Who Was Afraid of the Dark** Genre: narrative Teaching focus: narrative structure, related ideas in a paragraph	**Lost and Found** Genre: voyage and return Teaching focus: verb choices, time adverbials, present tense, varied sentences
Tell me a Dragon Genre: descriptive poetry Teaching focus: sentence patterns, imaginative vocabulary, similes	**Angelica Sprocket's Pockets** Genre: poetry Teaching focus: adjectives to describe, similes, rich vocabulary choices	**Dragon Machine** Genre: voyage and return Teaching focus: verb choices, time adverbials, present tense, varied sentences
Meerkat Mail Genre: letter writing Teaching focus: sentence construction and associated punctuation		

English

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Mathematics

Autumn Term

Number sense, place value and measurement
Represent, read, write, spell, compare numbers to 100
Partition a two-digit number into tens and ones, including partition in different ways, e.g. 36 = 30 and 6, 20 and 16 by moving Dienes between columns on a place value mat
Place numbers on a number line with interval of 1 and interval of 5s (but with only multiples of 10 labelled)
Use >,<,= to compare values
Place numbers on a number line with interval of 1 and interval of 5s (but with only multiples of 10 labelled)
Categorise numbers as odd or even
Solve place value problems.

Addition and subtraction
Use number bonds up to 20 to add and subtract small numbers
Show that addition is commutative and subtraction is not
Count on in ones or tens to add a single-digit number (without crossing tens boundary) or a multiple of 10 Add three sets of numbers. Use three tens frames, part whole models, number line to show first, then, now stories of three numbers to add numbers and subtract numbers. Add three sets of numbers by making ten first.

Multiplication and division
Facts for x2, x5, x10 tables. Represent x tables as arrays, groups, arrays and repeated addition.
 Solve 1-step word problems involving known tables. Use multiplication tables to predict rule for repeating pattern of shapes, e.g. blue, green, red, yellow, black…Will every black be a multiple of 5?

Properties of 2D and 3D shapes
Compare and sort everyday examples of 2D and 3D shapes
Find a line of symmetry in 2D shapes
Sort 2D and 3D shapes according to their properties (incl. symmetry), both regular and irregular examples

Comparing numbers (measures) and telling time
Record measurements in standard units cm, kg/g, l/ml
Read scale on measuring tools when recording measurements
Construct and interpret tables to organise information
Compare and order numbers, lengths, masses to 100 using <,>,=
Place measurement on a number line with intervals of 5
Know there are 60 minutes in an hour, 24 hours in a day, 7 days in a week (days in week from Y1)
Tell time to quarter past and quarter to.
Combine coins make a particular value. Find combinations of coins that equal the same amount.

Spring Term

Patterns in the number system and in calculations
Add two two-digit numbers without cross a tens boundary with Dienes (early stages of formal written algorithm)
Consolidate categorising numbers as odd or even
Show subtraction is inverse of addition (can undo an addition)
Show addition is commutative and subtraction is not
Recognise use of £ and p symbols, make combinations up to £1
Construct and interpret tables as a way to present information (e.g. price list)

Patterns in the number system and displaying information (statistics)
Represent place value in numbers using Dienes', partitioned in different ways
Sort numbers according to their properties in Carroll diagrams and Venn diagrams
Organise information and answer questions using tally charts, bar charts and pictograms with 1:1 correspondence
Use bar charts to find difference (how many more, how many less/fewer?)

Value of fractions
Shade ½, ¼ and ¾ of shapes
Use images to explain why 2/4 = ½
Shade fraction of a bar, then use that model to find fraction of an amount by sharing manipulatives equally

Consolidation of Number
Concrete and pictorial representations of number, including but not limited to: Solve missing number problems

Multiplication and division
Represent division as repeated subtraction and grouping then using ÷ symbol
Recall facts for x2, x5, x10 tables up to twelfth multiple
Show the multiplication is commutative (can be done in any order) and that division is not
Count in threes
Understand half as ÷2 and quarter as ÷4, third as sharing between three, including shading shapes Find fraction of a quantity, fraction of a length

Number Sense and Place Value
Explain place value of each digit in a two-digit number, partitioning with Numicon and Dienes'
Beginning of formal written method: partition into tens and ones to add or subtract (without regrouping)

Summer Term

Properties of 3D shapes
Recognise faces of 3D shape as being a 2D shape
Compare pairs of 3D shapes, e.g. pyramid and prism
Work with tessellations and shapes used by artists
Describe turns as half, quarter, three-quarter turns (like hands on a clock)

Measurement (ml), time and statistics leading to calculating using measures and statistics
Estimate and measure capacity in ml
Record, compare and order measurements in ml using <,>, =
Read and write time to the nearest 5 minutes
Calculate time intervals in minutes (times written on the 5 minutes)
Sort categories by quantity, represent in bar chart or table answer questions about information by counting and comparing number of objects in each category

Addition and subtraction
Represent addition and subtraction problems: missing number and 2-step word problems
Use manipulatives to show adding and subtracting
Use inverse to check addition or subtraction

Consolidation of Number
Concrete and pictorial representations of number, including but not limited to: Consolidation of calculation skills, including solving 1-step word problems, including money and measures

Multiplication and division
Calculate multiplication and division statements for x2, x5, x10, x3
Recognise patterns using odd and even numbers
Find fractions of shape, quantity, length (e.g. ½, ¼, ¾, 1/3) – see halves and quarters as turns on a clock face
Use diagrams to show equivalence of 2/4=1/2
Show the multiplication is commutative (can be done in any order) and that division is not
Solve missing number problems

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Material World

Science - properties of materials, identify & compare everyday materials, how materials can be changed
DT – Building boats to carry a load
Art – colour mixing when painting boats

Snap, Crackle and Pop!

History – The Great Fire of London as an example of events beyond living memory
Order events and explain how Samuel Pepys diary serves as a first-hand account.
DT – making half-timbered style houses, build structures for fire resistance
Art – painting scene from Great Fire, mixing colour, wax resist art (apply properties of materials)

The Nativity

Drama and Music – Christmas play
RE – The story of Christmas
DT – needlework to create Christmas decorations

Night at the Museum

History – study of prehistory through dinosaurs, events beyond living memory
Mary Anning as an example of a significant individual who contributed to our knowledge of dinosaurs.
Art – clay imprints to create fossils, observing pattern
DT – make packaging to protect fossil, apply Science knowledge of properties of materials

In the dark

Science – Living things and their habitats, animals' needs and habitats
Art – skeletons, collage, habitats

Explorers

History – contributions of Robert Falcon Scott, Roald Amundsen to polar exploration, and Apollo 11 mission to exploration of space
Explain what motivates explorers of dangerous places.
Geography – name continents and oceans, contrast weather of different regions
Science – growing plants, observe and describe germination, needs for growth and survival
Art – observational drawing in the nature garden

Where in the world!

Geography – describing landscapes, mountains, rivers, coasts from aerial photographs
Art – Create a globe using Andy Goldsworthy style art using local natural materials: rocks, sand twigs, leaves supported by wire frame
Science-apply knowledge of properties of materials to make artwork stable

Thematic

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Visits/	Fire Station visit	Dinosaur Day	Year 2 overnight camp Mercian Park
Computing	**Technology in our lives** - Understanding basics of how a computer works – Purple Mash **Programming** -Coding - beebots	**Programming** -Coding – 2code **Multimedia** - Music, MS Office skills	**Multimedia**- Drawing and writing a story **Data Handling** - Pictograms
PE	**Social and Personal Focus** **Games –** multi-skills and gymnastics	**Cognitive and Creative focus** **Dynamic balance** - marching forward and backwards adding power **Co-ordination** – handling equipment Exploring Travelling with and rolling a ball with one hand **Games –** multi-skills and dance	**Health and Physical focus** **Agility** - react and chase a bouncing ball from a sitting position **Co-ordination** – handling equipment Throwing and catching a tennis ball with distance **Games** - tag rugby, athletics
PSHE	**Being me in my world**- I can identify some ways in which my friend is different from me. I can tell you why I value this difference about him/her **Dreams and Goals** - I can explain some of the ways I worked cooperatively in my group to create the end product. I can express how it felt to be working as part of this group	**Healthy Me** - I can make some healthy snacks and explain why they are good for my body. I can express how it feels to share healthy food with my friends	**Relationships** - I can identify some of the things that cause conflict between me and my friends. I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends **Changing Me -** I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private. I can tell you what I like about being a boy/girl
RE	**Is it possible to be kind to everyone all of the time?** - What can I learn from stories from religious traditions? Should people follow religious leaders and teachings?	**Judaism –** What is Passover? When does Passover happen? Why do Jews celebrate Passover?	**Islam –** What is Hajj? Why do Muslims complete Hajj?
Music	**The Long and Short of it II** – This unit continues to develop children's ability to discriminate between longer and shorter sounds, and to use them to create interesting sequences of sound **Feel The Pulse II** – This unit builds upon work from Unit 1 and continues to foster children's ability to recognise the difference between beat and rhythm and to perform with a sense of beat	**Taking Off II** – This unit builds upon work from Unit 1 and continues to foster children's ability to discriminate between higher and lower sounds and to create simple melodic patterns **What's The Score II?** – This unit continues to develop children's ability to recognise how vibration creates sound, and to name and know how to play a variety of classroom instruments	**Rain, Rain, Go Away II** – This unit develops on Unit 1 fostering children's ability to recognise how sounds and instruments can be used expressively and can be combined to create music in response to a stimulus **Sounds Interesting II** – This unit continues to develop children's ability to identify different sounds and to change and use sounds expressively in response to a stimulus