



## Year 2 Curriculum Overview Spring Term 1 - 2023

### Whole School Theme: Systems and Structures

### Year 2 Theme: The Past Helps Us Make Sense of Today

<u>Skills and Concepts</u>		
<b>Research</b>	<b>Communication</b>	<b>Self-Management</b>
Formulating questions, Observing, Planning, collecting data, recording data, organising data, interpreting data, presenting findings	Listening, Speaking, Reading, Writing, Viewing, Presenting, Non-verbal communication,  Digital understanding	Gross motor skills, Fine motor skills, Spatial awareness, Organisation, Time management, Safety, Healthy Lifestyle, Behaviour, Informed choices, Work ethic
<b>Social, Diversity and Inclusion</b>	<b>Critical and Creative Thinking</b>	<b>Concept</b>
Accepting responsibility, Group decision making, adopting a variety of group roles, respecting others, resolving conflict, Cooperating and collaborating, Social responsibility, Global awareness, Leadership	Knowledge acquisition, Comprehension, Application, Analysis, Synthesis, Evaluation, Divergent thought, Metacognition	

Maths	English	Science	History
<p>Continuing to consolidate last term's learning, and in addition the children will be studying:</p> <p><b>Shape</b> Recognising 2D and 3D shapes, vertices, edges and patterns</p> <p><b>Money, including word problems.</b> calculations</p> <p><b>Multiplication and Division</b> Consolidating the 2x, 5x, 10x tables, grouping and sharing</p>	<p><b>Myths and legends:</b> Medieval stories of dragons and knights, chivalry. Fantasy/Dragon stories - George and the Dragon, Beowulf</p> <p>Character profiles using adjectives/similes</p> <p>Diaries, events in chronological order, past tense, subordinate clauses.</p> <p><b>Recounts:</b> Newspaper articles, reports on...</p> <p><b>Humorous verse:</b> Limericks, Edward Lear</p>	<p>The work in this unit extends the children's understanding of how <b>Forces</b> affect the movement and shape of objects. Trebuchets, quintain, cannon, catapults in medieval times.</p> <p>Experimental and investigative work focuses on:</p> <ul style="list-style-type: none"> <li>• thinking about what is expected to happen</li> <li>• making measurements</li> <li>• recording and presenting results and deciding whether the results support the prediction</li> <li>• deciding whether comparisons are fair.</li> </ul> <p>The boys also have opportunities to relate Science to the ways in which familiar objects move and describe how to use pushes and pulls to make familiar objects speed up, slow down, or change direction or shape; recognise that pushes and pulls are forces; plan a comparison and decide whether it was fair; make measurements of length using standard units and present these in a chart</p>	<p>To investigate systems in place in History, including the feudal system. We will investigate castle life, Knights, Battles and Heraldry. We will discover where these castles are in the UK and Ireland. We will discover who lived in them and will find out what finally happened to the feudal system. We will study justice in the present and make comparisons with the past.</p>
Geography	Computer Science	Music and drama	Religious Education
<p>We will discover where the castles are in the UK and Ireland.</p> <p>We will learn how democracy works in Britain today</p>	<p><b>Principles of Coding:</b></p> <p>Introduction to Scratch. To explore a new programming environment. Understand what commands are. To explain the relationship between an event and an action.</p>	<p><b>Music:</b></p> <p>Peter and the Wolf- learning about the composer, the instruments and how to represent a character through music.</p> <p><b>Drama:</b></p> <p>To develop language skills and communication through imaginative play and storytelling.</p>	<p>Bible stories leading up to Easter. Easter Celebrations.</p>

French	PSHEE	Art and Design	PE/Games & Swimming
<p>'La Fête des Rois' (The Festival of Kings)</p> <ul style="list-style-type: none"> <li>- We will be learning about this lovely French tradition, which takes place during Epiphany</li> <li>- We will study the story 'T'choupi aime la galette'</li> </ul> <p>More revision of numbers 1-10 Numbers 11-20 'Va t'en, Grand Monstre Vert!' (Go Away, Big Green Monster!)</p> <p>Colours Parts of the body Make up your own story using, 'Grand Monstre Vert!'</p>	<p>Relationships –</p> <p>Knowing how to make friends, solving friendship problems, helping others feel part of a group. Showing respect in how they treat others, knowing how to help themselves and others when they feel upset or hurt, know and show what makes a good relationship.</p>	<p>Creating shields, personal coat of arms, Motte and Bailey castles, catapults,</p> <p>The art of Manuscripts, coil pots</p>	<p><b>Gymnastics:</b></p> <p>To link, choose, vary, create, compose and perform, simple compositional ideas.</p> <p>To recognise and describe what their body feels like, watch, copy, describe, use information to help improve actions/skills.</p> <p><b>Tag Rugby:</b></p> <p>To introduce the fundamental skills of Rugby. E.g. Passing, Tagging, Possession and scoring.</p> <p><b>Swimming:</b></p> <p>Reinforce skills learnt in previous term.</p> <p>To develop controlled kicking action, introduce pool related games to improve their actions further &amp; consolidate poolside safety.</p>