

Easebourne Church of England Primary School

Year 2 Curriculum Overview

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
POSSIBLE VISIT/ VISITORS						Aquarium
Key Texts						
Writing Purpose	<p>Writing to entertain: Creative responses to text - Re-tellings, descriptions or in-character writing?</p> <p>Poetry</p>	<p>Writing to entertain: Re-write narrative (re-telling)</p>	<p>Writing to entertain: setting description</p> <p>Writing to inform: Non-fiction texts (penguins)</p>	<p>Writing to entertain: Character description (in-role)</p> <p>Writing to persuade: Letter</p> <p>Writing to inform: trip recount</p>	<p>Writing to entertain: Creative narrative</p> <p>Description of setting</p> <p>Non-fiction writing?</p>	<p>Writing to _____:</p> <p>Writing to inform: trip recount</p>
Writing Skills	<p>Use expanded noun phrases to describe and specify.</p> <p>Attempt some varied vocabulary and use some varied sentence openings e.g. time conjunctions.</p> <p>Use extended simple sentences e.g. including adverbs and adjectives to add interest.</p>	<p>Use co-ordinating conjunctions (or, and, or but)</p> <p>Use the present and past tenses correctly and consistently including the progressive form.</p> <p>Use sentences with different forms: exclamation!</p> <p>Use noun phrases accurately.</p>	<p>Use the past and present tenses correctly and consistently.</p> <p>Use co-ordinating conjunctions (and, or, but)</p> <p>Use subordinating conjunctions (when, if, that, or, because).</p> <p>Use commas in a list.</p> <p>Adjectives Expanded noun phrases</p>	<p>Learn how to use some features of written standard English.</p> <p>Use apostrophes for omission and singular possession.</p> <p>Use sentences with different forms: statement and command.</p> <p>Use extended simple sentences e.g. including adverbs and adjectives to add interest.</p>	<p>Use expanded noun phrases to describe and specify (description of setting).</p> <p>Use extended simple sentences e.g. including adverbs and adjectives to add interest.</p> <p>Attempt some varied vocabulary and use some varied sentence openings e.g. time conjunctions.</p>	<p>Use co-ordinating conjunctions (or, and or but).</p> <p>Use sentences with different forms: question and exclamation.</p> <p>Use subordinating conjunctions (when, if, that, or, because).</p> <p>Use the present and past tenses correctly and consistently including the progressive form.</p>

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Spelling	<p>Phase 5 Review</p> <p>/ai/ a-e, ai, ay, a, eigh, ea, ey, aigh</p> <p>/ee/ y, ea, ee, e, ie, ey, e-e</p> <p>/igh/ igh, i-e, i, y, ie</p> <p>/oa/ ow, o, o-e, oa, oe, ou</p> <p>/oo/ /yoo/ oo, u, u-e, ew, ue, ou, ui</p> <p>/air/ air, are, ear, ere</p> <p>/ow/ ou, ow</p> <p>/or/ or, a, aw, au, ore, oor, al, oar, our, augh, aur</p> <p>/zh/ si, su</p> <p>/ch/ ch, tch, ture</p> <p>/sh/ sh, ti, ch, ssi, ci, si</p> <p>/j/ j, g, ge, dge</p> <p>/s/ s, ss, c, ce, se, st, sc</p> <p>/u/ ou</p> <p>/e/ ea</p> <p>/i/ y</p> <p>/o/ a</p> <p>/u/ o, o-e</p> <p>/oo/ u, oul</p> <p>Schwa: er, a, or, ar, our, re</p> <p>le /ee/ /igh/</p> <p>Y /ee/ /igh/ /i/</p> <p>Ea /ee/ /e/ /ai/</p> <p>A /a/ /ai/ /or/</p> <p>Tricky words: people, eye, whole, through, improve, move, prove,</p>	<p>Bridge to spelling</p> <p>What do I need to know to think about spelling? How do I use the complete the code chart to help me spell?</p> <p>Why do I double letters at the end of words?</p> <p>Why do I double letters in some longer words ending in -er?</p> <p>Why do some words end in 'k' or 'ck'?</p> <p>Why do some words end in 'ch' or 'tch'?</p> <p>When do I add the suffix -es/ -s to words?</p> <p>Why do I double the final letter in some words when I add the suffix -ing?</p> <p>Why do I swap the 'y' for an 'i' when I add the suffix -ed?</p> <p>Why do I drop the 'e' when I add the suffix -ing?</p>	<p>Why do some words have the spellings 'kn' and 'gn' for /n/ and 'wr' for /r/? (once, two, knight/ night).</p> <p>Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y? (any, many, one/ won).</p> <p>Why do some words end 'ge' or 'dge'? Why can 'j' be spelled 'j' or 'g' in different words? (<i>Review, where/ wear</i>).</p>	<p>The 'W special' - How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words? (who, whole, our/ hour).</p> <p>Why do I swap the 'y' for an 'i' when I add the suffix -es? (people, friend, quite/ quiet).</p> <p>Why do some words have the spelling 'ey' for the sound /ee/? (move, improve, see/sea).</p> <p>Why do some words end -le, -al, -il or -el? (<i>Review, to/too/two</i>)</p>	<p>Why does 'c' make the sound /s/ in some words? (beautiful, laugh, here/ hear).</p> <p>How can I spell the sound /zh/? (Busy, pretty, be/bee_).</p> <p>What happens when I add the suffixes -ment, -ness, -ful, -less and -ly to a root word? (parents, because, bare/bear).</p> <p>How can I show missing letters in a word? (<i>Review, there/their/ they're</i>).</p>	<p>Why do some longer words have the spelling 'ti' for 'sh'? (eye, show, sun/son).</p> <p>How do I use the possessive apostrophe (singular possession)> (thought, through, whole/ hole).</p> <p>When do I swap, drop or double? (-ing, -er, -est, -y, -ed) (<i>Review, blue/blew</i>).</p>
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	show, two, who, beautiful, their, parents, thought, sure, once, again, any, many, friend, busy, pretty, because, laugh, friend,			
Handwriting	<p>Cursive Script First join – diagonal join to letters without ascenders or descenders: sa, se, si, sm, sn, so, ss, st, su, sw</p> <p>First join – diagonal join to letters with ascenders and descenders: ab, ah, ak, al, at, ch, ck, cl, ct, sb, sh, sk, sl, st, sp</p>	<p>Cursive Script First join – diagonal join to letters with ascenders and descenders: el, eb, eh, ek, el, et, ih, ik, ill, it, ig, ip, mp, nd, ub, uh, uk, ul, ut</p> <p>First join – diagonal join from letters with ascenders: da, di, do, du, dy</p>	<p>Cursive Script First join – diagonal join from letters with ascenders: ha, he, hi, ho, hu, ka, ke, ki, ko, ku</p> <p>First join – diagonal join from letters with ascenders: la, le, li, lm, lo, lp, lu, bu, ba, be, bi, bo, br, bs</p> <p>Remaining 4 weeks – Spend time consolidating diagonal joins with and without ascenders/descenders.</p>	
MATHS (ONGOING SKILLS)	<ul style="list-style-type: none"> subitise within 5, including when using a rekenrek, and re-cap the composition of 5 develop their understanding of the numbers 6 to 9 using the '5 and a bit' structure compare numbers within 10 and use precise mathematical language when doing so re-cap the order of numbers within 10 and connect this to '1 more' and '1 less' than a given number explore the structure of even numbers (including that even numbers can be composed by doubling any number, and can be composed of 2s) explore the structure of the odd numbers as being composed of 2s and 1 more explore the composition of each of the numbers 6, 8, and 10 explore number tracks and number lines and identify the differences between them 	<ul style="list-style-type: none"> explore the composition of each of the numbers 7 and 9 explore the composition of odd and even numbers, seeing that even numbers can be made of two odd or two even parts, and that odd numbers can be composed of one odd part and one even part identify the number that is two more or two less than a given odd or even number, identifying that two more/less than an odd number is the next/previous odd number, and two more/less than an even number is the next/previous even number explore the aggregation and partitioning structures of addition and subtraction through systematically partitioning and re-combining numbers within 10 and connecting this to the part-part-whole diagram, including using the language of parts and wholes explore the augmentation and reduction structures of addition and reduction using number stories, including introducing the 'first, then, now' language structure 	<ul style="list-style-type: none"> explore the composition of the numbers 11 to 19 as '10 and a bit' and compare numbers within 20 connect the composition of the numbers 11 to 19 to their position in the linear number system, including identifying the midpoints of 5, 10 and 15 compare numbers within 20 understand how addition and subtraction equations can represent previously explored structures of addition and subtraction (aggregation/ partitioning/ augmentation/ reduction) practise retrieving previously taught facts and reason about these 	
MATHS	<p>Place Value</p> <ul style="list-style-type: none"> Numbers to 20 Count objects to 100 making 10s Recognise tens and ones Use a place value chart 	<p>Money</p> <ul style="list-style-type: none"> Count money pence Count money – pounds (notes and coins) Choose notes and coins 	<p>Fractions</p> <ul style="list-style-type: none"> Make equal parts Recognise a half Find a half Recognise a quarter 	

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- Partition numbers to 100
- Write numbers to 100 in words
- Flexibly partition numbers to 100
- Write numbers to 100 expanded form
- 10s on the number line
- 10s and 1s on the number line to 100
- Compare objects
- Order objects and numbers
- Count in 2s, 5s and 10s
- Count in 3s

Addition and Subtraction

- Bonds to 10
- Fact families – addition and subtraction bonds within 20
- Related facts
- Bonds to 100 (tens)
- Add and subtract 1s
- Add by making 10
- Add three 1-digit numbers
- Add to the next 10
- Add across 10
- Subtract across 10
- Subtract a 1 digit from a 2-digit number (across a 10)
- 10 more or 10 less
- Add and subtract 10s
- Add two 2-digit numbers (not across 10)
- Add 2-digit numbers (across 10)

Shape

- Recognise 2-D and 3-D shapes
- Count sides on 2-D shapes
- Count vertices on 2-D shapes
- Draw 2-D shapes
- Lines of symmetry on shapes
- Use lines of symmetry to complete shapes
- Sort 2-D shapes
- Count faces on 3-D shapes
- Count edges on 3-D shapes
- Count vertices on 3-D shapes

- Make the same amount
- Compare amounts of money
- Calculate with money
- Make a pound
- Find change
- Two-step problems

Multiplication and division

- Make equal groups - sharing
- Make equal groups - grouping
- Divide by 2
- Odd and even numbers
- Divide by 5
- Divide by 10
- Count in 2s, 5s, and 10s
- Recognise equal groups
- Add equal groups
- Make arrays
- Multiplication sentences from pictures
- Use arrays
- 2,5 and 10 times-tables

Length and height

- Measure in centimetres
- Measure in metres
- Compare lengths and heights
- Order lengths and heights
- Four operations with lengths and heights

Mass, capacity and temperature

- Compare mass
- Measure in grams
- Measure in kilograms
- Four operations with mass
- Compare volume and capacity
- Measure in millilitres
- Measure in litres
- Four operations with volume and capacity
- Temperature

- Find a quarter
- Recognise a third
- Find a third
- Unit fractions
- Non-unit fractions
- Equivalence of $\frac{1}{2}$ and $\frac{2}{4}$
- Find three-quarters
- Count in fractions

Time

- Telling time to the hour
- Telling time to the half hour
- O'clock and half past
- Quarter past and quarter to
- Telling time to 5 minutes
- Writing time
- Hours and days
- Find durations of time
- Compare durations of time

Statistics

- Make tally charts
- Draw pictograms (1-1)
- Interpret pictograms (1-1)
- Draw pictograms (2, 5, and 10)
- Interpret pictograms (2, 5, and 10)
- Block diagrams

Position and direction

- Describe position
- Describe movement
- Describe turns
- Describe movement and turns
- Make patterns with shapes
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	<ul style="list-style-type: none"> Sort 3-D shapes Make patterns with 2-D and 3-D shapes 					
SCIENCE	<p>Animals Inc Humans</p> <ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene 	<p>Materials</p> <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching 	<p>Plants</p> <ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <p style="color: red; text-align: center;"><i>FOREST SCHOOL LINK</i></p>	<p>Living things and their habitats</p> <ul style="list-style-type: none"> Explore and compare the differences between things that are living, dead, and things that have never been alive 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 Identify and name a variety of plants and animals in their habitats, including microhabitats 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. 		
COMPUTING	<p>Information technology Around Us</p> <ul style="list-style-type: none"> recognise the uses and features of information technology identify the uses of information technology in the school identify information technology beyond school explain how information technology helps us explain how to use information technology safely 	<p>Creating Media - Digital photography</p> <ul style="list-style-type: none"> use a digital device to take a photograph make choices when taking a photograph describe what makes a good photograph decide how photographs can be improved use tools to change an image recognise that photos can be 	<p>Making Music</p> <ul style="list-style-type: none"> say how music can make us feel identify that there are patterns in music describe how music can be used in different ways show how music is made from a series of notes create music for a purpose review and refine our computer work 	<p>Data and Information - Pictograms</p> <ul style="list-style-type: none"> recognise that we can count and compare objects using tally charts recognise that objects can be represented as pictures create a pictogram select objects by attribute and make comparisons recognise that people can be described by attributes explain that we can present 	<p>Programming - Robot Algorithms</p> <ul style="list-style-type: none"> describe a series of instructions as a sequence explain what happens when we change the order of instructions use logical reasoning to predict the outcome of a program (series of commands) explain that programming projects can have code and artwork design an algorithm 	<p>Programming B - quizzes</p> <ul style="list-style-type: none"> explain that a sequence of commands has a start explain that a sequence of commands has an outcome create a program using a given design change a given design create a program using my own design decide how my project can be improved

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	<ul style="list-style-type: none"> recognise that choices are made when using information technology 	changed		information using a computer	<ul style="list-style-type: none"> create and debug a program that I have written 	
HISTORY	Overall Theme: Easebourne History Enquiry Question: Is Cowdray Castle a Castle? Focus Significant Historical Individual: Various owners of the castle over time.		Overall Theme: Australia History Enquiry Question: How has communication changed through time? Focus Significant Historical Individual:		Overall Theme: Beside the Sea History Enquiry Question: What did Grace Darling do that made her famous and how is she remembered today? Focus Significant Historical Individual: Grace Darling	
GEORGAPHY	Overall Theme: Easebourne Geography Enquiry Question: What could we find out about Easebourne by going on a local walk?		Overall Theme: Australia Geography Enquiry Question: How are the UK and Australia different?		Overall Theme: Beside the Sea Geography Enquiry Question: How are Easebourne and Eastbourne different?	
ART AND DESIGN	Explore & Draw <i>Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.</i> <i>Pallant House – Explore & Create: Art & Language (Shoebox assemblage; collage and found objects) - Artist: Peter Blake</i>		Stick Transformation Project Explore how you can transform a familiar object into new and fun forms. <i>Link to Forest School</i>		Expressive Painting Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark-making to create abstract still life.	
DESIGN AND TECHNOLOGY	Food: Preparing Fruit & Vegetables Designing, making and evaluating a fruit snack for a class picnic Finished product – English explanation writing (recipe) <i>Science link: Animals incl. Humans (nutrition)</i>		Textiles: Templates & Joining Designing, making and evaluating a puppet to perform a play <i>Science link: Materials</i> <i>Puppet – Australia link? - Geog</i>		Textiles: 2D shape to 3D product Designing, making and evaluating a holder/purse/wallet for a friend or relative.	
RELIGIOUS EDUCATION	What is the good news that Jesus brings? Understanding Christianity: Gospel	Why does Christmas matter to Christians? Understanding Christianity: Incarnation	Why do Jewish families talk about repentance at New Year? Emmanuel Project Judaism	Why does Easter matter to Christians? DD Understanding Christianity: Salvation	Why is the Torah such a joy for the Jewish community? Emmanuel Project Judaism	What do Christians believe God is like? Understanding Christianity: God
PHYSICAL EDUCATION	Attack Defend Shoot Unit Focus: Select and apply a small range of simple tactics. Recognise good qualities in self and	Gymnastics Unit Focus: Develop body management through a range of floor exercises. Use core strength to link	Dance Unit Focus: Perform using more sophisticated formations as well as an individual. Use the stimuli to	Send & Return Unit Focus: Be able to make it difficult for their opponent to score a point. Begin to choose specific tactics.	Hit Catch Run Unit Focus: Work on many ways to score runs in the different hit, catch, and run games. Work in teams to	Run Jump Throw Unit Focus: Throw and handle a variety of objects. Develop power, agility, coordination and balance.

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	others. Work with others to build basic attacking play	recognised gymnastics elements. Attempt to use rhythm while performing a sequence	copy, repeat and create dance actions and motifs.	Transfer net/wall skills. Improve agility, coordination, and use in a game.	field. Begin to play the role of wicketkeeper or backstop.	Negotiate obstacles showing increased control
MUSIC	Rhythm and Pulse Games <ul style="list-style-type: none"> Copy, create and perform rhythm patterns using stick notation Singing <ul style="list-style-type: none"> for a musical performance Christmas Production Harvest and Christmas 		Instrumental Games <ul style="list-style-type: none"> Play untuned percussion Use graphic notation Musical Soundtracks <ul style="list-style-type: none"> Create music in response to a stimulus e.g. Aquarium, Storm, Train 		World Music <ul style="list-style-type: none"> Explore instruments from different traditions e.g. African drumming, Brazilian Samba and Balinese Gamelan Singing Games <ul style="list-style-type: none"> Sing a range of songs pitching accurately Country Dancing 	
RSHE	Being Me in My World <ul style="list-style-type: none"> Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings 	Celebrating Difference <ul style="list-style-type: none"> Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends 	Dreams and Goals <ul style="list-style-type: none"> Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success 	Healthy Me <ul style="list-style-type: none"> Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food 	Relationships <ul style="list-style-type: none"> Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships 	Changing Me <ul style="list-style-type: none"> Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition