

# Clockhouse Primary School




## Year 2 Curriculum Overview



TERM	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
THEME	Polar Regions		Healthy Me, Healthy Planet		Castles and Knights	
QUESTION / SCENARIO	Why is it so cold in the Polar Regions and who lives there?		How can I be healthy?	What is wonderful about my world?	Who built castles?	
STUNNING STARTER	VR Experience?		Mystery person from the past suitcase reveal		Sword in the Stone	
MARVELLOUS MIDDLE	Polar Express Day		Group circuit training rotation		Use junk modelling to make a castle – Parents invited	
FABULOUS FINISH	Visit to Colchester Zoo – Penguin Workshop		Field work Day		Trip to Colchester Castle	
POSSIBLE VISITS / VISITORS	Polar Explorer Vist Trip to Colchester Zoo – Penguin Visit		Visit from a doctor, nurse or vet Trip to Toby Carvery		Trip to Colchester Castle Portal to the Past – Medieval Britain	
ENGLISH	<u>Core Text</u> Footprints in the Snow by Mei Matsuoka	<u>Core Text</u> Rainbow Bear by Michael Morpurgo	<u>Core Text</u> Rascally Cake by Jeanne Willis	<u>Core Text</u> Gorilla/ Little Beauty by Anthony Brown	<u>Core Text</u> Princess and the Pea	<u>Core Text</u> Zog Julia Donaldson
	<u>Genres to cover</u> Fact File Narrative	<u>Genres to cover</u> Character description Performance poetry Letter writing	<u>Genres to cover</u> Instructions writing Narrative: descriptive writing	<u>Genres to cover</u> Letter to persuade Diary Entry Story - Recount Poetry – Repeating patterns	<u>Genres to cover</u> Setting description Narrative Letter	<u>Genres to cover</u> Diary entry Information text Poem
MATHS	<p>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</p> <p>Recognise the place value of each digit in a two-digit number (tens, ones)</p> <p>Identify, represent and estimate numbers using different representations, including the number line</p> <p>Read and write numbers to at least 100 in numerals and in words</p> <p>Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</p> <p>Use place value and number facts to solve problems.</p> <p>Solve problems with addition and subtraction:</p> <ul style="list-style-type: none"> <li>* using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>* applying their increasing knowledge of mental and written methods</li> </ul> <p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p> <p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</p> <ul style="list-style-type: none"> <li>* a two-digit number and ones</li> <li>* a two-digit number and tens</li> <li>* two two-digit numbers</li> <li>* adding three one-digit numbers</li> </ul> <p>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</p> <p>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p> <p><b>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables</b>, including recognising odd and even numbers</p>					
MATHS	Place value	Addition and subtraction	Multiplication and division	Number- fractions	Measurement	Multiplication and division

<p><b>(cross curricular links)</b></p>	<p>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</p> <p>Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</p> <p>Recognise the place value of each digit in a two-digit number (tens, ones)</p> <p>Identify, represent and estimate numbers using different representations, including the number line</p> <p>Read and write numbers to at least 100 in numerals and in words</p> <p>Use place value and number facts to solve problems.</p>	<p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p> <p>Solve problems with addition and subtraction:</p> <ul style="list-style-type: none"> <li>* using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>* applying their increasing knowledge of mental and written methods</li> </ul> <p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</p> <ul style="list-style-type: none"> <li>* a two-digit number and ones</li> <li>* a two-digit number and tens</li> <li>* two two-digit numbers</li> <li>* adding three one-digit numbers</li> </ul> <p>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</p> <p>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p> <p><b>Geometry- properties of shapes</b></p> <p>Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</p> <p>Compare and sort common 2-D and 3-D shapes and everyday objects.</p> <p><b>Problem Solving Task: Investigation</b></p>	<p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs</p> <p>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p> <p>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</p> <p><b>Measurement</b></p> <p>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</p> <p>Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</p> <p><b>Statistics</b></p> <p>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables</p> <p>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</p> <p>Ask and answer questions about totalling and comparing categorical data.</p>	<p>Recognise, find, name and write fractions 1/3, 1/4, 2/4, 3/4 of a length, shape, set of objects or quantity.</p> <p>Write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2.</p> <p><b>Measurement</b></p> <p>Choose and use appropriate standard units to estimate and measure <b>length/height</b> in any direction (m/cm); mass (kg/g); <b>temperature</b> (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</p> <p>Compare and order <b>lengths</b>, mass, volume/capacity and record the results using &gt;, &lt; and =</p> <p>Compare and sequence intervals of time</p> <p>Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</p> <p>Know the number of minutes in an hour and the number of hours in a day.</p> <p><b>Problem Solving Task:</b></p> <p><b>Shape &amp; Measure</b></p> <p>Always, Sometimes, Never!</p>	<p>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</p> <p>Find different combinations of coins that equal the same amounts of money</p> <p>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p> <p><b>Geometry- properties of shapes</b></p> <p>Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</p> <p>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</p> <p>Identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]</p> <p>Compare and sort common 2-D and 3-D shapes and everyday objects.</p> <p><b>Geometry- position and direction</b></p> <p>Order and arrange combinations of mathematical objects in patterns and sequences</p> <p>Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter,</p>	<p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs</p> <p>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p> <p>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</p> <p><b>Measurement</b></p> <p>Compare and sequence intervals of time</p> <p>Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</p> <p>Know the number of minutes in an hour and the number of hours in a day.</p> <p><b>Number- fractions</b></p> <p>Recognise, find, name and write fractions 1/3, 1/4, 2/4, 3/4 of a length, shape, set of objects or quantity.</p> <p>Write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2.</p> <p><b>Problem Solving Task:</b></p> <p><b>Open Ended</b></p>
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		Missing digit	<b>Real life/enterprise style maths:</b> Statistics- finding out popular toppings. Measuring ingredients to make healthy meal		half and three-quarter turns (clockwise and anti-clockwise).	How many different ways can you find to halve the square?
SCIENCE	Living things and their habitat	Uses of everyday materials	Animals, including humans	Animals, including humans	Living things and their habitat	Plants
COMPUTING	<b>Coding: Different sorts of Inputs</b>  <b>Online Safety</b> To understand that the information I put online leaves a digital footprint.	<b>Data &amp; Information: Pictograms</b>  <b>Online Safety</b> To recognise whether a website is appropriate for children	<b>Computing Systems &amp; Networks: Word Processing</b>  <b>Online Safety</b> To know how to keep things safe and private online  To recognise when to deny permission online.		<b>Presentation Skills</b>  <b>Online Safety</b> To use keywords in an online search to find key information	<b>Coding: Buttons and Instructions</b>  <b>Online Safety</b> To identify kind and unkind online behaviour
HISTORY	Polar Exploration		The History of Nursing		Castles	
GEOGRAPHY	Polar Regions		Healthy me; Healthy Planet		Castles	
ART AND DESIGN	Painting / Drawing  <b>Artist:</b> Henri Matisse <b>Ceramic artist and Sculpture:</b> Nancy McCroskey		Drawing / Painting / Mixed Media  <b>Painter:</b> Giuseppe Arcimboldo		Drawing / Printing / Sculpture  <b>Sculpture:</b> John Angel	
DESIGN AND TECHNOLOGY	<b>Structures</b> Free standing structures (Design a piece of playground equipment )		<b>Cooking and Nutrition</b> Perfect Pizzas		<b>Mechanisms</b> Wheels and Axels	
RELIGIOUS EDUCATION	1.8 Who is Muslim and what do they believe?	1.8 Who is Muslim and what do they believe?	1.3 How do the stories of Jesus inspire Christians today?	1.1 What do Christians do at Easter and why is it important to them?	1.5 In what ways is a mosque important to believers?	1.2 Who influences our lives?
PHYSICAL EDUCATION	<b>Autumn 1</b> Fundamentals Unit 4 Dance  <b>Autumn 2</b> Ball Skills Gymnastics		<b>Spring 1</b> Invasion Dance  <b>Spring 2</b> Sending and Receiving Team Building		<b>Summer 1</b> Striking and Fielding Fitness  <b>Summer 2</b> Net and Wall Athletics	
MUSIC	<b><u>Sing Up</u></b> <b>Creepy Castle</b> (Listen / Sing / Play / Compose)  <i>Christmas Songs</i> (singing)		<b><u>Sing Up</u></b> <b>Tony Chestnut</b> (Listen / Sing / Play / Compose)  <b>Boomwhakers</b> (Listen/Sing/Play)		<b><u>Sing Up</u></b> <b>Grandma Rap</b> (Listen / Sing)  <b>End of Year Assembly / Boomwhakers</b> (Listen/Sing/Play)	

<b>PSHE</b>	<b>Recognising things in common and differences:</b> playing and working cooperatively: sharing opinions	<b>Making friends:</b> feeling lonely and getting help Managing secrets: resisting pressure and getting help: recognising hurtful behaviour	<b>Growing older:</b> naming body parts and keeping healthy	<b>Money Matters:</b> What money is: needs and wants looking after money	<b>Belonging to a group:</b> rules and responsibilities: being the same and different in the community	<b>Safety in different environments:</b> risk and safety at home: emergencies, sun safety	<b>Managing Transition:</b> Moving Year groups and changing building
<b>LIFE SKILLS</b>	<b>To learn how to fold clothes correctly.</b>	<b>To cut and chop vegetables correctly.</b>	<b>To learn how to make breakfast/ a sandwich.</b>				
<b>HOME LEARNING QUESTS</b>	<p>Create an information poster about an animal that lives in the Arctic</p>  <p>Test different materials placed in a plastic bag and put in ice in and see which material works the best to keep it cold or to make it warm</p> <p>Research about the Northern Lights</p> <p>Research about Inuits and create a drawing/model of their home with labelled information</p>	<p>Make a healthy piece of food for corridor display</p> <p>Create a keep fit regime/circuit training activity to share with your class teacher (Share on a poster/on paper/use photos)</p> <p>Create a food diary/ a rainbow chart outlining the vitamins and minerals eaten through the week.</p>  <p>Create a recipe booklet with some healthy meals that you have cooked at home with your family. Include photos and drawings. Challenge yourself to link it to our healthy eating learning – vitamins, healthy eating plate.</p>	<p>Create an information poster about a castle: Mount Fitchet, Windsor, Warwick, Colchester or Durham castle.</p> <p>Create a catapult and research why catapults were used and how they were effective.</p>  <p>Research and create a fact file about a famous person who owns a castle – past and present.</p> <p>What do you know about the Battle of Hastings? Who was William the Conqueror? Edward the Confessor? Create an information poster.</p>				
<i>Note where specific objectives are not referenced above, refer to the National Curriculum or related documents</i>							