

# Curriculum Overview for Year 2 Spring 2020-21

<p><b>English:</b></p> <p><u>Action Adventure, Historical Fiction, Detective Stories and Mystery, Reports and Persuasive Writing, Acrostic and Shape Poetry.</u></p> <p>I can use question marks and exclamation marks.</p> <p>I can use an apostrophe to show where some letters are missing from a word or to say when something belongs to someone.</p> <p>I can use apostrophes to mark singular possession in nouns.</p> <p>I can use coordination (or, and, but) and some subordination (when, if, that, because) to join clauses.</p> <p>I can add -ness and -er to the end of a word to</p>	<p>make new words and I know some words (such as superman or whiteboard) are made by joining two different words together.</p> <p>I can add -ful and -less to words to make adjectives.</p> <p>I know what changes happen to the meaning of words when I add -er, -est and -ly to words.</p> <p>I can write longer narratives about real things and things that have happened to me or other people.</p> <p>I can develop positive attitudes towards and stamina for writing by writing for different purposes.</p> <p>I like to write for different purposes,</p> <p>for example, for my teacher, myself or for a class assembly.</p>	<p>I can write down brief descriptions about what I want to include in my writing, before I begin.</p> <p>I can make changes in my writing by listening to what others have to say about it.</p> <p>I can make additions, revisions and corrections to my own handwriting by evaluating my writing with a teacher or a friend.</p> <p>I can evaluate own handwriting independently, with friends and an adult.</p> <p>I am learning new ways for spelling words which sound the same but have different meanings</p> <p>I know how to spell words that do not follow a spelling pattern</p> <p>I have learnt how to correctly use the possessive apostrophe for the singular in my spelling.</p>	<p><b>Science: Can you use it, build it, make it, wear it?</b></p> <ul style="list-style-type: none"> <li>• Can they explore how the shapes of solid objects can be changed? (squashing, bending, twisting, stretching)</li> <li>• Can they <b>explain</b> how things move on different surfaces?</li> <li>• Can they explain how materials are changed by heating and cooling?</li> <li>• Can they tell which materials cannot be changed back after being heated, cooled, bent, stretched or twisted?</li> </ul>	<p><b>Science 2: How does your garden grow?</b></p> <p>Can they <b>describe</b> what plants need to survive?</p> <p>Can they <b>observe</b> and <b>describe</b> how seeds and bulbs grow into mature plants?</p> <p>Can they <b>find out</b> &amp; <b>describe</b> how plants need water, light and a suitable temperature to grow and stay healthy?</p> <p>Can they <b>describe</b> what plants need to survive and link it to where they are found?</p> <p>Can they <b>explain</b> that plants grow and reproduce in different ways?</p>
<p><b>Maths</b></p> <p><u>Money</u></p> <p>I recognise and use symbols for £ and p and combine amounts to make a particular value.</p> <p>I can find different combinations of coins that equal the same amount of money.</p> <p>I can solve simple problems in a practical context involving addition and subtraction of money of the same units, including giving change.</p> <p><u>Shape</u></p> <p>I can identify and describe the properties of 2D shapes, including the number of sides and line of symmetry in a vertical line.</p> <p>I can compare and sort common 2D</p>	<p>shapes and everyday objects.</p> <p>I can order and arrange combinations of mathematical objects in patterns and sequences.</p> <p>I can identify and describe the properties of 3D shapes including the number of edges, vertices and faces.</p> <p>I can compare and sort common 3D shapes and everyday objects.</p> <p>I can identify 2D shapes on the surface of 3D shapes.</p> <p>I can order and arrange combinations of mathematical objects in patterns and sequences.</p> <p><u>Fractions</u></p> <p>I recognise, find, name and write frac-</p>	<p>tions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity.</p> <p>I recognise the equivalence of 2/4 and 1/2.</p> <p>I can write simple fractions.</p>	<p><b>PE: Cognitive Skills</b></p> <ul style="list-style-type: none"> <li>• I can follow simple instructions and say what I am good at.</li> <li>• I can be to order instructions, movements and skills.</li> </ul> <p><b>PE: Creative Skills</b></p> <ul style="list-style-type: none"> <li>• I can explore and describe simple movements.</li> <li>• I can begin to compare my movements and skills others.</li> </ul>	<p><b>RE</b></p> <ul style="list-style-type: none"> <li>• I can describe the importance of two main Muslim beliefs, and say how they are shown on the Pilgrimage to Makkah.</li> <li>• I can use the right words to describe my understanding of four of the Muslim '99 names' of Allah.</li> <li>• I can give my interpretation of some ways Muslims and Christians describe the God or Allah in words and art. (Level 6).</li> </ul>
<p><b>History: How has industry changed in Bolton?</b></p> <p>I can <b>describe</b> things by using phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in my historical learning.</p> <p>I can <b>compare/contrast</b> how my local area was different in the past.</p> <p>I can <b>recognise</b> things that are different in my life from that of my grandparents when they were young.</p> <p>I can use research to <b>summarise</b> the life of someone who used to live in my area using the Internet and other sources to find out about them.</p>	<p><b>Geography: Where does our food come from?</b></p> <p>I can use a map, photographs, film or plan to <b>describe</b> a <b>contrasting</b> locality outside Europe.</p> <ul style="list-style-type: none"> <li>• I can <b>describe</b> how the weather affects different people.</li> <li>• I can <b>compare/contrast</b> the jobs people do in different parts of the world.</li> </ul> <p>I can <b>describe</b> some human features of my own locality, such as the jobs people do.</p> <ul style="list-style-type: none"> <li>• I can <b>describe</b> a place outside Europe using geographical words.</li> </ul>	<p><b>Design and Technology: Textiles</b></p> <ul style="list-style-type: none"> <li>• I can <b>design</b> a pouch.</li> <li>• I can <b>select</b> and cut fabrics for sewing.</li> <li>• I can <b>select</b> and use fabric glue or a running stitch.</li> <li>• I can <b>speculate</b> to solve problems suggested by the teacher.</li> <li>• I can <b>evaluate</b> the quality of stitching on others' work.</li> <li>• I can <b>identify</b> the success of my stitching against a success criteria.</li> <li>• I can <b>identify</b> what I like in my peers' work, and give <b>reasons</b> why.</li> </ul>	<p><b>Computing</b></p> <p><b>Computer Science</b></p> <p>I can give and follow instructions, which include direction and turning command – several in order</p> <p>I know that computers need precise instructions.</p> <p>I can plan use logical reasoning to predict outcomes.</p> <p>I can create a program that contains several commands for a device or software programme</p>	
		<p><b>Art: Shading and Painting</b></p> <ul style="list-style-type: none"> <li>• I can develop painting skills and control when painting.</li> <li>• I can create portraits by controlling and defining my use of line for expression.</li> <li>• I can demonstrate understanding of drawing lines with increased skill, awareness and control.</li> <li>• I can create more complex tones by experimenting with pencils to learn that different ways of holding a pencil affects the tone created.</li> </ul>	<p><b>Music</b></p> <p>Play tuned and untuned instruments musically.</p> <p>Hands, Feet, Heart – sing, play, improvise &amp; compose different styles of African music.</p> <p>Exploring pulse and rhythm - building rhythms and note values using the djembe drum.</p> <p>Listen and understand a range of live &amp; recorded music.</p>	