

Curriculum Overview for Year 2 Spring

<p>English:</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, 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>Science: Can you use it, build it, make it, wear it?</p> <ul style="list-style-type: none"> Can they explore how the shapes of solid objects can be changed? (squashing, bending, twisting, stretching) Can they <u>explain</u> how things move on different surfaces? Can they explain how materials are changed by heating and cooling? Can they tell which materials cannot be changed back after being heated, cooled, bent, stretched or twisted? <p>PE: Cognitive Skills</p> <ul style="list-style-type: none"> I can follow simple instructions and say what I am good at. I can begin to order instructions, movements and skills. <p>PE: Creative Skills</p> <ul style="list-style-type: none"> I can explore and describe simple movements. I can begin to compare my movements and skills others. <p>Design and Technology: Textiles</p> <ul style="list-style-type: none"> I can <u>design</u> a pouch. I can <u>select</u> and cut fabrics for sewing. I can <u>select</u> and use fabric glue or a running stitch. I can <u>speculate</u> to solve problems suggested by the teacher. I can <u>evaluate</u> the quality of stitching on others' work. I can <u>identify</u> the success of my stitching against a success criteria. I can <u>identify</u> what I like in my peers' work, and give <u>reasons</u> why. <p>Art: Shading and Painting</p> <ul style="list-style-type: none"> I can develop painting skills and control when painting. I can create portraits by controlling and defining my use of line for expression. I can demonstrate understanding of drawing lines with increased skill, awareness and control. I can create more complex tones by experimenting with pencils to learn that different ways of holding a pencil affects the tone created. <p>Science 2: How does your garden grow?</p> <ul style="list-style-type: none"> Can they <u>describe</u> what plants need to survive? Can they <u>observe</u> and <u>describe</u> how seeds and bulbs grow into mature plants? Can they <u>find out</u> & <u>describe</u> how plants need water, light and a suitable temperature to grow and stay healthy? Can they <u>describe</u> what plants need to survive and link it to where they are found? Can they <u>explain</u> that plants grow and reproduce in different ways?
<p>Maths</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><u>Fractions</u></p> <p>I recognise, find, name and write frac-</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>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>RE</p> <ul style="list-style-type: none"> I can describe the importance of two main Muslim beliefs, and say how they are shown on the Pilgrimage to Makkah. I can use the right words to describe my understanding of four of the Muslim '99 names' of Allah. I can give my interpretation of some ways Muslims and Christians describe the God or Allah in words and art. (Level 6).
<p>History: How has industry changed in Bolton?</p> <p>I can <u>describe</u> things by using phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in my historical learning.</p> <p>I can <u>compare/contrast</u> how my local area was different in the past.</p> <p>I can <u>recognise</u> things that are different in my life from that of my grandparents when they were young.</p> <p>I can use research to <u>summarise</u> the life of someone who used to live in my area using the Internet and other sources to find out about them.</p>	<p>Geography: Where does our food come from?</p> <p>I can use a map, photographs, film or plan to <u>describe</u> a <u>contrasting</u> locality outside Europe.</p> <ul style="list-style-type: none"> I can <u>describe</u> how the weather affects different people. I can <u>compare/contrast</u> the jobs people do in different parts of the world. <p>I can <u>describe</u> some human features of my own locality, such as the jobs people do.</p> <ul style="list-style-type: none"> I can <u>describe</u> a place outside Europe using geographical words. 	<p>Computing</p> <p>Computer Science</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>Music</p> <p>How Does Music Make the World a Better Place?</p> <p>Exploring feelings through music.</p> <p>Play tuned and untuned instruments musically.</p> <p>Hands, Feet, Heart – sing, play, improvise & 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 & recorded music.</p>