

CURRICULUM MAP YEAR 2 MICHAELMAS



OLIVER HOUSE
SCHOOL

Maths

- Estimate a set of objects (≤ 100) and count in 2s, 5s or 10s to check
- Understand place value in 2-digit numbers by comparing and ordering
- Find addition pairs to 6, 7, 8, 9 and 10
- Know the multiple of 10, bonds to 100 and use to derive the multiple of 5, bonds to 100
- Count on and back in ones and 10s to 100
- Add or subtract 10 from 2-digit numbers
- Use inverse relationship between addition and subtraction to solve missing number problems
- Begin to write and solve word problems
- Double numbers to 20, including partitioning teen numbers, and find related halves
- Add 1-digit to 2-digit numbers, bridging 10 and using known facts
- Subtract 1-digit from 2-digit numbers including 2-digit multiples of 10 by counting back
- Say ordinal numbers (≤ 20)
- Add several 1-digit numbers
- Find possible amounts using a given number of coins (1p to £2)
- Combine amounts to make particular values; match different combinations of coins to make equal amounts of money
- Sort 2D shapes by number of sides and corners (incl. right angles) using Venn and Carroll diagrams
- Recognise, name and describe common 2D shapes and discover which of these tessellate and are symmetrical.
- Describe position, direction and movements including half turns, using common words.
- Choose and use appropriate standard units to measure lengths and heights in any direction
- Solve simple problems by comparing and ordering lengths, weights (mass), capacity and record the results using $<$, $>$, and $=$

How to help...

- Practise handling money and giving change.
- Play estimating games with different items in the house.
- Learn the times tables (2, 5, 10) on long car journeys etc.
- Look out for shapes in everyday objects.

Science

- Identify light sources.
- Understand that we need light to see.
- Know that light travels in a straight line.
- Identify reflective surfaces.
- Know that the sun can damage their eyes.
- Understand that a shadow is formed when a solid object blocks light.
- Say which animals some babies will grow into.
- Say three things that humans need to stay alive.
- Give examples of healthy and less healthy foods.
- Talk about the importance of good hygiene.

How to help...

- Ensure that your child takes care of their eyes avoiding staring into very bright lights or reading in dim light.
- Talk to your child about the differences between babies and adult animals.
- Discuss with them the importance to eating a healthy diet, sleep and exercise.

Character Education

- To know that order is important
- To respect adults and other children

How to help...

- Remind children to keep their bedroom tidy and to help out with keeping their home clean.
- Get children into the habit of doing jobs straight away, the first time they are asked.
- Remind children to use their manners and greet people using their names.
- Give children responsibility for packing their bags and looking after their own possessions even though it could be quicker to do it yourself.

Geography

- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

How to help...

- Discuss physical and human features in the local area.
- Practise compass points when walking to and from school.
- Allow children to participate in travel plans.

Computing

- understand what algorithms are; how they are implemented as programs on digital
- devices; and that programs execute by following precise and unambiguous instructions.
- create and debug simple programs.
- use logical reasoning to predict the behaviour of simple programs.
- use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- recognise common uses of information technology beyond school.
- use technology safely and respectfully, keeping personal information private.
- identify where to go for help and support when they have concerns about content or contacts on the internet or other online technologies

How to help...

- Use the internet for researching various topics of interest.
- Email family members to practise typing skills.
- Ensure children are using the computer safely and in an open/ supervised area.

English - spoken language

- listen and respond appropriately to adults and their peers.
- ask relevant questions to extend their understanding and build vocabulary and knowledge.
- articulate and justify answers, arguments and opinions.
- give well-structured descriptions and explanations.
- maintain attention and participate actively in collaborative conversations, staying on topic, and initiating and responding to comments.
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- speak audibly and fluently with an increasing command of Standard English.
- participate in discussions, presentations, performances and debates.
- gain, maintain and monitor the interest of the listener(s).
- consider and evaluate different viewpoints, attending to and building on the contributions of others.
- select and use appropriate registers for effective communication.

How to help...

- Give children opportunities to take part in conversations eg at mealtimes
- Correct any mispronunciations or examples of 'lazy English'.

English - reading

- develop pleasure in reading, motivation to read, vocabulary and comprehension.
- participate in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
- read most words quickly and accurately when they have been frequently encountered without overt sounding and blending.

How to help...

- Read with your child in the evenings
- Share bedtime stories.
- Visit the local library.

English - writing

- writing narratives about personal experiences and those of others (real and fictional).
- writing about real events.
- writing for different purposes.
- planning or saying out loud what they are going to write about.
- writing down ideas and/or key words, including new vocabulary.
- encapsulating what they want to say, sentence by sentence.
- evaluating their writing with the teacher and other pupils.
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.
- proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly).
- read aloud what they have written with appropriate intonation to make the meaning clear.
- learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms.
- use expanded noun phrases to describe and specify, e.g. the blue butterfly.
- use the present and past tenses correctly and consistently including the progressive form.

How to help...

- Give children 'real' writing tasks (shopping lists, letters, instructions etc).
- Research and write about different non-fiction topics.
- Plan stories verbally, even if they never end up being written down!

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Music

- use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- learn to read and play the notes B and A on the recorder.
- explore rhythm and pitch

How to help...

- Give children a time and place to practise playing their recorder.
- Sing rhymes, times tables songs and songs at home.

RE

- Know we are chosen by God and we can thank God by helping others.
- Know that Abraham trusted God to guide him and we should trust God.
- Know that Moses was chosen by God to help his people and we should help others.
- Understand that Daniel had to be brave and have faith because he was chosen.
- Know about and reflect on mysteries.
- Know that there are three persons in God and we can think about Him in different ways.
- Know about and reflect on God's choice of Mary and Joseph
- Know that Jesus is God's gift to the whole world.

How to help...

- Take children to Mass on a Saturday evening/Sunday
- Talk about what they have been learning in RE.
- Remind children about the real meaning of Christmas.

Art

- Art this term will link closely to the children's topic work of Fire of London. We will look at the topic of Sparks and Flames. They will explore the following topics:
 - Light and dark
 - What are silhouettes?
 - Foreground, middle ground and background concepts
 - Studying various artists such as Rita Greer
 - Creating 3D work and using different materials to create fire effects
- The second half of the term will focus on consolidating children's knowledge of primary and secondary colours and moving forward with tertiary colours and the colour wheel.
- They will study many different arts from Kandinsky to Klee.

How to help...

- Make sure children have access to different 'artistic materials' at home
- Find time to draw together and explain how technique can be improved through practise
- Visit the Horniman Museum to see the Colour – The Rainbow Revealed exhibition until 28th October 2018

History

- Talk about the key events of the Great Fire of London.
- Say why the Great Fire of London spread and eventually stopped.
- Explain that we know about the Great Fire because of Samuel Pepys' diary
- name and locate UK capital cities and their castles.

How to help...

- Speak with grandparents about how things were different when they were growing up
- Visit some of London's museums.
- Point out places of historical interest in local area.

Spanish

- Year 2 children will learn and practise conversations. They are going to use familiar vocabulary to write sentences following a model. They are going to learn about family, farm animals and how to describe them.

How to help...

- Please, encourage your children to use the Spanish vocabulary at home.

PE

- The main focus during this term will see children taking part in multi skills activities, to continue their development of co-ordination, control, manipulation and movement. Lessons will focus on sending and receiving skills, dodging and marking, spatial awareness and the importance of teamwork and communication. Additionally, children will take part in swimming lessons once a week this term.

How to help...

- PE can help children gain confidence in what they do and enable them to feel the positive benefits of being healthy and active. Encourage children to join after school clubs in or outside of school. Playing or watching these sports with your children is great way to further develop skills and deepen understanding.

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