

Dawley CE (VA) Primary Academy - Year group overviews 2017-2018

| Year 2         |   |        |        |
|----------------|---|--------|--------|
| Term           | Autumn  | Spring | Summer |
| <b>English</b> | <p><b>Writing- (<i>Narrative</i>)</b> write stories set in places pupils have been/ write stories with imaginary settings/write stories and plays that use the language of fairy tales and traditional tales/ write stories that mimic significant authors/write narrative diaries. (<b><i>Non-fiction</i></b>) write labels, lists, captions, instructions, recounts, glossaries/ present information/ write non-chronological reports (<b><i>Poetry</i></b>) write poems that use pattern, rhyme and description/write nonsense and humorous poems and limericks.</p> <p><b>Reading-</b> Listen to traditional tales/ listen to a range of texts/ learn some poems by heart/ become familiar with a wide range of texts of different lengths/ discuss books/ build up a repertoire of poems to recite/ use the class and school libraries/listen to short novels over time.</p> <p><b>Communication-</b> engage in meaningful discussions in all areas of the curriculum/ listen to and learn a wide range of subject specific vocabulary]through reading identify vocabulary that enriches and enlivens stories/ speak to small and larger audiences at frequent intervals/ practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English/ listen to and tell stories often to internalise the structure/ debate issues and formulate well-constructed points.</p>   |        |        |
| <b>Maths</b>   | <p><b>Number, place value and rounding-</b> Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward/ Recognise the place value of each digit in a two-digit number. (tens, ones)/ Identify, represent and estimate numbers using different representations, including the number line./Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs/ Read and write numbers to at least 100 in numerals and in words/ Use place value and number facts to solve problems.</p> <p><b>Addition and subtraction-</b> Using concrete objects and pictorial representations, including those involving numbers, quantities and measures/ Applying their increasing knowledge of mental and written methods./ Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100./ 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./Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</p> <p><b>Multiplication and division-</b> Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers/ Calculate mathematical statements for multiplication and division within the Multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs/ Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot./Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p> <p><b>Fractions-</b> Recognise, find, name and write fractions 1/2, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity/ Write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2</p> <p><b>Properties of shape-</b> Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line/ Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces/ Identify 2-D shapes on the surface of 3-D shapes. Compare and sort common 2-D and 3-D shapes and everyday objects.</p> |        |        |

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|                         | <p><b>Position, direction and movement-</b> Order and arrange combinations of mathematical objects in patterns and sequences/ 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, half and three-quarter turns (clockwise and anticlockwise).</p> <p><b>Measures-</b> Choose and use appropriate standard units to estimate and measure length/height (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels/ Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =/ Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value./ Find different combinations of coins that equal the same amounts of money/ Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change/ Compare and sequence intervals of time/ 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/ Know the number of minutes in an hour and the number of hours in a day.</p> <p><b>Statistics-</b> Interpret and construct simple pictograms, tally charts, block diagrams and simple tables./ Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity/ Ask and answer questions about totalling and comparing categorical data.</p> |  |  |  |  |  |
| <b>Science</b>          | <p><b>Use of everyday materials</b><br/>1a exploring similarities and differences, 1b sort and group, 1c recognising common types<br/>1d uses of materials, 2b changing by heating and cooling</p>   |  | <p><b>Animals, including Humans</b></p>  |  | <p><b>Plants/ living things and habitats</b></p>   |  |
| <b>History</b>          | <p>Significant historical events, people and places in our own locality- Ironbridge/ Significant events beyond living memory e.g. Great Fire of London</p>   |  | <p>Significant historical events, people and places in our own locality- Ironbridge/ Significant events beyond living memory e.g. Great Fire of London</p> |  | <p>The lives of significant individuals- compare aspects of life in different periods e.g. Samuel Pepys/ Charles Dickens</p> |  |
| <b>Geography</b>        | <p>Geography of the local area</p>   |  | <p>Great Britain</p>   |  | <p>Weather around the World</p>  |  |
| <b>Art &amp; Design</b> | <p>Tiles, Mosaic, Patterns, Sculpture</p>  |  |  |  | <p>Tones- Artist study: Kyffin Williams- link to weather around the world</p>  |  |
| <b>DT</b>               | <p>Sculpture - soldering</p>   |  | <p>Puppets</p>   |  | <p>Cooking</p>   |  |
| <b>PE</b>               | <p>Indoor- Gymnastics<br/>Outdoor- Athletics<br/>SPORTSJAM</p>   | <p>Indoor- Dance<br/>Outdoor- Invasion<br/>Rugby</p> | <p>Indoor- Net/ wall (Table Tennis/ Archery)<br/>Outdoor- Invasion- netball (throwing, catching, passing, receiving) SPORTSJAM</p>                         | <p>Indoor-Gymnastics<br/>Outdoor- striking and fielding skills<br/>SPORTSJAM</p> | <p>Indoor- Dance<br/>Outdoor- Games<br/>making SPORTSJAM</p>   | <p>Indoor- Dance<br/>Outdoor- Outdoor Education (parachute/ golf/orienteering)<br/>SPORTSJAM</p> |
| <b>PSHE &amp; Cit</b>   | <p>Looking after your own money</p>  |  | <p>People who help us – local police</p>   |  |  |  |
| <b>SEAL &amp; RSE</b>   | <p>New beginnings</p>  | <p>Getting on and falling out</p>                    | <p>Going for Goals</p>   | <p>Good to be me</p>   | <p>Relationships</p>   | <p>Changes<br/><b>Human body</b></p>   |
| <b>Computing</b>        | <p>Programming</p>   |  | <p>Programming<br/><br/>E-safety day</p>   |  | <p>Programming</p>   |  |
| <b>RE</b>               | <p>Creation/God</p>  | <p>Incarnation</p>                                   | <p>Gospel</p>  | <p>Salvation</p>   | <p>Special stories for Christians and Muslims</p>  | <p>Respect for everyone</p>  |
| <b>Music</b>            | <p>Unit 2- Exploring sounds, sound sources,</p>  |  | <p>Unit 4- Beat, steady beat, rhythm, coping</p>   |  | <p>Unit 6- Instruments and symbols, how can sound</p>  |  |

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|                     | instruments and expressive sounds<br>Unit 3- Using voices, duration, tuned and untuned percussion instruments, combining long and short sounds. Composition. | rhythm, creating rhythmic patterns<br>Unit 5- Pitch, relating sounds to symbols, pitch of voice, percussion instruments | be changed? Responding to sounds with movements, class compositions and writing a score<br>Unit 7- descriptive sounds, music to describe environments, sounds made by different sources, words to describe sounds. Organising sounds and class composition. |
| <b>TRIP/VISITOR</b> | <b>Tile Museum/ Ironworks Museum</b>   | <b>To be decided</b>  | <b>Camping</b>  |