

Year 2 Curriculum Overview
Term: Spring 1 Topic: Stories from around the World

| Subject | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 |
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| School/ World Events | | | Hackney History Week Trip to Hackney Museum | | Hackney Computing Week |
| English | Focus Text: Lila and the Secret of the Rain Story Introduction and Character Analysis | Focus Text: Lila and the Secret of the Rain Retelling a Familiar Story | Focus Text: Lila and the Secret of the Rain Letter Writing | Focus Text: Lila and the Secret of the Rain Diary Entries | Focus Text: Lila and the Secret of the Rain Poetry |
| Grammar | Use of apostrophe for contractions | Use of apostrophes for singular possession | Identifying Adverbs Forming adverbs from adjectives by adding the suffix -ly | Identifying and using conjunctions | Use of commas to separate items in a list |

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| Spelling | Adding -ing to a word ending in -y with a consonant before it Copying Crying Replying Marrying Carrying Flying Trying Drying Skiing Taxing | Adding -ied and -ier to a word ending in -y Copied Copier Cried Crier Replier Replied Drier Dried Funnier happier | The sound /or/ spelt 'a' before l or ll All Ball Call Walk Talk Always Small Wall Fall altogether | Adding -ing and -er Patting Patted Humming Hummed Dropping Dropped Sadder Saddest Runner Runny | Adding -ing and -est Hike Hiking Hiked Nice Nicer Nicest Shiny Shiniest Shining Scary Scariest Scaring |
| Maths | Place Value Addition and Subtraction Bridging | Geometry: properties of shapes 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, (for example, a circle on a cylinder and a triangle on a pyramid). | Fractions Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$, $\frac{1}{2}$, of a length, shape, set of objects or quantity. Write simple fractions, for example $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ | Time 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. | |

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| | | Compare and sort common 2-D and 3-D shapes and everyday objects | | | |
| Science Key Vocab: flexible, rigid, hard, soft, stretchy, stiff, strong, weak, rigid, flexible, material, durable, properties | Materials: Investigating Elasticity Which ball is the bounciest? Children will explore the elasticity of balls and investigate which one is the bounciest. They will plot the results on a chart and analyse results to draw conclusions about how materials have different properties and can therefore be used for different purposes. | | Materials: Durability Children will consider and sort different materials according to their properties. Children will test the durability of clothes made from different materials and consider how durability affects how these clothes are used in the world. | | |
| IT | Introduction to scratch Creating a background, sprite and basic programming | Testing a maze game - Making predictions about game play. Looking at algorithms | Making a simple maze game in pairs/3s on scratch. | | |
| Geography Locational: Contrasting small local and non-EU locality | LO: to be able to locate Kenya and the U.K. on a world map using an atlas. | LO: to be able to compare and contrast human and physical features of a Kenyan village and my own home. | LO: to be able to identify my borough and its place in the world. | LO: to be able to identify and locate the 5 Oceans of the world. | LO: to be able to identify and locate the 7 continents. |
| Art and Design | LO: to identify and create repeating patterns. Context: Masai Mara collars. | | LO: to use multimedia to create a desired effect. Context: Hackney now and then group collage. | LO: to create a sculpture using a range of different materials. Context: Making 3D sculptures of birds using art straws and tissue paper. | |

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| <p>RE</p> <p>Theme: Passover</p> <p>Key Question: How important is it for Jewish people to do what God asks them to do?</p> <p>Religion: Judaism</p> | <p>LO: to be able to discuss the importance of 'respect'.</p> <p>SC: I can identify a person who I respect.</p> <p>I can explain why it is important to listen to that person.</p> | <p>LO: to be able to retell the story of the Exodus of Egypt.</p> <p>SC: I can listen to the story of passover.</p> <p>I can identify the main characters.</p> <p>I can retell the main events of the story in my own words.</p> <p>Listen to the story of passover.</p> | <p>LO: to be able to retell the story of the Exodus of Egypt.</p> <p>SC: I can listen to the story of passover.</p> <p>I can identify the main characters.</p> <p>I can retell the main events of the story in my own words.</p> | <p>LO: to be able to explain the importance of the Seder meal to Jewish people.</p> <p>SC: I can reenact the Seder meal.</p> <p>I can explain the symbolism of the items on the Seder plate.</p> <p>I can explain why this meal is important for Jewish people.</p> | <p>LO: to be able to show love and respect.</p> <p>SC: I can identify someone I love and respect.</p> <p>I can demonstrate love and respect.</p> <p>I can explain why I love and respect an individual.</p> |
| <p>Spanish</p> | <p>L.O. I participate in a game to recognise and say common colours in Spanish.</p> | <p>L.O. I can practice saying common body parts in Spanish.</p> | <p>L.O: I can gather information and illustrate it in a graph.</p> <p>Children learn how to ask each other and answer in spanish ¿De que color son tus ojos?</p> | <p>L.O: I can gather information and illustrate it in a graph.</p> <p>Children learn how to ask each other and answer in spanish De qué color es tu pelo?</p> | <p>L.O: I can label the parts of the body in Spanish.</p> <p>In small groups, children use a "model" pupil and label common body parts. Next, children fill in a picture with missing labels.</p> |
| <p>PSHE</p> | <p>Dreams and Goals Goals to success</p> <p>LO: to be able to choose a realistic goal and think about how to achieve it.</p> | <p>Dreams and Goals My Learning Strengths</p> <p>LO: to be able to persevere even when tasks are difficult.</p> | <p>Dreams and Goals Learning with Others</p> <p>LO: to be able to work in a group.</p> | <p>Dreams and Goals A Group Challenge</p> <p>LO: to work effectively in a group to create an end product.</p> | |

