

Curriculum overview for Class N (Year 2) 2018-2019

<p style="text-align: center;">English</p> <p>Reading</p> <ul style="list-style-type: none"> • Read accurately most words of two or more syllables • Read most words containing common suffixes* • Read most common exception words. (Year 2 common exception words) In age-appropriate books, the pupil can: • Read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words • Sound out most unfamiliar words accurately, without undue hesitation In a book that they can already read fluently, the pupil can: • Check it makes sense to them, correcting any inaccurate reading • Answer questions and make some inferences • Explain what has happened so far in what they have read. <p>Writing</p> <ul style="list-style-type: none"> • Write simple, coherent narratives about personal experiences and those of others (real or fictional) • Write about real events, recording these simply and clearly • Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required • Use present and past tense mostly correctly and consistently • Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses • Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others • Spell many common exception words (Year 1 and 2 common exception words) • Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • Use spacing between words that reflects the size of the letters. 	<p style="text-align: center;">Art & Design</p> <ul style="list-style-type: none"> • Creating images from a variety of media • Experimenting with tools and techniques in painting • Christmas crafts • Weaving techniques • Printing techniques • Sketching • Henri Matisse - link to Living Things topic • Vincent Van Gogh - link to World War 1 topic • Tony Cragg - link to Materials topic 	<p style="text-align: center;">Computing</p> <ul style="list-style-type: none"> • We are researchers • We are detectives • We are games testers • We are astronauts • We are zoologists • We are photographers
<p style="text-align: center;">Mathematics</p> <ul style="list-style-type: none"> • Read scales* in divisions of ones, twos, fives and tens • Partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus • Add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$) • Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If $7 + 3 = 10$, then $17 + 3 = 20$; if $7 - 3 = 4$, then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$) • Recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary • Identify $1/4$, $1/3$, $1/2$, $2/4$, $3/4$, of a number or shape, and know that all parts must be equal parts of the whole • Use different coins to make the same amount • Read the time on a clock to the nearest 15 minutes • Name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry. 	<p style="text-align: center;">Design & Technology</p> <ul style="list-style-type: none"> • Construction – Tudor houses • Mechanics – wheels and axles • Textiles – templates and joining materials • Nutrition – preparing food 	<p style="text-align: center;">Geography</p> <ul style="list-style-type: none"> • Why do we love being beside the seaside? • Why don't penguins need to fly? • Why does it matter where our food comes from?
	<p style="text-align: center;">PSHE</p> <ul style="list-style-type: none"> • Working together • Rights, rules and responsibilities • Safety contexts • Healthy lifestyles • My emotions • Anti-bullying 	<p style="text-align: center;">Music</p> <ul style="list-style-type: none"> • Singing • Hands, feet, heart • Exploring sounds • Our land • Performance
	<p style="text-align: center;">Science</p> <ul style="list-style-type: none"> • Animals including humans • Uses of everyday materials • Living things and their habitats • Plants 	<p style="text-align: center;">History</p> <ul style="list-style-type: none"> • What are we remembering on Remembrance Day? World War 1 in particular. • Great fire of London

Physical Education

- REAL PE scheme developing skills
- Games
- Swimming

Religious Education

- Who is Jewish and what do they believe?
- What is the good news that Jesus brings?
- How important is it for Jewish people to do what God asks them to do?
- What do Christians believe God is like?
- How special is the relationship Jews have with God?
- What is the best way for a Jew to show commitment to God?