



## THEMATIC OVERVIEW

Year Group(s): 2

Term and Duration: Spring 1 (6 weeks)

Theme: Why can't meerkats live at the North Pole?

Hook In: Film and discussion

Celebration: Homework projects afternoon

### **Key Questions:**

*How do animals adapt to their habitat?*

*What is the North Pole like?*

*What is Africa like?*

*What is the climate of these locations?*

### **English Objectives**

- All age-related spelling objectives are overarching throughout literacy as well as in discrete phonics sessions.
- All age-related handwriting objectives are overarching throughout literacy as well as in discrete handwriting sessions.

### **Reading – Yr 2**

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

### **Year 2 - Comprehension**

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- participate in discussion 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.

### **Year 2 - Spelling (see English Appendix 1)**

Pupils should be taught to:

- spell by:
- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly

- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidance, as listed in English Appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

### **Year 2 Handwriting**

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write 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.

### **Year 2 Writing – composition**

Pupils should be taught to:

- develop positive attitudes towards and stamina for writing by:
- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes
- consider what they are going to write before beginning by:
- 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
- make simple additions, revisions and corrections to their own writing by:
- 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 [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.

### **Year 2 Writing – vocabulary, grammar and punctuation**

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
- learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- learn how to use:
- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- the grammar for year 2 in English Appendix 2
- some features of written Standard English
- use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

### **Number and Place Value – year 2**

Pupils should be taught to:

- 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  $<$ ,  $>$  and  $=$  signs
- read and write numbers to at least 100 in numerals and in words
- use place value and number facts to solve problems.

### **Number and Addition & Subtraction Year 2**

Pupils should be taught to:

- solve problems with addition and subtraction:
- 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:
  - a two-digit number and ones
  - a two-digit number and tens
  - two two-digit numbers
- adding three one-digit numbers
- 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.

### **Number – multiplication and division Year 2**

- Pupils should be taught to:
- 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 ( $\times$ ), division ( $\div$ ) 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.

### **Fractions**

Pupils should be taught to:-

- Recognise, find, name and write fractions  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$  of a length, shape, set of objects or quantity.
- Write simple fractions eg,  $\frac{1}{2}$  of 6 = 3 and recognise equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$ .

### **Measurement Year 2**

Pupils should be taught to:

- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ( $^{\circ}\text{C}$ ); 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  $>$ ,  $<$  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.

### **Geometry – properties of shape**

Pupils should be taught to:-

- Identify and describe 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, (eg circle on a cylinder)
- Compare and sort common 2-D and 3-D shapes and everyday objects.

### **Geometry – position and direction**

Pupils should be taught to:-

- 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 anti-clockwise).

### **Statistics Year 2**

Pupils should be taught to:

- 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.

### **Science objectives**

Scientific key skills:

- Recognises that questions may have several valid answers
- Can describe accurately what has been observed
- Can explain how a simple test works
- Can classify in terms of groupings
- Can suggest alternative but plausible explanations
- Used data to help answer questions

### **Materials:**

- To identify and name some common materials
- Compare the suitability of everyday materials for particular uses
- To be able to recognise and describe the way in which some materials are changed by heating or cooling.
- To explore reversible and irreversible changes
- To understand that the shapes of solid objects can be changed by squashing or stretching etc
- To be able to describe the changes that occur when some materials are mixed with water

<p>Computing Objectives</p> <p><b>What is an algorithm and how can you use them in your angry bird island game?</b></p> <p>*Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>*Use logical reasoning to predict the behaviour of simple programs</p>	<p>RE Objectives</p> <p><b>What can we learn from sacred books?</b></p> <p>To know that sacred texts contain stories which are special to many people and should be treated with respect.</p> <p>To re-tell stories from the Christian Bible and stories from the Muslim faith.</p> <p>To ask and suggest answers to questions arising from stories Jesus told and from the Muslim faith.</p> <p>To talk about the issues of good and bad, right and wrong arising from the stories.</p>	<p>History Objectives</p> <p>No history objectives – Geography focus</p>
<p>Geography Objectives</p> <p><b>Human and physical geography</b></p> <p>*Identify the location of hot and cold areas of the world in relation to the Equator and the North Pole</p> <p>*Use basic geographical vocabulary to refer to:</p> <p>- key physical features, including: coast, forest, mountain, sea, grassland, savannah, ocean, river, soil, valley, vegetation, season, climate, weather</p> <p><b>Geographical skills</b></p> <p>*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</p> <p>*Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p>	<p>Art Objectives</p> <p><b>Winter collage</b></p> <p>*Use a range of materials creatively to design and make products</p> <p>*Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>*Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>DT Objectives</p> <p><b>Snow globes</b></p> <p>*Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>*Select from and use a range of tools and equipment to perform practical tasks</p> <p>*Select from and use a wide range of materials and components, including construction, materials, textiles and ingredients, according to their characteristics</p>
<p>PE Objectives</p> <p>*Master basic gymnastic movements including balancing, jumping, travelling, pathways, rolling whilst developing agility and co-ordination. Apply these movements to single, paired and group sequence work whilst changing speed and levels.</p> <p>Health related fitness – core skills of movement and improving fitness levels.</p>	<p>Music Objectives</p> <p>*Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>*Play tuned and untuned instruments musically</p> <p>*Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>*Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Spanish Objectives</p> <p>N/A (Although some simple Spanish words and phrases may be taught)</p>
<p>PSHCE Objectives</p> <p>*Begin to show some understanding of simple citizenship concepts for example, right and wrong, fairness and rules</p> <p>*Begin to show understanding of values, for example, honesty, tolerance, respect and concern for others; Talk about and consider topical issues including moral and social dilemmas with others.</p> <p>*Developing good relationships and respecting the differences between people</p> <p>*Identify and respect the differences and similarities between people</p>	<p>Global Dimensions</p> <p>*Diversity - Africa</p>	<p>Enrichment Activities</p> <p>End of Term Topic Celebration</p>