

# Curriculum Overview for Year 2 – Term 5/6

<p style="text-align: center;"><b>English</b></p> <p style="text-align: center;"><b>Reading</b></p> <ul style="list-style-type: none"> <li>• The Great Kapok Tree</li> <li>• The Tin Forest</li> <li>• The Wind and the Willows</li> </ul>	<p style="text-align: center;"><b>Writing</b></p> <p><b>Fiction:</b></p> <ul style="list-style-type: none"> <li>• Recounts</li> </ul> <p><b>Non-fiction:</b></p> <ul style="list-style-type: none"> <li>• Letters</li> </ul> <p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>• Cinquains</li> <li>• Haikus</li> </ul>	<p style="text-align: center;"><b>SPaG</b></p> <ul style="list-style-type: none"> <li>• Expanded noun phrases</li> <li>• Word classes</li> <li>• Conjunctions (that, because, if, when)</li> <li>• Suffixes (-ful, -er, -ness)</li> </ul>	<p style="text-align: center;"><b>Art &amp; Design</b></p> <ul style="list-style-type: none"> <li>• Hannah Bruce</li> <li>• Henri Rousseau</li> </ul>	<p style="text-align: center;"><b>Design &amp; Technology</b></p> <ul style="list-style-type: none"> <li>• Creating a miniature scene</li> </ul>
<p><b>Fractions:</b></p> <ul style="list-style-type: none"> <li>• Parts and wholes</li> <li>• Equal and unequal parts.</li> <li>• Recognising halves, quarters and thirds</li> <li>• Unit and on-unit fractions</li> </ul> <p><b>Time:</b></p> <ul style="list-style-type: none"> <li>• O'clock and half past</li> <li>• Quarter past and quarter to</li> <li>• Telling the time to 5 minutes</li> <li>• Minutes in an hour/Hours in a day</li> </ul>	<p style="text-align: center;"><b>Mathematics</b></p> <p><b>Statistics:</b></p> <ul style="list-style-type: none"> <li>• Tally charts</li> <li>• Tables</li> <li>• Pictograms</li> </ul> <p><b>Position and Direction:</b></p> <ul style="list-style-type: none"> <li>• Describing movement</li> <li>• Describing turns</li> </ul>	<p style="text-align: center;"><b>Music</b></p> <ul style="list-style-type: none"> <li>• Using instruments to represent animals</li> <li>• Copying rhythms</li> <li>• Traditional Ghanaian call and response songs</li> <li>• Recognising simple notation</li> <li>• Creating call and response rhythms</li> <li>•</li> </ul>	<p style="text-align: center;"><b>Religious Education</b></p> <p><b>Islam:</b></p> <ul style="list-style-type: none"> <li>• Who is a Muslim and what do they believe?</li> </ul>	<p style="text-align: center;"><b>PE</b></p> <ul style="list-style-type: none"> <li>• Athletics</li> <li>• Striking and fielding</li> </ul>
<p style="text-align: center;"><b>Science</b></p> <p><b>Habitats Around the World:</b></p> <ul style="list-style-type: none"> <li>• Learning about habitats</li> <li>• Appreciating that habitats are constantly changing</li> <li>• Exploring the rainforest and its problems</li> <li>• Describing life in the ocean</li> <li>• Discovering the Arctic and Antarctic habitats</li> <li>• Creating a model of a habitat</li> <li>• <b>Plants:</b></li> <li>• Knowing the difference between seeds and bulbs</li> <li>• Designing an experiment to find out what plants need to grow</li> <li>• Describing what plants need to grow and stay healthy</li> <li>• Describing the life cycle of a plant</li> <li>• Observing and recording the growth of plants over time</li> <li>• Understanding that plants adapt to suit their environments</li> </ul>			<p style="text-align: center;"><b>History and Geography</b></p> <ul style="list-style-type: none"> <li>• Exploring woods and forests in the UK</li> <li>• Finding out about the features, animals and locations of rainforests</li> <li>• Looking at rainforest destruction and the contribution to environmental damage</li> <li>• Finding out about indigenous people of the rainforest and how their lives differ from our own</li> </ul>	