

## **MATHEMATICS**

### ***Numbers & The Number System:***

Reading, writing and ordering numbers to at least 100. Counting on and back in 2's, 3's, 5's and 10's. Place Value - Understanding and comparing 2-digit and 3-digit numbers. Using = sign to represent equality. Understanding the operation of multiplication for 2 and 10 times tables. Giving estimates of at least 50 objects. Recognising simple fractions.

### ***Calculations:***

Extending awareness of addition and subtraction by using +, - and = signs and related vocabulary, e.g. minus, total, difference between, sum of, altogether. Recognising and using symbols standing for unknown numbers. Learning addition and subtraction facts up to at least 20.

### ***Solving Problems:***

Selecting and using appropriate operations to solve problems involving money, number and measurement.

### ***Shape, Space & Measures:***

Using vocabulary related to length, mass and capacity. Reading and measuring using standard units to nearest labelled division. Using mathematical names for common 2D and 3D shapes.

### ***Handling Data:***

Sorting, classifying and organising information using tables, block graphs and pictograms.

## **DESIGN TECHNOLOGY**

Making and testing moving vehicles, exploring how mechanisms can be used in different ways, e.g. wheels and axels.

Making a textile puppet by marking out, cutting and joining pieces of fabric.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Learning how to search for information held on a CD-ROM and the internet using menus, indexes and key words. Applying what they have learnt for other subjects. Using word processing to write for different purposes.

## **PE**

***Gymnastics:*** Developing various balances and body shapes, repeating and linking combinations of balances and movements and they will learn how to roll safely.

***Games:*** Working on hand/eye co-ordination skills e.g. throwing, catching and aiming in order to play small sided invasion games

## **MUSIC**

Developing the ability to recognise how sounds and instruments can be used expressively and combined to create music in response to a stimulus.



**MARLBOROUGH PRIMARY & NURSERY SCHOOL**

# **YEAR 2**

## **CURRICULUM OUTLINE**

### **SPRING TERM 2009**

## **ENGLISH**

### ***Phonics, Spelling & Vocabulary:***

Developing spelling patterns and spelling the common irregular words. Collecting words from topics and reading books to extend vocabulary. Concentrating on word endings. Developing joined handwriting skills.

### ***Grammar & Punctuation:***

Using awareness of grammar to decipher new or unfamiliar words. Re-reading own writing for sense and punctuation. Being able to write in the past and present tense. Developing a range of punctuation in writing, such as speech marks, exclamation marks and question marks.

### ***Comprehension & Composition:***

Developing skills through shared and guided reading. Using phonological and graphic knowledge to work out, predict and check the meanings of unfamiliar words. Using dictionaries and glossaries to locate words and explore definitions. Being able to deduce meaning from texts to answer related questions.

### ***Text:***

Stories with familiar settings, a variety of poems, alphabetically ordered texts and a range of non-fiction texts

## **SCIENCE**

### ***Experimental & Investigative Science:***

Investigating how different surfaces affect the speed of moving vehicles made in design technology.

### ***Physical Processes:***

Describing the movement of familiar things, e.g. cars, and recognising that changes are caused by different forces.

### ***Materials and their properties:***

Exploring the similarities and differences between materials. Sorting objects into groups on the basis of simple material properties.

## **HUMANITIES**

### ***Geography:***

Understanding the difference between a country and town, and to know the name of the town and country that they live in. Understanding how to use 'greener' transport. Discussing the effects of pollution on our planet.

### ***History:***

Investigating the history of transport. Making comparisons between past and present using a range of sources such as books and the internet. Finding out about the fire of London and the impact on London as a city.

## **PSCHE (Personal, Social, Citizenship & Health education)**

Developing social and emotional aspects of learning through the theme of 'saying no to bullying.' Focussing on why people might bully, the impact on the victim and our role in helping to prevent it. Using the theme to raise self awareness, encourage empathy and manage feelings.

## **ART**

Discussing and developing our own ideas, using a range of tools and techniques, processes and materials. Exploring pattern, colour, texture, line, shape and space. Explore the artist Magritte.

## **RE**

Continuing to develop our understanding of world religions and respecting other beliefs and customs. Understanding the significance of Easter as an event in the Christian calendar.

## **FRENCH:**

Asking and responding to simple questions and instructions. Understanding recognising and using numbers 0-12. Developing vocabulary of common classroom objects and colours.

**Please note that History, Science and Geography are all covered within the half termly topics.**

1<sup>st</sup> half term - Transport

2<sup>nd</sup> half term - The Great Fire of London