



Woodlands Park Half Termly Overview

Year Group: Year 2

Term: Spring 2

Maths – Core Objectives / Components

Money

- Identify and name UK coins and notes.
- Count notes in sequences of 5 and 10.
- Count coins in sequences of their value.
- Represent amounts of money using coins and notes.
- Add money together to determine the total amount.
- Calculate change from £100 or less.

Fractions

- Make equal parts from a whole.
- Show and recognise halves and quarters.
- Show and identify thirds in shapes.
- Use the vocabulary 'numerator' and 'denominator'
- Identify and name fractions by looking at the number of pieces and how many are shaded in.
- Recognise equivalent fractions in quarters, thirds and halves.
- Compare and order similar fractions by looking at the size of the pieces shaded.
- Count in halves, quarters and thirds.
- Find a fraction (half, quarter and third) of a whole number.

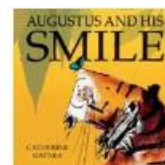
English - Core Objectives / Components

Children start every day in their RWInc groups for 45 minutes to develop their reading and some elements of the writing curriculum.

In addition, reading, writing, spelling, grammar, punctuation and handwriting objectives will be taught through the following sequences this half term:

Augustus and His Smile

by Catherine Rayner



To write a story based on the structure of Augustus and His Smile.

The Day the Crayons Quit

By Drew Daywalt



To write a persuasive letter from the perspective of the play equipment.

Geography

Comparing Banjul (Gambia) to Ivybridge

- To know and identify the four countries that make up the United Kingdom and name their capital cities on a world map and atlas.
- To know that Banjul is a coastal city The Gambia. To know that the Gambia is part of the continent of Africa and is next to the Atlantic Ocean.
- To compare Ivybridge with Banjul to understand geographical similarities and differences.
- Identify human and physical features using appropriate vocabulary.
- To use World Maps, atlases and globes to identify the United Kingdom and its countries, as well as countries, continents and oceans studied in this Key Stage.
- To 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.
- To use aerial photographs and plan perspectives to recognise landmarks. and basic human and physical features; devise a simple map and use and construct basic symbols in a key.
- To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Computing

Programming - Robot Algorithms

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions.
- Create and debug simple programs.
- Use logical reasoning to predict the behaviour of simple programs.



| Music | PE | Outdoor Learning |
|---|---|---|
| <p style="text-align: center;"><u>Djembe Drumming</u></p> <ul style="list-style-type: none"> To begin to appreciate and understand cultural significance of African Music. To name and learn to play Djembe Drums, nutshell shakers and gong gongs (cowbells). To follow simple notations using contrasting pitches (centre and outside of drum) and repeat 4/4 rhythms and classic motifs. | <p style="text-align: center;"><u>Orienteering</u></p> <ul style="list-style-type: none"> Recognise their own space. Explore finding different places. Follow simple routes and trails, orientating themselves successfully. Solve simple challenges and problems successfully. Recognise and describe how their body feels during exercise. Observe what they and others have done and use their observations to improve their performance. | <p style="text-align: center;"><u>Map Skills</u></p> <ul style="list-style-type: none"> Use simple locational and directional language to describe the location of features and routes on a map. Devise a simple map. Use basic symbols in a key to both interpret and make a simple map. |

| PSHE | RE | Art |
|--|---|--|
| <p style="text-align: center;"><u>Healthy Me</u></p> <ul style="list-style-type: none"> I know what I need to keep my body healthy. I can show or tell you what relaxed means. I understand how medicines work in my body and how to use them safely. I can sort food into the correct food groups. I can make some healthy snacks and explain why they are good for my body. I can decide which foods to eat to give my body energy. | <p style="text-align: center;"><u>How important is it to Christians that Jesus came back to life after his crucifixion?</u></p> <ul style="list-style-type: none"> Why does Easter matter to Christians? To know and re-tell the Easter story. To understand what the resurrection of Jesus means for Christians. | <p style="text-align: center;"><u>Batik</u></p> <ul style="list-style-type: none"> To experiment with line, shape and colour using wax and dye. To create a personalised flag using batik and stitching techniques. |