



New City Primary School Subject Overview
Core Curriculum Overview Year 2
Spring Term One 2017 - 2018

	Week 1	Week 2	Week 3	Week 4	Week 5
<u>Text/Focus</u>	<u>Narrative</u> <u>Traditional Stories</u> Stories from other cultures Babushka	<u>Narrative</u> Different stories by the same author <u>Room on the Broom</u> <u>The Gruffalo</u>	<u>Narrative</u> Different stories by the same author <u>Room on the Broom</u> <u>The Gruffalo</u>	<u>Assessment Week</u>	<u>Narrative</u> Different stories by the same author <u>Room on the Broom</u> <u>The Gruffalo</u>
<u>Grammar</u>	Grammatical terminology	Similes and metaphors	Verbs	<u>Assessment Week</u>	Adjectives
<u>Spellings</u>	Adding the endings ing, ed, er, est and -y to words ending in vowel + consonant + e	Adding -ing, er, est, and y to words of one syllable ending in a singular consonant letter after a single vowel letter.	Adding -ing, er, est, and y to words of one syllable ending in a singular consonant letter after a single vowel letter.	<u>Assessment Week</u>	/aw/sound spelt a before l and ll
<u>Comprehension</u>	<u>AF3</u> Deduce, infer or interpret information, events or ideas from texts	<u>AF1</u> Use a range of strategies, including accurate decoding of text to read for meaning	<u>AF2</u> Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.	<u>Assessment Week</u>	<u>AF3</u> Deduce, infer or interpret information, events or ideas from texts
<u>Writing</u>	To continue to embed a range of adjectives and similes for effect in writing. To improve writing stamina so	Planning or saying out loud what they are going to write about. Writing narratives about personal experiences and those of others	Writing down ideas/key words including new vocabulary they have learnt from their reading, wider	<u>Assessment Week</u>	Encapsulating what they want to say sentence by sentence. Evaluating their writing with the teacher and other pupils.

	<p>that stories and recounts have a clear beginning, middle and end.</p> <p>To identify the features and techniques of poetry and use them to create new poems.</p>		<p>experiences and conversations about language</p>		
<u>Phonics</u>	<p>Adding the endings ing, ed, er, est and -y to words ending in vowel + consonant + e</p> <p>Hiking Hiked Hiker Nicer Nicest Shiny</p>	<p>Adding -ing, er, est, and y to words of one syllable ending in a singular consonant letter after a single vowel letter.</p> <p>Patting patted Humming Hummed Dropping Dropped, Sadder Saddest Fatter Fattest Runner Runny</p>	<p>Adding -ing, er, est, and y to words of one syllable ending in a singular consonant letter after a single vowel letter.</p> <p>Patting patted Humming Hummed Dropping Dropped, Sadder Saddest Fatter Fattest Runner Runny</p>	<u>Assessment Week</u>	<p>/aw/sound spelt a before l and ll</p> <p>All Ball Call Tall Wall Walk Talk Always</p>
<u>Mathematics</u>	<p><u>Place Value</u></p> <p>Place Value as in term 1:</p> <ul style="list-style-type: none"> Place Value 10s and 1s Place Value Grids & Digit cards Zero as place holder 	<p><u>Fractions</u></p> <p>Fractions of different things (shape, quantities, money, numbers etc.)</p> <p>Simple equivalencies</p>	<p><u>Mental Strategies</u></p> <p>Mental calculation strategies as in Term 1, picking up on any that weren't covered, linking to time differences and durations and money</p>	<u>Assessment Week</u>	<p><u>Addition - working towards written method</u></p> <p>Mental calculation strategies as in Term 1, picking up on any that weren't covered, linking to time differences and durations, Perimeter of rectangles and squares</p>

<p><u>Computing</u> <u>We are Photographers</u></p>	<p>To explain how to take photos with a range of ICT equipment.</p>	<p>To develop an understanding of using a camera.</p>	<p>To discuss how to take a photo. To print and organise the photos using captions.</p>	<p>To present a portfolio of the pictures.</p>	<p>To display the photos. To evaluate the impact of the portfolio.</p>
<p><u>Online Safety</u> <u>Science</u></p>	<p><u>Materials</u></p> <p>To classify materials according to their properties</p> <p>To classify materials into manmade and natural occurring</p>	<p><u>Materials</u></p> <p>To observe and describe the process of how man made materials are made(glass, paper, plastic)</p> <p>To identify the properties of certain materials</p>	<p><u>Materials</u></p> <p>To investigate the uses of materials</p> <p>To predict what materials could make an object.</p>	<p><u>Materials</u></p> <p>To investigate the strength of materials</p> <p>To conclude which material is the strongest</p>	<p><u>Materials</u></p> <p>To investigate what material is suitable for a spoon</p> <p>To conclude what material is most suitable for a spoon</p>