

Term 4 Curriculum Overview

Year 2

	Mathematics	Reading	Writing	Social & Emotional Learning	Concept
Week 1 Oct 6	Fractions Division Algebraic Thinking	Oral Language	Ideas Voice	Be courteous	Technology: Design Technology Technologies are used to meet the needs of communities. Exploring how local communities are designed to meet the needs of the people and the environment they are in.
Week 2 Oct 13					
Week 3 Oct 20	Fractions Division Angles	Fluency	Grammar and Punctuation	Be Fair	
Week 4 Oct 27					
Week 5 Nov 3	Fractions Division Statistics	Comprehension	Word Choice	Take care of space and equipment	
Week 6 Nov 10	Time Statistics				
Week 7 Nov 17		Phonics	Sentence Fluency	Take care of self and others	
Week 8 Nov 24	Time Addition				
Week 9 Dec 1	Time Subtraction	Phonemic Awareness	Organisation	Be kind	
Week 10 Dec 8	Multiplication Division				
Week 11 Dec 15	Revision	Speaking and listening	Presentation	Revision of Values	

Where a learning cycle appears for the first time, students will generally undertake some form of pre-assessment. This may be in the form of an online test, a 'quick check', an academic game or another form of student work sample.

Where learning cycles are outlined to be completed is where post-testing is likely to occur.

Teaching teams also engage with formative assessment throughout learning cycles with students.

Term 4 Curriculum Overview: Mathematics

Year 2

	Essential Learning	Learning Targets
Week 1-2	<i>Algebraic Thinking</i>	→ Students can recognise and describe additive patterns that increase or decrease by a constant amount, using numbers, shapes and objects.
Week 1- 5	<i>Fractions</i>	→ Students can split shapes and collections into two (halves) equal parts, four equal parts (quarters) and eight equal parts (eighths) → Students can identify different representations of halves → Students can explain halves as two equal parts of a whole → Students can explain quarters as four equal parts of a whole → Students can explain eighths as eight equal parts of a whole → Students can connect halves, quarters and eighths through repeated halving. → Students can relate the number of parts to the fraction being represented
Week 1-5	<i>Division</i>	→ Students understand division as the result of separating a collection into equal groups → Students can explore the connection between multiplication and division by investigating the concepts of doubling and halving → Students can use different arrays to represent the same number → Students can use repeated subtraction to solve quotative division problems → Students can use the bar model to represent problems involving equal grouping or equal sharing
Week 3-4	<i>Angles</i>	→ Students can identify things that turn in everyday situations → Students can describe and demonstrate quarter, half, three-quarter and full measures of turn in everyday situations
Week 5-9	<i>Time</i>	→ Students can tell time to the hour, half hour and quarter hour using the language 'past' and 'to'. → Students can use a calendar to identify the date and locate specific information. → Students can identify the date and determine the number of days between events using calendars.
Week 5-7	<i>Statistics</i>	→ Students can collect categorical data through observation → Students can collect data using tally marks, and organise and track data collection using tables. → Students can use picture graphs, column graphs and tables to represent collected data. → Students can present the same data set using 2 different graphical representations and compare the efficacy of the two representations → Students can describe what information a graph or table presents → Students can make comparative statements about represented data
Week 8	<i>Addition</i>	→ Students can recall addition facts up to 20 → Students can explain and apply associative properties when solving addition problems where there are more than 2 parts

		→ Students can use doubles or near doubles in order to solve addition problems up to 200 → Students can use partitioning in order to solve addition problems up to 200 → Students can use bridging tens/building to ten in order to solve addition problems up to 200 → Students can represent addition and subtraction worded problems using number sentences.
Week 9	<i>Subtraction</i>	→ Students can recall subtraction facts within 20. → Students can understand that associative properties cannot be applied to subtraction → Students can use doubles or near doubles in order to solve subtraction problems up to 200 → Students can use partitioning in order to solve subtraction problems up to 200
Week 10	<i>Multiplication</i>	→ Students can recall and use multiplication facts for 2's → Students can repeat addition and skip counting to solve problems → Students can use arrays to solve multiplicative problems → Students know multiplication is the product of joining equal groups → Students explore the connection between multiplication and division
Week 11	<i>Revision</i>	

Term 4 Curriculum Overview: Reading

Year 2

	Essential Learning	Learning Targets
Week 1-2	Oral Language <i>Students know how to use spoken words to express knowledge, ideas and emotions</i>	→ Students can discuss how authors connect characters and settings within a text → Students can use language to express appreciation of a text and provide reasons for preferences. → Students can share personal preferences relating to plots, characters and settings.
Week 7-8	Phonics <i>Students understand that letters can represent more than one sound, and that a syllable must contain a vowel sound</i>	→ Students can blend and segment vowel digraphs (including split digraphs) → Students can read less common vowel patterns
Week 3-4	Fluency <i>Students can read familiar and some unfamiliar texts with phrasing and fluency using text processing strategies.</i>	→ Students can read High Frequency Words: all 'Heart Words' up to Stage # and HFW from DE Phonics + scope - Level 2 → Students can use a blend of phonic and morphemic knowledge to decode at level texts → Students can read texts at level accurately by re-reading and self-correcting
Week 5-6	Comprehension <i>Students use comprehension strategies to build literal and inferred meaning about key events.</i>	→ Students can show their comprehension of a text by understanding that images and sound add to or multiply the meanings of a text → Students can use comprehension strategies to continue to develop their inferential understanding, in order to begin to analyse texts → Students can identify the purpose and audience of different types of texts
Week 9-10	Phonemic Awareness <i>Students use knowledge of blending, segmenting and manipulating to read and write increasingly complex words</i>	→ Students can delete and substitute initial, medial and final phonemes in order to create new spoken words
Week 11	Oral Language: Speaking & Listening <i>Students know how to use spoken words to express knowledge, ideas and emotions</i>	→ Students can demonstrate effective listening behaviours by responding to and paraphrasing another person's contributions → Students can express and respond to opinions and use sentence starters to comment on what others say → Students can disagree respectfully

Term 4 Curriculum Overview: Writing

Year 2

	Essential Learning	Learning Targets
Weeks 1-2	Ideas The piece's content – its central message and details that support that message	→ Students can refine their ideas (select & discard) to suit a range of familiar audiences and purposes → Students can include images to support the ideas in their writing → Students can convey a message when writing imaginatively/to entertain
Weeks 3-4	Grammar and Punctuation The mechanical correctness of the piece. Correct use of conventions (spelling, capitalization, punctuation, paragraphing, and grammar and usage) guides the reader through the text easily	→ Students can reread and edit their writing to check for the correct use of capital letters, full stops, question marks, exclamation marks, as well as sentence structure.
Weeks 5-6	Word Choice The specific vocabulary the writer uses to convey meaning and enlighten the reader	→ Students can consistently add more detail to their writing such as when, where and how by using adverbs, adverbials and prepositions → Students can consistently use adjectives within basic noun groups to build accurate description
Weeks 11	Presentation The physical appearance of the piece	→ Students can maintain legible handwriting throughout a text with growing fluency → Students can consistently write using clearly formed, unjoined letters of consistent size → Students can consistently use spaces between handwritten words → Students can consistently position their letters and words on a line → Students can consistently use pencils or writing implements appropriately
Weeks 7-8	Sentence Fluency The way words and phrases flow through the piece. It is the auditory trait because it's "read" with the ear as much as the eye.	→ Students can begin to use a greater range of coordinating conjunctions in order to make connections between two ideas within a sentence → Students can use basic text connectives within their sentences
Weeks 9-10	Organisation The internal structure of the piece – the thread of logic, the pattern of meaning	→ Students are familiar with the typical structures of different text types and consistently include structural features in their writing for narrative and informative purposes
Weeks 1-2	Voice The tone and tenor of the piece. The personal stamp of the writer, which is achieved through a strong understanding of purpose and audience.	→ Students' writing speaks to the reader in several places → Students use sources to support ideas, add detail and engage their reader → Students capture a general mood such as happy, sad or mad in their writing → Students can demonstrate how they really think and feel about the topic → Students experiment by including new words, interesting images, or unusual details

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| | | <ul style="list-style-type: none">→ Students can select and discard ideas (including images) to make texts suitable for familiar audiences and purposes→ Students can write for unfamiliar audiences by using vocabulary, including technical vocabulary, appropriate to text type and purpose→ Students can write for familiar audiences by using vocabulary, including technical vocabulary, appropriate to text type and purpose |
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