

Term 1 Curriculum Overview

Year 2

	Mathematics	Reading	Writing	Concept
Week 1 <i>Jan 31</i>	Learning to Learn - Mathematics <i>Lesson Structures, Problem Solving, Warm Ups, Growth Mindset, Feelings towards Maths, Workbook expectations, Number Talks</i>	Learning to Learn - Reading <i>Class Library, Choosing a Just Right Book, Independent Reading, Comprehension Strategies, Reading Conferences, Reading Groups, Fluency</i>	Learning to Learn - Writing <i>Lesson Structure, Writers' Notebook, Workbook expectations, Writing Process, Writing Traits Exploration</i>	<p>Enduring Understanding: Problem solving is important for thinking and learning.</p> <p>→ I can reflect on my personal reactions to a problem and how it affects my thinking</p> <p>→ I can find similarities and differences between my ideas and others' ideas.</p> <p>→ I can give reasons and examples to support my ideas while problem solving</p> <p>→ I can explore strategies to learn and remember information. Learning Targets:</p> <ul style="list-style-type: none"> ● Planning ● Repetition ● Rewording ● Memorisation ● Mnemonics
Week 2 <i>Feb 5</i>				
Week 3 <i>Feb 12</i>				
Week 4 <i>Feb 19</i>				
Week 5 <i>Feb 26</i>	Place Value Months, Seasons & Calendars	Decoding MSV Fluency Text Structure & Purpose Comprehension	Ideas Organisation Conventions	
Week 6 <i>Mar 4</i>	Place Value Months, Seasons & Calendars	Decoding MSV Fluency Text Structure & Purpose Comprehension	Ideas Organisation Conventions	
Week 7 <i>Mar 11</i>	Place Value Data	Decoding MSV Fluency Text Structure & Purpose Comprehension	Ideas Organisation Conventions	
Week 8 <i>Mar 18</i>	Place Value Data	Decoding MSV Fluency Text Structure & Purpose Comprehension	Ideas Organisation Conventions	
Week 9 <i>Mar 25</i>	Place Value Data	Decoding MSV Fluency Text Structure & Purpose Comprehension	Ideas Organisation Conventions	

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 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 1 Curriculum Overview: Mathematics

Year 2

	Essential Learning	Learning Targets
Weeks 4 - 9	<p>Place Value</p> <p>Students model, read, write, order and represent 3 digit numbers using their understanding of place value parts.</p>	<ul style="list-style-type: none">→ I can use my place value knowledge to compare and order numbers to 1,000→ I can rename/regroup numbers up to 1,000→ I can partition numbers to 1 000 into their place value parts→ I can model numbers up to 1,000 as thousands, hundreds, tens and ones→ I can read and write numerals up to 1,000, showing an understanding of the role of zero in place value notation→ I can recall the backward and forward number word sequence to 1,000, from any starting point
Weeks 4 - 6	<p>Months, Seasons & Calendars</p> <p>Students use calendars to identify important information, and can order the months of the year and seasons.</p>	<ul style="list-style-type: none">→ I can use a calendar to locate specific information - cultural or personal→ I can use a calendar to determine the number of days in each month→ I can identify the date using a calendar→ I can group the months into the correct seasons→ I can name and order the months of the year
Weeks 7 - 9	<p>Data</p> <p>Students collect and display data in a variety of ways, interpreting their results.</p>	<ul style="list-style-type: none">→ I can interpret data represented in lists, tables and picture graphs→ I can use categories to classify and sort raw data→ I can collect and display my data in a variety of ways→ I can identify a topic of interest, and create a question that gathers categorical data

Term 1 Curriculum Overview: Reading

Year 2

	Essential Learning	Learning Targets
Weeks 4 - 9	<p style="text-align: center;">Decoding</p> <p>I can recognise an increasing range of English phonemes and sound-letter combinations.</p>	<p>I can (using an “at” level text):</p> <ul style="list-style-type: none"> → I know short and long vowel sounds. → I can recognise a range of blends (suffixes) → I can read words with silent letters → I can read words with less common sound letter combinations <i>EG: ‘ight’ as in ‘light’</i> → I can read words by recognising common letter combinations <i>EG: ‘tion’ as in ‘fraction’</i> → I can recognise and read 300+ High Frequency words within continuous text → I can use text clues to infer an unknown word, in order to read unfamiliar words. (reading on and context)
Weeks 4 - 9	<p style="text-align: center;">MSV</p> <p>I can think about whether my reading sounds right, looks right and makes sense.</p>	<ul style="list-style-type: none"> → I can use visual clues, like clusters of letters to help me read words. <i>EG: “I know the word is tree because there is a picture of a tree and the first two letters make the sound tr”</i> → I can listen to the words I read and check to see if they sound right in the sentence. <i>EG: “I read ‘she rans in the park’ when I know that words need to be ‘ran’ because there is no word that is ‘rans”</i> → I can listen to the words I read and check if they make sense in the sentence. <i>EG: “I read the word ‘desert’ because I asked myself..where is there no rain and its very hot”</i> → I can combine visual, structure and meaning strategies to decode the words I read. → I can use decoding strategies to self correct errors while reading.
Weeks 4 - 9	<p style="text-align: center;">Fluency</p> <p>I can fluently read an expected level text.</p>	<ul style="list-style-type: none"> → I can read some unknown texts with phrasing and fluency. → I can vary my tone, pausing, stress and rate based on punctuation and meaning → I can read accurately by using decoding strategies to self correct errors while reading. → I can adjust my volume appropriately for my audience. → I can attempt to use expression when reading a familiar text.
Weeks 4 - 9	<p style="text-align: center;">Text Structure & Purpose</p> <p>I can identify the purpose of a text by recognising its language features and structure.</p>	<ul style="list-style-type: none"> → I can explore similarities and differences between two genres on the same topic (e.g. language, structure, etc) <i>Reading a narrative and information report on elephants and comparing and contrasting using a Venn Diagram.</i> → I can describe a text’s purpose as being to persuade, inform or entertain → I can identify the features of:- <ul style="list-style-type: none"> - persuasive texts - narratives → I can explain whether a text is fiction or nonfiction using its feature

Weeks 4 - 9

Comprehension Strategies

I can use comprehension strategies to understand what I read.

- Predicting
- Making Connections
- Summarising

Predicting

→ I can make, check and revise my predictions before, during and after I read.

Making Connections

→ I can make text to self and text to text connections.

→ I can discuss similarities and differences between texts.

Summarising

→ I can summarise the sequence of events in a fictional text.

→ I can discuss the problem of the main character in a fictional text and how that was resolved.

→ I can recall some important facts from a non fiction text.

Term 1 Curriculum Overview: Writing

Year 2

	Essential Learning	Learning Targets
Weeks 4 - 9	<p style="text-align: center;">Ideas The piece's content – its central message and details that support that message</p>	<ul style="list-style-type: none"> → I can refine my ideas (select & discard) to suit a range of familiar audiences and purposes → I can include images to support the ideas in my writing → I can include 4 or more simple ideas, that are clearly connected → I can convey a message when writing to persuade → I can convey a message when writing to inform → I can convey a message when writing imaginatively/to entertain → I can innovate on and develop characters and events from known texts
Weeks 4 - 9	<p style="text-align: center;">Organisation The internal structure of the piece – the thread of logic, the pattern of meaning.</p>	<ul style="list-style-type: none"> → I am beginning to group related ideas into paragraphs → I consistently use basic text connectives such as: 'and' 'then' as well as time connectives (e.g. first, then, next, after) to sequence ideas and events across my writing. → My writing has a clear body/middle which includes simple but clearly connected ideas → I include a simple introduction or beginning to orientate my reader → I can consistently sequence my sentences to reflect a logical flow of ideas appropriate to the task or topic.
Weeks 4 - 9	<p>Conventions: Spelling & Grammar The mechanical correctness of the piece. Correct use of conventions guides the reader through the text easily.</p>	<ul style="list-style-type: none"> → I can use common homophones correctly (e.g. two, too, to) → I can accurately write simple present, past and future tenses to represent processes, maintaining tense within a sentence. → I consistently write coherent, simple sentences with subject/verb/object agreement to express an idea or event → I am beginning to capitalise a wider range of proper nouns to include: key events, names of places and titles → I am beginning to use commas to separate items in a list of nouns. → I can reread and edit my writing to check for the correct use of capital letters (including mastered proper nouns), full stops, question marks and exclamation marks.