

Term 2 Curriculum Overview

Year 2

	Mathematics	Reading	Writing	Social & Emotional Learning	Concept
Week 1 April 15	Number Sequences Mapping	Decoding MSV Fluency Comprehension Text Structure and Purpose Inferred Comprehension	Ideas Organisation Word Choice Conventions Presentation Sentence Fluency	<p style="text-align: center;"><u>SCHOOL-WIDE POSITIVE BEHAVIOUR SUPPORT</u></p> <p>Value focus: <i>Resilience</i> Fortnightly behaviour foci:</p> <ul style="list-style-type: none"> ● Be optimistic ● Accept and adapt ● Growth mindset ● Be courageous ● Bounce back <p style="text-align: center;"><u>RESILIENCE, RIGHTS & RESPECTFUL RELATIONSHIPS</u></p> <p>Topic 3: Positive Coping</p> <p>Topic 4: Problem Solving</p> <p style="text-align: center;">Topic 5: Stress Management</p>	<p style="text-align: center;">Enduring Understanding: Toys come in a range of materials, shapes and sizes. A variety of factors can change how they move.</p> <p>Objects are made of materials that have observable properties.</p> <p>The way objects move depends on a variety of factors.</p> <p>→ I can classify and sort toys by a range of features (e.g. material, colour, size)</p> <p>→ I can explain how size, shape and materials affect how a toy moves.</p> <p>→ I know materials can be changed or combined for different purposes.</p> <p>→ I can ask and answer questions and make predictions about how various factors may affect a toy's movement.</p> <p>→ I can present my findings from an investigation into how factors affect a toys movement.</p>
Week 2 April 22	Number Sequences Mapping	Decoding MSV Fluency Comprehension Text Structure and Purpose Inferred Comprehension	Ideas Organisation Word Choice Conventions Presentation Sentence Fluency		
Week 3 April 29	Number Sequences Mapping	Decoding MSV Fluency Comprehension Text Structure and Purpose Inferred Comprehension	Ideas Organisation Word Choice Conventions Presentation Sentence Fluency		
Week 4 May 6	Number Sequences 2D Shapes	Decoding MSV Fluency Comprehension Text Structure and Purpose	Ideas Organisation Word Choice Conventions Presentation Sentence Fluency		
Week 5 May 13	Addition 2D Shapes	Decoding MSV Fluency Comprehension Text Structure and Purpose	Ideas Organisation Word Choice Conventions Presentation		
Week 6 May 20	Addition Transformations	Decoding MSV Fluency Comprehension Text Structure and Purpose	Ideas Organisation Word Choice Conventions Presentation		
Week 7 May 27	Addition Transformations	Decoding MSV Fluency Comprehension Text Structure and Purpose	Ideas Organisation Word Choice Conventions Presentation		
Week 8 Jun 3	Subtraction 3D Objects	Decoding MSV Fluency Comprehension	Ideas Organisation Word Choice Conventions		

		Text Structure and Purpose	Presentation		
Week 9 <i>Jun 10</i>	Subtraction 3D Objects	Decoding MSV Fluency Comprehension Text Structure and Purpose	Ideas Organisation Word Choice Conventions Presentation		
Week 10 <i>Jun 17</i>	Subtraction	Decoding MSV Fluency Comprehension Text Structure and Purpose	Ideas Organisation Word Choice Conventions Presentation		
Week 11 <i>Jun 24</i>	Addition & Subtraction	Decoding MSV Fluency Comprehension Text Structure and Purpose	Ideas Organisation Word Choice Conventions Presentation		

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 2 Curriculum Overview: Mathematics

Year Two

	Essential Learning	Learning Targets
Week 1-4	<p style="text-align: center;">Number Sequences</p> <p>Students recognise increasing and decreasing number sequences involving 2s, 3s, 5s and 10s.</p>	<p>I can:</p> <ul style="list-style-type: none"> → identify the final digit pattern that results from a number sequence → identify missing elements in number sequences → represent skip counting patterns on number lines and number charts (using repeated addition or subtraction) → skip count forwards and backwards by 3s, starting from any number under 1000 → skip count forwards and backwards by 5s, starting from any number under 1000 → skip count forwards and backwards by 10s, starting from any number under 1000 → skip count forwards and backwards by 2s, starting from any number under 1000
Week 5-7	<p style="text-align: center;">Addition</p> <p>Students solve a range of addition problems, using written and mental strategies, and explore the connection between addition and subtraction</p>	<p>I can:</p> <ul style="list-style-type: none"> → explore the connection between addition and subtraction. → write a word problem to represent an addition number sentence → represent an addition word problem as a number sentence → fluently use a range of mental strategies to solve simple addition problems → solve a range of addition problems using a range of strategies → show that addition of 2 numbers can be done in any order (commutative)
Weeks 8-10	<p style="text-align: center;">Subtraction</p> <p>Students solve a range of subtraction problems, using written and mental strategies, and explore the connection between addition and subtraction</p>	<p>I can:</p> <ul style="list-style-type: none"> → explore the connection between addition and subtraction. → show that subtraction of 1 number from another cannot be done in any order (commutative) → write a word problem to represent a subtraction number sentence → represent a subtraction word problem as a number sentence → fluently use a range of mental strategies to solve subtraction problems → solve subtraction problems, using a range of strategies
Week 11	<p style="text-align: center;">Addition & Subtraction</p> <p>Students solve a range of addition and subtraction problems, using written and mental strategies, and explore the connection between the two operations.</p>	<p>See Addition and Subtraction Learning Targets <i>above</i>.</p> <p>I can:</p> <ul style="list-style-type: none"> → explore the connection between addition and subtraction.

Term 2 Curriculum Overview: Reading

Year 2

	Essential Learning	Learning Targets
Week 1-11	<p>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"> → read words with silent letters → read words with less common sound letter combinations <i>EG: ‘ight’ as in ‘light’</i> → read words by recognising common letter combinations <i>EG: ‘tion’ as in ‘fraction’</i> → recognise and read 300+ High Frequency words within continuous text → use text clues to infer an unknown word, in order to read unfamiliar words. (reading on and context)
	<p>MSV</p> <p>I can think about whether my reading sounds right, looks right and makes sense.</p>	<p>I can:</p> <ul style="list-style-type: none"> → 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> → 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> → 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> → combine visual, structure and meaning strategies to decode the words I read. → use decoding strategies to self correct errors while reading.
	<p>Fluency</p> <p>I can fluently read an expected level text.</p>	<p>I can:</p> <ul style="list-style-type: none"> → read some unknown texts with phrasing and fluency. → vary my tone, pausing, stress and rate based on punctuation and meaning → read accurately by using decoding strategies to self correct errors while reading. → adjust my volume appropriately for my audience. → attempt to use expression when reading a familiar text.
	<p>Text Structure & Purpose</p> <p>I can identify the purpose of a text by recognising its language features and structure.</p>	<p>I can:</p> <ul style="list-style-type: none"> → 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> → describe a text’s purpose as being to persuade, inform or entertain → identify the features of:- <ul style="list-style-type: none"> - persuasive texts - narratives

		<ul style="list-style-type: none"> → explain whether a text is fiction or nonfiction using its feature
<p>Week 1 - 3</p>	<p>Comprehension Strategies I can use comprehension strategies to understand what I read.</p> <ul style="list-style-type: none"> → Determining Importance/main ideas → Questioning → Visualising 	<p>Determining Importance/main ideas: I can:</p> <ul style="list-style-type: none"> → use keywords to determine importance. → identify the main idea of a text. → identify supporting evidence for the main idea of a text <p>Questioning I can:</p> <ul style="list-style-type: none"> → answer questions that can be answered with information found in the text ('right there' questions) → verbalise my wonderings about a just right text. <p>Visualising I can:</p> <ul style="list-style-type: none"> → create a picture of what I visualise while reading a book. <p>Inferred Comprehension: I can use text clues and prior knowledge to infer implied meaning.</p> <p>Inferring: I can:</p> <ul style="list-style-type: none"> → understand that text clue + prior knowledge = inferring; TC + PK = Inferring → combine text clues and prior knowledge to infer character traits and feelings, and implied events, in a fiction text. → answer questions that show my inferred understanding (beyond the text questions eg. author and me and on my own) and identify the text clues that helped me find the answer.

Term 2 Curriculum Overview: Writing

Year 2

	Essential Learning	Learning Targets
Week 1 - 4	<p>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.</p>	<p>I /can:</p> <ul style="list-style-type: none"> → use simple pronoun reference when the referent is close to the pronoun to create coherence (e.g. I have a bird. It can talk.) → am beginning to include compound sentences using coordinating conjunctions (and, but, so, because, when) in my writing → consistently use basic text connectives within my sentences (and, then)
Week 1-11	<p>Ideas The piece's content – its central message and details that support that message</p>	<p>I can:</p> <ul style="list-style-type: none"> → refine my ideas (select & discard) to suit a range of familiar audiences and purposes → include images to support the ideas in my writing → include 4 or more simple ideas, that are clearly connected → convey a message when writing to persuade → convey a message when writing to inform → convey a message when writing imaginatively/to entertain → innovate on and develop characters and events from known texts
	<p>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.
	<p>Conventions: Spelling & Grammar The mechanical correctness of the piece. Correct use of conventions guides the reader through the text easily.</p>	<p>I /can:</p> <ul style="list-style-type: none"> → use common homophones correctly (e.g. two, too, to) → accurately write simple present, past and future tenses to represent processes, maintaining tense within a sentence. → consistently write coherent, simple sentences with subject/verb/object agreement to express an idea or event → am beginning to capitalise a wider range of proper nouns to include: key events, names of places and titles

		<ul style="list-style-type: none">→ am beginning to use commas to separate items in a list of nouns.→ 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.
	<p style="text-align: center;">Presentation</p> <p>The physical appearance of the piece.</p>	<p>I /can:</p> <ul style="list-style-type: none">→ recognise and use digital keys to show more complex punctuation or symbols→ am beginning to type short letter clusters and short common words as single units (e.g. er, ing, the, my)→ am beginning to use joined letters→ fluently write clearly formed, unjoined letters of consistent size, maintaining legible handwriting throughout a text→ consistently use spaces between handwritten words→ consistently position my letters and words on a line→ consistently use pencils or writing implements appropriately

Term 2 Curriculum Overview: Social & Emotional Learning

Year 1

	Essential Learning	Learning Targets
Weeks 1-11	Topic 3: Positive Coping	<ul style="list-style-type: none"> → I can identify and describe personal interests, skills and achievements and reflect on how these might contribute to school or family life → I can show an awareness of the feelings and needs of others → I can recognise the importance of persisting when faced with new and challenging tasks → I can recognise how strengths and achievements contribute to identities → I can understand how emotional responses impact on others' feelings → I can demonstrate positive ways to interact with others → I can select strategies at home and/or school to keep myself healthy and safe and am able to ask for help with tasks or problems
	Topic 4: Problem Solving	<ul style="list-style-type: none"> → I can identify and describe personal interests, skills and achievements and reflect on how these might contribute to school or family life → I can show an awareness of the feelings and needs of others → I can recognise the importance of persisting when faced with new and challenging tasks → I can describe similarities and differences in points of view between myself and others → I can demonstrate ways to interact with and care for others → I can recognising there are many ways to resolve conflict → I can understand how emotional responses impact on others' feelings → I can select strategies at home and/or school to keep myself healthy and safe and am able to ask for help with tasks or problems
	Topic 5: Stress Management	<ul style="list-style-type: none"> → I can identify and describe personal interests, skills and achievements and reflect on how these might contribute to school or family life → I can show an awareness of the feelings and needs of others → I can recognise the importance of persisting when faced with new and challenging tasks → I can understand how emotional responses impact on others' feelings → I can recognise how strengths and achievements contribute to identities

→ I can select strategies at home and/or school to keep myself healthy and safe and able to ask for help with tasks or problems