

Term 3 Curriculum Overview

Year 2

	Mathematics	Reading	Writing	Concept
Week 1 Jul 10	Time	Decoding & MSV Fluency	Sentence Fluency Conventions: Spelling Conventions: Grammar and Punctuation	<p style="text-align: center;">Humanities - History:</p> <p>I can identify my place in my family and community and describe how we celebrate events that are important to us.</p> <p>I can describe how my family, friends and community celebrate past events that are important to us.</p> <p>I can explain the history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past.</p> <p>I can describe the effect of changing technology on people's lives and different perspectives on the changes.</p> <p>I can identify changes to daily life from people in the past to the present.</p>
Week 2 Jul 17	<i>Time</i> <i>Subtraction</i> <i>Place Value</i> <i>3D Shape</i>	Decoding & MSV Fluency	Sentence Fluency Conventions: Spelling Conventions: Grammar and Punctuation	
Week 3 Jul 24	Subtraction Place Value (revision) 3D Shapes	Decoding & MSV Fluency Comprehension - Inferred	Sentence Fluency Conventions: Spelling Conventions: Grammar and Punctuation	
Week 4 Jul 31	Subtraction Place Value (revision)	Decoding & MSV Fluency Comprehension - Inferred	Sentence Fluency Conventions: Spelling Conventions: Grammar and Punctuation	
Week 5 Aug 7	Subtraction & Place Value	Decoding & MSV Fluency Comprehension Strategies	Sentence Fluency Conventions: Spelling Conventions: Grammar and Punctuation	
Week 6 Aug 14	Chance	<i>Decoding & MSV</i> <i>Fluency</i> <i>Comprehension Strategies</i>	Conventions: Spelling Conventions: Grammar and Punctuation Sentence Fluency	
Week 7 Aug 21	Multiplication	<i>Decoding & MSV</i> <i>Fluency</i> <i>Comprehension Strategies</i>	Conventions: Spelling Conventions: Grammar and Punctuation Sentence Fluency	
Week 8 Aug 28	Multiplication	Decoding & MSV Fluency Text Structures & Purpose	Conventions: Spelling Conventions: Grammar and Punctuation Sentence Fluency	
Week 9 Sep 4	Multiplication	Decoding & MSV Fluency Text Structures & Purpose	Conventions: Spelling Conventions: Grammar and Punctuation Sentence Fluency	
Week10 Sep 11	Fractions	Revision - based on cohort requirements.	Conventions: Spelling Conventions: Grammar and Punctuation Sentence Fluency	

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 3 Curriculum Overview: Mathematics

Year 2

	Essential Learning	Learning Targets
Week 1 - 2	Time: <i>Students show and tell time to the quarter hour.</i>	<ul style="list-style-type: none"> → I can show quarter to times on an analogue clock → I can show quarter past times on an analogue clock → I can tell time to the quarter hour (using the language of 'past' and 'to')
Week 2 - 5	Subtraction: <i>Students solve a range of subtraction problems, using written and mental strategies, and explore the connection between addition and subtraction.</i>	<ul style="list-style-type: none"> → I can explore the connection between addition and subtraction. → I can show that subtraction of 1 number from another cannot be done in any order (commutative) → I can write a word problem to represent a subtraction number sentence → I can represent a subtraction word problem as a number sentence → I can fluently use a range of mental strategies to solve subtraction problems → I can solve subtraction problems, using a range of strategies
	Place Value: <i>Students model, read, write, order and represent 3 digit numbers using their understanding of place value parts.</i>	<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
Week 2 - 3	3D Objects: <i>Students describe 3D objects by identifying their features.</i>	<ul style="list-style-type: none"> → I can describe 3D objects (sphere, cube, cone, cylinder) using their features (edges, vertices, faces, curved surfaces)
Week 6	Chance: <i>Students describe the outcome of everyday events using the language of chance.</i>	<ul style="list-style-type: none"> → I can give examples of everyday events to illustrate a given likelihood → I can describe the chance of everyday events occurring, using the language of chance → I understand and can explain 'certain' and 'impossible' as definitive terms → I can make connections between the words 'will happen' and 'certain', and the words 'won't happen' and 'impossible'
Week 7 - 9	Multiplication: <i>Students represent and solve a range of multiplication problems in a variety of ways.</i>	<ul style="list-style-type: none"> → I can explore the connection between multiplication and division → I can represent and solve simple multiplication problems using arrays → I can represent and solve simple multiplication problems using groups → I can represent and solve multiplication problems using repeated addition → I can read, write and interpret multiplication statements using groups of (multiplication) and is (equals) → I understand that multiplication is the result of combining groups of equal amount
Week 10	Fractions: <i>Students recognise and create different representations of halves, quarters and eighths.</i>	<ul style="list-style-type: none"> → I understand that the size of the fraction depends on number of parts → I can identify different representations of quarters and eighths → I can share a collection into four equal groups (quarters) and eight equal groups (eighths) → I can split a shape into four equal parts (quarters) and eight equal parts (eighths) → I can explain eighths as eight equal parts of a whole → I can explain quarters as four equal parts of a whole

Term 3 Curriculum Overview: Reading

Year 2

	Essential Learning	Learning Targets
Week 1 - 9	Decoding: <i>Students can recognise an increasing range of English phonemes and sound-letter combinations.</i>	Reading an "at level" text: <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 e.g.: 'ight' as in 'light' → I can read words by recognising common letter combinations e.g.: 'tion' as in 'fraction' → 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.
	MSV: Meaning, Structure, Visual cues <i>Students can think about whether my reading sounds right, looks right and makes sense.</i>	Reading an "at level" text: <ul style="list-style-type: none"> → I can use visual clues, like clusters of letters to help me read words.e.g. "I know the word is tree because there is a picture of a tree and the first two letters make the sound tr" → I can listen to the words I read and check to see if they sound right in the sentence. E.g. "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 can listen to the words I read and check if they make sense in the sentence. E.g. "I read the word 'desert' because I asked myself..where is there no rain and its very hot" → 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.
	Fluency: <i>Students can fluently read an expected level text (at level text).</i>	Reading an 'at level' text: <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.
Week 3 - 4	Inferred Comprehension: <i>Students can use text clues and prior knowledge to infer implied meaning.</i>	<ul style="list-style-type: none"> → I can understand that text clue + prior knowledge = inferring → I can combine text clues and prior knowledge to infer character traits and feelings, and implied events, in a fiction text. → I can 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.
Week 4 - 9	Comprehension Strategies: <i>Students can use comprehension strategies to understand what I read.</i>	<ul style="list-style-type: none"> → can use keywords to determine importance. → I can identify the main idea of a text. → I can identify supporting evidence for the main idea of a text → make text to self and text to text connections. → discuss similarities and differences between texts. → Visualising → create a picture of what I visualise while reading a book. → make, check and revise my predictions before, during and after I read. → answer questions that can be answered with information found in the text ('right there' questions) → I can verbalise my wonderings about a just right text. → summarise the sequence of events in a fictional text. → discuss the problem of the main character in a fictional text and how that was resolved. → recall some important facts from a non fiction text.

Term 3 Curriculum Overview: Writing

Year 2

	Essential Learning	Learning Targets
Weeks 1 - 10	Ideas: <i>The piece's content – its central message and details that support that message.</i>	<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 → I can innovate on and develop characters and events from known texts
	Organisation: <i>The internal structure of the piece – the thread of logic, the pattern of meaning.</i>	<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.
	Word Choice: <i>The specific vocabulary the writer uses to convey meaning and enlighten the reader.</i>	<ul style="list-style-type: none"> → I can use adverbs and simple adverbials to give precise meaning to verbs and to give details such as time, place and manner (in the afternoon, nearby, quickly) → I can use vocabulary that is appropriate to my text type and purpose. → I can select more specific words to improve the meaning of my writing. (e.g. giant for tall, golden for yellow, replacing an every day noun with a more technical one in an informative text) → I consistently use adjectives within basic noun groups to build accurate description
	Presentation: <i>The physical appearance of the piece.</i>	<ul style="list-style-type: none"> → I recognise and use digital keys to show more complex punctuation or symbols → I am beginning to type short letter clusters and short common words as single units (e.g. er, ing, the, my) → I am beginning to use joined letters → I fluently write clearly formed, unjoined letters of consistent size, maintaining legible handwriting throughout a text → I consistently use spaces between handwritten words → I consistently position my letters and words on a line → I consistently use pencils or writing implements appropriately
	Sentence Fluency: <i>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.</i>	<ul style="list-style-type: none"> → I can use simple pronoun reference when the referent is close to the pronoun to create coherence (e.g. I have a bird. It can talk.) → I am beginning include compound sentences using coordinating conjunctions (and, but, so, because, when) in my writing → I consistently use basic text connectives within my sentences (and, then)
	Conventions: Spelling <i>The mechanical correctness of the piece. Correct use of conventions (spelling) guides the reader through the text easily.</i>	<ul style="list-style-type: none"> → I can correctly write common words with silent letters → I consistently use learnt long vowel sounds to spell multisyllabic words (e.g. pi-lot, diet) → I can consistently use learnt consonant digraphs to spell simple words (E.G. sheep, tooth) → I can use morphemic knowledge to spell compound words where the base word remains unchanged (grandmother) → I can correctly write three-letter consonant blends in words (Three, string, splash) → I am beginning to write some common contractions correctly (won't, don't) → I can represent all sounds/phonemes when attempting to spell more difficult, unfamiliar words phonetically (enjin for engine) → I can write most common and 100 high-frequency words correctly → I can reread and edit my writing to identify spelling errors and correct them using a dictionary and spellchecker