Term 4 Curriculum Overview: Year 2

	Mathematics	Reading	Writing	Concept
Week 1 *Oct 2*	Fractions	Decoding & MSV Fluency Comprehension Inferred	**Major**: Presentations **Minor**: Ideas, Organisation, Word Choice, Sentence, Fluency, Conventions: Spelling, Conventions: Grammar & Punctuation	
Week 2 *Oct 9*	Division	Decoding & MSV Fluency Comprehension Inferred Comprehension Strategies	**Major**: Presentations **Minor**: Ideas, Organisation, Word Choice, Sentence, Fluency, Conventions: Spelling, Conventions: Grammar & Punctuation	
Week 3 *Oct 16*	Division	Decoding & MSV Fluency Comprehension Inferred Comprehension Strategies	**Major**: Presentations **Minor**: Ideas, Organisation, Word Choice, Sentence, Fluency, Conventions: Spelling, Conventions: Grammar & Punctuation	**Technologies - Design Technology**
Week 4 *Oct 23*	Division	Decoding & MSV Fluency Comprehension Strategies	**Major**: Presentations **Minor**: Ideas, Organisation, Word Choice, Sentence, Fluency, Conventions: Spelling, Conventions: Grammar & Punctuation	I can identify how people create suitable and sustainable solutions to meet personal and local community needs.
Week 5 *Oct 30*	Measurement	Decoding & MSV Fluency Comprehension Strategies	**Major**: Presentations **Minor**: Ideas, Organisation, Word Choice, Sentence, Fluency, Conventions: Spelling, Conventions: Grammar & Punctuation	I can explore how communities create movement using forces and technologies.
Week 6 *Nov 6*	Measurement	*Decoding & MSV* *Fluency* *Text Structures & Purposes*	**Major**: Presentations **Minor**: Ideas, Organisation, Word Choice, Sentence, Fluency, Conventions: Spelling, Conventions: Grammar & Punctuation	I can explore how communities use different materials based on their characteristics.
Week 7 *Nov 13*	Measurement Time	*Decoding & MSV* *Fluency* *Text Structures & Purposes*	**Major**: Presentations **Minor**: Ideas, Organisation, Word Choice, Sentence, Fluency, Conventions: Spelling, Conventions: Grammar & Punctuation	I can safely use materials and equipment to design and create solutions to problems.
Week 8 *Nov 20*	Time 3D Objects	Decoding & MSV Fluency Revision / Catch Up	**Major**: Presentations **Minor**: Ideas, Organisation, Word Choice, Sentence, Fluency, Conventions: Spelling, Conventions: Grammar & Punctuation	I can evaluate the success of a design based on community needs and environmental factors.
Week 9 *Nov 27*		Decoding & MSV Fluency Revision / Catch Up	**Major**: Presentations **Minor**: Ideas, Organisation, Word Choice, Sentence, Fluency, Conventions: Spelling, Conventions: Grammar & Punctuation	
Week 10 *Dec 4*	*Learning Cycles for this week will be decided upon by the Collaborative Teaching Team and will be dependent upon student need. All core learning cycles will have been completed by this time and learning will be determined based on student data.*	Decoding & MSV Revision / Catch Up *Learning Cycles for this week will be decided upon by the Collaborative Teaching Team and will be dependent upon student need. All core learning cycles will have been completed by this time and learning will be determined based on student data.*	**Major**: Presentations **Minor**: Ideas, Organisation, Word Choice, Sentence, Fluency, Conventions: Spelling, Conventions: Grammar & Punctuation	
Week 11 *Dec 11*			**Major**: Presentations **Minor**: Ideas, Organisation, Word Choice, Sentence, Fluency, Conventions: Spelling, Conventions: Grammar & Punctuation	
Week 12 *Dec 18*			**Major**: Presentations **Minor**: Ideas, Organisation, Word Choice, Sentence, Fluency, Conventions: Spelling, Conventions: Grammar & Punctuation	

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	**Fractions:** *Students recognise and create different representations of halves, quarters and eighths.*	→ 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
Week 2 - 4	**Division:** *Students represent and solve a range of division problems in a variety of ways.*	→ I can explore the connection between multiplication and division (Cannot be assessed until after students have gone through both multiplication and division learning cycles). → I can represent and solve simple division problems using arrays → I can represent and solve simple division problems using repeated subtraction → I can represent and solve simple division by grouping into equal sets → I can read, write and interpret division statements using 'shared between' (division) and 'is' (equals) → I understand and explain that division is sharing a collection into equal groups
Week 5 - 7	**Measurement:** *Students use informal units of measurement to compare and order shapes based on length, area, volume, capacity and mass*	→ I can choose appropriate informal units to measure with → I can compare and order objects based on their length, area, capacity, or volume, using informal units → I can compare and order objects based on their mass, using balance scales → I can explain the attribute of volume as how much space a 3D object takes up → I can measure the volume of an object using informal units → I can explain the attribute of area as how much space the flat surface of a shape takes up → I can measure the area of an object using informal units
Week 7 - 8	**Time:** *Students show and tell time to the quarter hour.*	→ 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 8	**3D Objects:** *Students describe 3D objects by identifying their features.*	→ I can describe 3D objects (sphere, cube, cone, cylinder) using their features (edges, vertices, faces, curved surfaces)

Term 4 Curriculum Overview: Reading - Year 2

	Essential Learning	Learning Targets
Week 1 - 12	**Decoding:** *Students can recognise an increasing range of English phonemes and sound–letter combinations.*	Reading an "at level" text: ➔ 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** *Students can think about whether my reading sounds right, looks right and makes sense.*	Reading an "at level" text: ➔ 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.
Week 1 - 9	**Fluency:** *Students can fluently read an expected level text (at level text).*	Reading an 'at level' text: ➔ 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 1 - 3	**Inferred Comprehension:** *Students can use text clues and prior knowledge to infer implied meaning.*	➔ 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 2 - 5	**Comprehension Strategies:** *Students can use comprehension strategies to understand what I read.*	➔ 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.

| Week 6 - 7 | **Text Structure & Purpose:**
I can identify the purpose of a text by recognising its language features and structure. | ➔ I can tell the difference between a fiction and a non-fiction text.
➔ I know that not all texts look the same.
➔ I can explore similarities and differences between two genres on the same topic (e.g. language, structure, etc)
➔ I can describe a text's purpose as being to persuade, inform or entertain
➔ I can identify the features of:
  ◆ Persuasive texts
  ◆ Narratives
  ◆ Poetry
  ◆ Procedures
  ◆ Memoir
  ◆ Information Reports
➔ I can explain whether a text is fiction or nonfiction using its features. |

Term 4 Curriculum Overview: Writing - Year 2

	Essential Learning	Learning Targets
Week 1 - 12	**MAJOR FOCUS: Presentation:** *The physical appearance of the piece.*	➔ 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
	MINOR FOCUS: Ideas: *The piece's content – its central message and details that support that message.*	➔ 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
	MINOR FOCUS: Organisation: *The internal structure of the piece – the thread of logic, the pattern of meaning.*	➔ 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.
	MINOR FOCUS: Word Choice: *The specific vocabulary the writer uses to convey meaning and enlighten the reader.*	➔ 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
	MINOR FOCUS: 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.*	➔ 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)

	MINOR FOCUS: Conventions: Spelling *The mechanical correctness of the piece. Correct use of conventions (spelling) guides the reader through the text easily.*	→ 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
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