

Form 2: Curriculum Overview

Spring Term

English	Mathematics	History/ Geography	Science
<ul style="list-style-type: none"> Writing; fact file, story planning and writing, text level activities linked to a book, similes. Command sentences. Using adverbials to express time. Grammar (sentence structure including correct use of full stops, capital letters, exclamation marks, commas, question marks). To be able to write using the create tense. Spelling (consolidating national curriculum Form 1 & 2 spelling words, correct use of 'a' and 'an' revision of high frequency words and word families), more spelling rules according to the Ruth Miskin Phonics scheme Comprehension (literal, inferential and predictions, written and verbal in full sentences) linked to a range of genres Handwriting (posture, letter size and formation, presentation and revision of joining the cursive script) Speaking and Listening (following instructions, listening to others, taking turns in conversations, speaking clearly to a variety of audiences, presentations, performance) 	<p>Spring 1</p> <ul style="list-style-type: none"> Properties of shape Recognise 2D and 3D shapes Count sides and vertices on 2D shapes Count faces on 3D shapes Count edges and vertices on 3D shapes Sort and draw 2D and 3D shapes Make patterns with 2D and 3D shapes Lines of symmetry <p>Multiplication and division</p> <ul style="list-style-type: none"> Recognise, make and add equal groups Multiplication sentences using the X symbol Use arrays Make doubles 2, 5 and 10 times tables Make equal groups – sharing Make equal groups - grouping Divide by 2, 5 and 10 <p>Spring 2</p> <ul style="list-style-type: none"> Measurement: length and height Measure in centimetres(cm) Measure metres (m) Compare and order lengths and heights Four operations with lengths and heights <p>Measurement: mass, capacity and temperature</p> <ul style="list-style-type: none"> Introduce weight and mass Compare mass Measure In grams and kilograms Four operations with mass Introduce capacity and volume Compare volume and capacity Measure in millilitres and litres Four operations with volume and capacity Temperature 	<p>Spring 1</p> <p>Geography</p> <ul style="list-style-type: none"> Topic: JOURNEYS – FOOD To understand what shops there are on a high street and what we can buy from these shops To understand how our food gets to us. To understand what farming is, what a farmer does and where the plants and animals we eat come from. To understand that animals are reared in the UK, and used for dairy and meat. To understand that some traditional foods originate in the UK. To understand the geography of the UK, and the types of food produced here. <p>Spring 2</p> <p>History</p> <ul style="list-style-type: none"> Topic: HOLIDAYS To know what seaside holidays were like when our grandparents were children. To use photographs to provide information about seaside holidays in the recent past. To use sources to provide information about seaside holidays in the recent past. To use stories to provide information about seaside holidays in the recent past. To understand the diversity of holiday experiences from when our grandparents were children. To use our knowledge of the seaside in the past to create our own reconstruction 	<p>Spring 1</p> <ul style="list-style-type: none"> Everyday Materials To explore the work of Charles Macintosh; understand how the properties of materials can be changed To know about John McAdam's intervention, recognise that new materials are constantly being invented. To explore the work of John Dunlop; identify and compare the usefulness of certain materials when forces are applied I can explain why we use certain materials. Investigate squashing, bending, twisting, and stretching Compare the uses of everyday materials in and around your school or home with materials in other places. <p>Spring 2:</p> <ul style="list-style-type: none"> Living things and Their Habitats - Habitats To explore the differences between things that are living, dead and things that have never been alive To describe how animals obtain their food from plants To identify and name a variety of plants and animals in a microhabitat To understand the journey food makes from the farm to the supermarket Identify and name different sources of food To learn about the food chain
<p>Ideas for home:</p> <ul style="list-style-type: none"> Pobble - use image as a stimulus for creative writing Comprehensions AR reading quizzes 	<p>Ideas for home:</p> <ul style="list-style-type: none"> TopMarks Online Games Similarities and differences between addition and multiplication 	<p>Ideas for home:</p> <p>Geography</p> <ul style="list-style-type: none"> Walk down the Chiswick High Street and identify all 	<p>Ideas for home:</p> <ul style="list-style-type: none"> To make a non-waterproof material waterproof. To investigate different materials they can find at home.

<ul style="list-style-type: none"> Writing a new version of a familiar story Creating exciting posters. Tour London and all the famous landmarks 	<ul style="list-style-type: none"> Multiply and divide by 2, 5 and 10 Recognising 2D and 3D shapes Use a measuring tape to measure different parts of the body. Weigh different objects around the house. 	<ul style="list-style-type: none"> the different types of food shops. Children can then identify what food they can buy from the different shops. To identify that some foods are produced in different countries. To plant a vegetable garden. To cook traditional UK food with an adult. <p>History</p> <ul style="list-style-type: none"> To visit the seaside with their family. To compare photos of their grandparents at the beach when they were younger to photos of them at the beach. To ask their grandparents to tell them stories about the beach when they were younger. 	<ul style="list-style-type: none"> Walk around the community and identify any micro-habitats
<p>Next steps:</p> <ul style="list-style-type: none"> Create a persuasive poster encouraging tourists to visit London. Create a London fact file. To be confident with the Year 2 common exception words. 	<p>Next steps:</p> <ul style="list-style-type: none"> Read scales* where not all numbers on the scale are given and estimate points in between Recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts. Use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. $29 + 17 = 15 + 4 +$; ‘together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?’ etc.) Solve unfamiliar word problems that involve more than one step (e.g. ‘which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?’) Describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions) 	<p>Next steps:</p> <ul style="list-style-type: none"> Create a map of Chiswick High Street. Compare and contrast inland versus the seaside. 	<p>Next steps:</p> <ul style="list-style-type: none"> To understand how different materials can help us in different seasons. To make a microhabitat

Art/ DT	Drama	Music	Computing
<ul style="list-style-type: none"> To learn about architecture, monarchs and heraldry and design their coat of arms. To learn about portraiture and create portraits by using wax-resist techniques. Form 2 will learn to draw silhouettes on landscapes, figure drawings and painting using gradation. 	<p>Public Speaking</p> <ul style="list-style-type: none"> To develop public speaking skills. To self-evaluate public speaking skills and highlight areas of strength and areas for continued development. <p>Drama skills</p> <ul style="list-style-type: none"> To explore characterisation To use role play and improvisation to explore alternate endings to a parable. To develop performance skills whilst reciting a poem. To reflect on one’s own performance and think of improvements. 	<p>Spring 1</p> <p>BBC 10 Pieces Project “no place like “</p> <p>Children will:</p> <ul style="list-style-type: none"> Listen to a new piece of music and describe what they hear Listen to the environment around them, and find new sounds Practise start and stop Conduct the class in starting and stopping Make their own ‘Home’ sound piece Help write a story with sound effects <p>Spring 2</p> <p>Exploring pulse and rhythm</p> <p>Children will:</p>	<p>Pictograms</p> <ul style="list-style-type: none"> To collect data in tally charts To use attributes to organise data To present data on a computer <p>Robot algorithms</p> <ul style="list-style-type: none"> To create and debug programs To use logical reasoning to make predictions

		<ul style="list-style-type: none">• Perform steady beat patterns with songs.• Perform different rhythms using simple scores• Create rhythms using a simple score and perform• Understand the difference between pulse and rhythm linking to western notation	
Religious studies	French	PE/ Games	PSHCEE
<p>PASSOVER - Spring 1</p> <p>Key Question: How important is it for Jewish people to do what God asks them to do?</p> <ul style="list-style-type: none">• To understand what respect means• To understand the importance of the Passover story• To understand what the Seder meal is• To understand the importance of the Seder meal to Jewish people• To understand what is important for Jewish people to do during Passover• To plan a special meal for someone you love and respect <p>EASTER - THE RESURRECTION - Spring 2</p> <p>Key Question: How important is it for Christians that Jesus came back to life after his crucifixion?</p> <ul style="list-style-type: none">• To understand the cycle of life• To retell the Easter story• To understand the symbols associated with Easter• To understand why Jesus died on the cross• To know why Jesus’ resurrection was important• To understand that Jesus’ resurrection is a sign of life after death	<ul style="list-style-type: none">• Learning about the Festival of the Three Kings• Describing the weather• Numbers 1 to 12• Listening and joining in with French songs “Un, deux, trois, nous irons au bois” “Quel temps fait-il?”• Learning about Easter in France• Reciting a finger rhyme “Dans le jardin”• Reading and understanding authentic stories “L’âne Trotro, le roi de la galette” “Quel temps fait-il, Berthe” “Trotro et les oeufs de Pâques”	<p>PE</p> <p>Gymnastics - Spring 1</p> <ul style="list-style-type: none">• To learn shapes, balances, rolls and cartwheels• To put skills learnt into sequences <p>Indoor Games - Spring 2</p> <ul style="list-style-type: none">• To play team games working on teamwork, hand-eye coordination, strategy and competitive spirit• To identify what is fair play and how to show it <p>Games</p> <p>Tag Rugby</p> <ul style="list-style-type: none">• To gain an introduction to rugby passing.• To understand principles of tag rugby and basic rules.• Demonstrating speed and agility whilst carrying the ball.• To be able to demonstrate principles of how to tag and how to score a try in various games <p>Hockey</p> <ul style="list-style-type: none">• To use wooden hockey sticks to learn principles of dribbling, push pass and stopping the ball.• To play in small sided games• To practise attacking and defending in small sided games	<p>Spring 1: Dreams and Goals</p> <ul style="list-style-type: none">• Goals to Success• My Learning Strengths• Learning with Others• A Group Challenge <ul style="list-style-type: none">• Celebrating Our Achievement <p>Spring 2: Healthy Me</p> <ul style="list-style-type: none">• Being Healthy• Being Relaxed <ul style="list-style-type: none">• Medicine Safety <ul style="list-style-type: none">• Healthy Eating• Happy, Healthy Me!