

Rosh Pinah Curriculum Overview Spring Term 2018

Year Group: 2

Teachers: Miss Gerdson, Miss Lew, Rabbi Hirsch, Mrs Anderson and Mr Smith

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14			
MATHEMATICS	<p>Number and place value Mental addition and subtraction</p> <p>Place value and ordering 2-digit numbers; place value additions and subtractions; add and begin to subtract 9, 10 and 11</p>	<p>Mental addition and subtraction Problem solving, reasoning and algebra</p> <p>Revise number bonds to 10; begin to bridge 10; subtract from 10 and 20; use number facts to find the complement to ten; find a difference between two numbers by counting on</p>	<p>Mental addition and subtraction Problem solving, reasoning and algebra Measurement</p> <p>Rehearse complements to multiples of 10; find differences using a number line; find change from 10p and 20p, and from £10 to £20 by counting up and using bonds to 10 and 20; add two 2-digit numbers by counting on</p>	<p>Geometry: properties of shapes position and direction Measurement</p> <p>Recognise and identify properties (including faces and vertices) of 3D shapes; sort according to properties including number of faces; name the 2D shapes of faces of 3D shapes; tell the time to the nearest quarter on analogue and digital clocks</p>	<p>Number and place value</p> <p>Order 2-digit numbers and revise the < and > signs; locate 2-digit numbers on a landmarked line and grid; round 2-digit numbers to nearest 10; estimate a quantity <100 within a range</p>	<p>Revision of misconceptions found in weeks 1-5</p> <p>Assessment</p>	HALF TERM	<p>Mental multiplication and division Fractions, ratio and proportion</p> <p>Revise doubles and corresponding halves to 15; find half of odd and even numbers to 30; Revise and recognise 1/2s, 1/4s, 1/3s and 2/3s of shapes; place 1/2s on a number line; count in 1/2s and 1/4s; understand and write mixed numbers</p>	<p>Mental multiplication and division Problem solving, reasoning and algebra</p> <p>Count in 2s, 5s and 10s to solve multiplication problems and find specified multiples; introduce the × sign; record the 2, 5 and 10 times-tables; investigate multiplications with the same answer; write multiplications to go with arrays, rotate arrays to show they are commutative</p>	<p>Measurement Statistics</p> <p>Tell the time to the nearest quarter of an hour using analogue and digital clocks; understand the relationship between seconds, minutes and hours and use a tally chart; interpret and complete a pictogram or block graph where one block or symbol represents one or two things</p>	<p>Mental multiplication and division Problem solving, reasoning and algebra</p> <p>Revise 2, 5 and 10 times-tables; revise arrays and hops on the number line; multiply by 2, 3, 4, 5 and 10; arrange objects into arrays and write the corresponding multiplications; make links between grouping and multiplication to begin to show division; write divisions as multiplications with holes in and use the ÷ sign</p>	<p>Measurement Number and place value Problem solving, reasoning and algebra Mental addition and subtraction</p> <p>Recognise all coins, know their value, and use them to make amounts; recognise £5, £10, £20 notes; make amounts using coins and £10 note; write amounts using £.p notation;</p>	<p>Pictorial representation and mental subtraction of one and two digit numbers</p> <p>Revise number bonds to 10 and 20 and link with number bonds to 100. Revise any misconceptions for finding change from previous week.</p>	<p>Revision of misconceptions found in weeks 7-14</p>	<p>Assessment</p>			
ENGLISH	<p>Vocab building (2 lessons)</p> <p>To understand and use suffixes to create longer words.</p> <p>Writing Outcomes</p> <ul style="list-style-type: none"> - Recounts - poems 	<p>Grace & Family – Power of Reading</p> <ul style="list-style-type: none"> - To explore books from a different culture. - To develop skills of inference and character feelings. - To explore non –fiction texts. - To write a recount/diary entry. - To create a set of instructions. - To write a non-chronological report. - To gather and present information. - To write a letter in role and respond. <p>Writing Outcomes</p> <ul style="list-style-type: none"> - Recount - Diary Entry - Instructions - Non-Chronological Report - Letter Writing 				<p>Book Week</p> <p>Sara Jackson Karen Shooter Chris White</p> <p>Book reviews</p> <p>Writing Outcome</p> <ul style="list-style-type: none"> - Poetry (rhyming couplets) - Book review <p>Assessment</p>	HALF TERM	<p>Recounts</p> <ul style="list-style-type: none"> -To understand the features, using past tense and first person. -To include emotive language and time words. <p>Writing Outcomes</p> <ul style="list-style-type: none"> - Recount 	<p>The Lonely Beast – Power of Reading</p> <ul style="list-style-type: none"> - To write character descriptions. - To expand noun phrases to describe and specify. - To retell and write the story of the beast’s journey. - To use different sentence forms in Newspaper Reports. - To write a persuasive piece of writing. <p>Writing Outcomes</p> <ul style="list-style-type: none"> - Character Description - Newspaper Report - Persuasive Writing - Narrative Recount 				<p>The Black Book Of Colours</p> <ul style="list-style-type: none"> - To use senses to describe everyday objects. - To develop use of similes as descriptive tools. - To write in role. - To have a possible visit from blind association. <p>Writing Outcomes</p> <ul style="list-style-type: none"> - Descriptive Writing - Sensory Writing 	<p>Assessment</p>				
SCIENCE	<p>Healthy Me</p> <ul style="list-style-type: none"> - To be able to classify living things. – Mrs Gren. - To understand the effects exercise has on our bodies. - To complete a keep fit challenge. - To identify the various food groups. - To learn about germs and medicine. 						HALF TERM	<p>Young Gardeners</p> <ul style="list-style-type: none"> - To recognise the features of a plant and their purpose. - To find out and describe that plants need water, light and a suitable temperature to grow and stay healthy. - To observe and describe how seeds and bulbs grow into mature plants. - To understand how seeds are dispersed and how this allows them to survive. - To use observations and ideas to suggest answers to questions. - To gather and record data to help answer questions. - To grow your own salad. 										
HISTORY							HALF TERM	<p>Who Were The Great Explorers?</p> <ul style="list-style-type: none"> - To recognise what makes a person significant. - To learn about the life of Ibn Battuta, when he lived, describe his achievements. - To learn about the life of Christopher Columbus, when he lived, describe his achievements and explain why they were important. - To recognise the achievements of Neil Armstrong. - To consider which of the explorers they have studied during this unit they think is the most significant, and explain their reasoning. 										

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GEOGRAPHY	Where Does Our Food Come From? <ul style="list-style-type: none"> - To know where we buy our food and that food comes from a variety of sources. - To know that food comes from either plants or animals, and understand that some of the food we eat has been changed – children will be aware of some of the steps in producing food. - 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 and to begin to understand the geography of the UK. - To understand that different food comes from different places around the world and to be able to locate some of these places on a map. 													
ART	Colour Chaos <ul style="list-style-type: none"> - To make a collage in the style of the artist Piet Mondrian. - To create a coloured field painting by mixing colours - Mark Rothko. - To create a painting using tints - Paul Klee. - To create a drip painting using shades - Jackson Pollock. - To create a painting using warm and cool colours - Robert Delauney. - To create a circles painting using mixed colours - Wassily Kandinsky. 													
DT							Nature Sculptures <ul style="list-style-type: none"> - To create mini models - make a clay model of a natural object. - To draw from nature. - To draw an observational drawing of a natural object. - To go on a wood land walk and collect natural materials for a nature sculpture. - To learn about the artist Andy Goldsworthy and make land art. - To compare to the work of Andy Goldsworthy. - To make a collage on the wok of nature sculptures. 							
COMPUTING	We are Games Testers <ul style="list-style-type: none"> - To understand what algorithms are; how they are implemented as programs on digital devices. - To use logical reasoning to predict the behaviour of simple programs. - To use logical reasoning to make predictions of what a program will do. - To think critically about computer games and their use. - To be aware of how to use games safely and in balance with other activities. 						We are Photographers <ul style="list-style-type: none"> - To use a digital camera or camera app. Take digital photographs of human and physical resources (Geog Link). - To review and reject or rate the images they take. - To edit and enhance their photographs. - To select their best images to include in a shared portfolio. - To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 							
PE	Dance						Basketball							
MUSIC	Charanga Musical School: Basic style indicators of Rock music.	'We Will Rock You' by Queen. Vocal warm ups, instruments and perform.	'Smoke On The Water' by Deep Purple. Improve the song.	'Rocking All Over The World' by Status Quo. Compose with the song.	'Johnny B. Goode' by Chuck Berry. Compose and perform song.	'I Saw Her Standing Here' by The Beatles. Improve, compose and perform song.	Charanga Musical School: Begin to recognise basic style of Reggae music.	'Kingston Town' by UB40. Use instruments and perform song, focusing on keeping the beat.	'Shine' by ASWA. Play instruments and improvise the song.	'I.G.Y.' by Donald Fagan. Instruments, improvise and compose song. Perform song.	'Feel Like Jumping' by Marcia Girths. Instruments, improvise and compose song. Perform song.	'I Can See Clearly Now' by Jimmy Cliff. Instruments, improvise and compose song. Perform song.	Learning songs for Pesach Presentation.	Learning songs for Pesach Presentation.

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							English Link			English Link				
SRE/PSHE	SRE						To respect other cultures. To identify and belong.			To recognise disabilities.				
	<ul style="list-style-type: none"> - To introduce the concept of male and female and gender stereotypes. - To identify differences between males and females – introduction of private parts. - To describe some differences between male and female animals. - To understand that making a new life needs a male and a female. 						Streetwise – Internet Safety							
IVRIT	Revise Mi? Ma?	The verb 'ochel' 'ochelet'	To learn 5 food items in plural	Counting objects male/female up to 5	Mi Ochel/mi Ochelet? Who is eating?	Make a shop in class	Item of food male/female	Ma ze? Ma zot?	Purim The symbols in Ivrit	Purim Bentzi making mishloach manot	Pesach bentzi telling the story	Pesach The seder plate	Pesach Ma-nishtana	Pesach Seder
JS	Parasha Bo role play activities and middot etc. PHSCE: respect for a holy place The mitzvah of keeping Pesach. Script writing: Revision on letters learnt last term. Tu BiShvat: Making grassmen, looking at growth of plants and trees and the shivat haminim.	Parasha Beshalach role play activities and middot PHSCE: Expressing gratitude. Script writing: letters feh, final feh and tzaddi. Tu BiShvat: Trees and fruit	Parasha Yitro role play activities and middot etc. PHSCE: derech eretz (showing respect). Script writing: letters Final tzaddi, kuf and raish. Topic of the shul: Aron Kodesh, bima and ner tamid. Tu BiShvat seder.	Parasha Mishpatim role play activities and middot etc. PHSCE: Respecting other people's property. Script writing: letters shin, sin and tav Topic of the shul: accessories in the shul.	Parasha Terumah role play activities and middot etc. PHSCE: The Bet Knesset is a place to come close to Hashem Topic of the shul: behaviour in shul.	Parasha Tetzaveh role play activities and middot etc. PHSCE: Every job is equally important. Script writing: assessment week. Hebrew reading assessment week. Tefillah: An in depth look at the morning brachot.	Parasha Vayakhel role play activities and middot etc PHSCE: The spirit of community (citizenship) Purim: an in depth look at the story, making raashanim, the four mitzvoth and making our own megillot.	Parasha Pekudei role play activities and middot etc. PHSCE: working together brings good results Purim: learning the customs and celebrating	Parasha Vayikra role play activities and middot etc PHSCE: Tefillah giving thanks to Hashem Purim: making hamantaschen Tefillah: A look at the brachot in birkat hamazon.	Parasha Tzav role play activities and middot etc PHSCE: Connecting to our past Purim in school.	Parasha Shemini role play activities and middot etc Pesach: preparing for Pesach, pesach shopping list, chametz, 10 plague spinner and Afikoman cover. Pesach: seder plate, the four sons, ten plagues, pesach/mazta/maror and the fifth cup/son?	Parasha Tazria role play activities and middot etc PHSCE: Knowing when you have done something wrong	Parasha Metzora role play activities and middot etc PHSCE: Use your tongue wisely Pesach: ma nishtana, the four sons, ten plagues and preparation for our seder.	Parasha Acharei Mot role play activities and middot etc PHSCE: Do not copy bad behaviour Pesach Seder Revision and assessment