

Year 2 Curriculum Overview Summer Term 1 & 2

ENGLISH

Writing:

- To re-tell the story called The Tear Thief by Carol Ann Duffy using a range of drama techniques.
- To use expanded noun phrases to describe the Tear Thief.
- To be able to use expanded noun phrases and similes to describe the night-time.
- To identify, understand and use the features of an instruction text.
- To write an information text.
- To write a biography about Amelia Earhart.
- Film unit based on the Disney film Up. To make predictions about what might happen next.
- To understand the key features of information texts.
- To write an adventure story using knowledge of narrative, settings, characterisation and dialogue. To evaluate their writing with the teacher and other pupils. To check my own and others' writing, making improvements.
- Exploring humorous verse as a structure for pupils' own writing in the form of riddles, nonsense poems and jokes.

Spellings and phonics:

- usage of ou/or/ey/are/ear/tion/sion.
- To spell words which contain the ear sound / ear/are for air sound, silent letters; silent h, silent c.
- To introduce ti spelling for the sh sound, si for sh/zh sound.
- To spell alternative spellings of the ai sound: ei/eigh words, the o for the u sound.
- To introduce the ture spelling.

Grammar:

- Developing knowledge of plurals.
- Learning to use a thesaurus.
- Revising proofreading skills.
- Prefixes: 'un' and 'dis' (e.g. unhappy, disagree).
- Apostrophe 's' to show possession (e.g. Anna's apple).
- Introduction to contractions (e.g. isn't, wasn't, don't, couldn't).
- Developing an understanding of prepositions (e.g. around, behind, to, in).
- Homophones (e.g. hour and our, week and weak).
- Revision of prefixes and introducing suffixes.

Comprehension:

- Learning about language play (e.g. tongue twisters), characterisation, oral retelling and story settings.
- Make predictions about events in a story.
- To summarise a plot and make links between events.
- Answer questions and explain opinions about story characters and aspects of poetry.
- Compare story settings and characters.
- To compare stories by the same author.
- To match words to their definitions.
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Speaking and Listening:

- To participate in performing a tongue twister.
- To speak in a clear and audible voice.
- To use spoken language to explore ideas by creating a riddle.
- To listen carefully to other's ideas.
- To explore the feelings of different characters in a story.
- To ask and answer relevant questions.
- To express views about details in the text.
- To participate actively in the discussion and maintain their focus.
- To respond to a poem.
- To express and justify their opinion.
- To discuss different writing features for example biography.
- To listen and respond appropriately.
- To recap the plot of the story.
- To listen to each other and take turns.

Handwriting:

- To join letters using the Reddiford Script style.

MATHEMATICS

Number:

- To be able to follow instructions in order to investigate numbers.
- Describe and extend simple number sequences to at least 1000.
- Count on or back in ones. Counting in ones, tens and hundreds to 1000.
- Order whole numbers to at least 1000 and position them on a number line.
- Counting in twos, threes, fours, fives, sixes and tens to at least 30.
- Understanding that subtraction is the inverse of addition.
- Knowing by heart: All addition/subtraction facts for each number to 20, 50.
Mental addition and subtraction of 9 and 19, 11 and 21 by adding 10 and adjusting by 1.

- Use known number facts and place value to subtract mentally, bridging through 10 and 20 then adjusting.
- Subtracting a teens number from a multiple of 10.
- Finding the difference.
- Understanding the operation of subtraction and to be able to state the subtraction corresponding to a given addition, and vice versa.
- Fractions of Numbers for example $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$

Measures:

- Estimate, measure and compare capacities, using litres; suggest suitable units and equipment for such measurements.
- To solve word problems with one or two steps. For example, to work out the total money spent and then calculate the change from £1.
- Recognise all coins and begin to use pound and pence notation for money. Find totals, give change and work out which coins to pay.

Geometry:

- Know that a right angle is a measure of a quarter turn, and recognize right angles are in squares and rectangles.
- Give instructions for moving along a route in straight lines and round right-angled corners. Begin to recognize line symmetry.

Statistics:

- To be able to answer questions using the information given on a table.

SCIENCE

Living Things and Their Habitats:

- To compare the differences between things that are living, dead and have never been alive
- To recognise and be able to explain the needs of animals.
- To establish why different plants and animals are found in different habitats.
- To predict and investigate living things found in two different habitats.
- To be able to pair animals with their correct habitat.
- Life processes and simple food chains.
- Minibeast hunt in local park.

Plants:

- Examine seeds and bulbs.
- Variation.
- To know the differences between an animal and a plant.
- To sort a group of living things into animals and plants.

- To recognise that there are similarities and differences between animals and that they can be grouped according to these.
- To recognise that there are similarities and differences between humans.
- To recognise ways in which humans are different from other animals.

HISTORY

- A study of the events leading up to the 'The Great Fire of London' and the events which followed.
- Compare past and present: To describe the clothes and hairstyle of Charles II and recognise they lived a long time ago.
- To know why Samuel Pepys was important to Great Britain.
- Sequence the main events of the fire.
To know why the fire spread so far and for so long.
- To know what an eye witness account is: Samuel Pepys' diary. To know about the part played by artists in recording the Great Fire.
- What have we learnt about the Great Fire?

GEOGRAPHY

Continue Mexico topic:

- Comparing and contrasting an overseas locality: Mexico: Tocauro.
- To make comparisons to life in the UK.
- Recognise Mexican landmarks
- Mexican Culture
- Research skills
- Mexico Day

Going to the seaside:

- Name an investigate places using geographical terms and maps.
- Identify physical and human features of the seaside.
- Research skills
- To make comparison with our own locality.
- Compare changes in seaside locations over the years
- Understand key geographical terms linked to the seaside
- Names of oceans and layers
- Identify issues associated with seaside towns, for example, pollution

SPANISH

- Recognise and recall 5 more vegetables with the correct plural determiners/articles in Spanish.

- Use the structure 'quisiera' (I would like) when buying vegetables.
- Use the conjunction 'y' (and) when buying more than one vegetable option.
- Construct a question to ask for a kilo or half a kilo of a vegetable in Spanish.
- Learn basic facts about Spanish culture and where Spanish is spoken: Spanish food and festivals.
- Map of Spain and location of main cities.
- Greetings: Good morning! – Hi! – My name is... - How are you? I'm well; I'm not well; So-so - Goodbye – See you later.
- Numbers 1-10.
- 10 Colours.

RE

Special Places in:

- Christianity
- Judaism
- Hinduism
- Sikhism
- Islam

What is a pilgrimage?

Reflection

PE

- The children explore running, jumping and throwing activities, and take part in simple challenges and competitions.
- Experimenting with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance.
- As in all athletic activities, children think about how to achieve the greatest possible speed, distance or accuracy in preparation for Sports Day.
- The children will continue to work on net games. They learn how to hold a tennis racket and strike a tennis ball using a forehand and backhand. They will develop their hand-eye coordination.

- Music and Movement - The children will be learning to use movement imaginatively, responding to music and performing basic skills. Focus on aspects such as rhythm, speed and the direction of their movements.

MUSIC

- Listening - Recognising different instruments and becoming more aware of musical dynamics.
- Introduction to note values and different orchestral sections.
- Revision of signs and symbols and introduction to graphic scores.
- Singing - Learning songs in preparation for Speech Day.

ART & DESIGN TECHNOLOGY

- Recognising objects and completing pictures
- Stories in pictures
- Looking at Space – outlines and shapes
- Drawing objects in relation to each other
- Drawing Space and the effects of perspective - near/far, large/small
- Exploring tone and the effects of light and dark sources
- Common Drawing Task - life drawing.

PSHE

Safety on the internet (Personal wellbeing)

- Rules to follow, who is trustworthy?
- Who are strangers and safe strangers?

Feelings and relationships (Fundamental British Values, mental health and wellbeing)

- The children are made aware that there are special people in their lives and community and Public institutions.

Friends and friendship (Mental health and wellbeing)

- Consideration of what makes a friend and what they can do for each other.

- How it is important to treat everyone equally, to listen to and respect one another

Feelings

- Discussing different feelings, happiness, anger, sadness,

Memories of growing up (Personal wellbeing)

- Special places
- Consideration of what makes a special place
- Can they remember feelings?
- Celebrating strengths, setting simple challenges and goals.

Finance

- To enable the children to understand the value of £2, £5 and £10.

Water Safety

- To become aware of the dangers of playing near water

Friendships

- Resolving conflict- being kind to each other
- What makes a good friend

Transition

- Anxiety and worries – what causes these.
- Anxiety about changing class and going up to Prep- how to cope with these feelings.

ICT

- E-Safety: To understand that the information put online leaves a digital footprint.
- To manipulate windows and create a folder.
- Locating information on a topic being studied, using a search engine on the internet and Espresso. For example: The Great Fire of London and Samuel Pepys.
- To organize ideas for a presentation.
- Copying and pasting research material into a word processing document that can then be edited for presentation.
- Continuing to develop mouse and keyboard skills.
- To create and format a simple presentation with text.
- To add and format an image.
- To reorder slides and present a presentation.
- To search for files and applications and print using different options.



REASONING AND CRITICAL THINKING

- Use systematic approaches for solving puzzles and problems.
- Find synonyms and antonyms.
- Find alphabet positions of letters.
- Solve anagrams.
- Find compound words and connect words.
- Re-orders words to create sentences.
- Identify and continue sequences and patterns.
- Create pictures using 2D shapes.
- Follow compass directions.
- Work collaboratively with others.

WELLBEING

- To understand that in Britain, rules and laws are put in place to keep us safe.
- To understand the meaning of liberty and what it means for us as individuals.
- To understand the importance of keeping a healthy and active mind.
- To develop an understanding of saving and spending money.
- To understand the importance of communicating effectively with others.
- To recognise the importance of being organised.
- To be able to recognise the difference between things we can and cannot control.
- To recognise ways of coping with significant changes in our lives.