



## Curriculum Overview

### Year 2 Summer Term

Subject	Content
<b>Religious Education</b>	<p><b>Easter</b></p> <ul style="list-style-type: none"><li>• know a range of stories about the Resurrection and the risen Jesus</li><li>• be able to identify the symbols used during the Easter Season and explain their significance</li></ul> <p><b>Pentecost</b></p> <ul style="list-style-type: none"><li>• understand that the Holy Spirit was the promised gift of Jesus</li><li>• recognise the role of the Holy Spirit in their lives today</li></ul> <p><b>The Church</b></p> <ul style="list-style-type: none"><li>• know that the Church is the Family of God</li><li>• recognise the different roles and responsibilities of people in the parish community</li></ul> <p><b>The Mass</b></p> <ul style="list-style-type: none"><li>• have an understanding of the sequence of the Mass</li><li>• know why Mass is a special celebration for the Church</li><li>• join in with responses at Mass</li></ul>
<b>Literacy</b>	<p><b>Phonics:</b></p> <ul style="list-style-type: none"><li>• double consonants</li><li>• single consonants</li><li>• le words : ckle, able, cle, dle, ble, ible, ple</li><li>• irregular verbs</li><li>• irregular plurals</li></ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"><li>• identify and comment on writers' purposes and viewpoints</li><li>• reflect on the overall effect of the text on the reader</li><li>• identify the style of an author</li></ul> <p><b>Writing:</b></p> <p>All writing genres can be applied at any time during the year regardless of the main teaching focus for each term.</p> <ul style="list-style-type: none"><li>• identify the features of an information text</li><li>• collect and collaborate information</li></ul>

	<ul style="list-style-type: none"> <li>• identify stories by the same author</li> <li>• highlight ways in which the stories are similar and different</li> <li>• plan, create and edit a story in the style of a chosen author</li> </ul> <p><b>Grammar, Punctuation and Spelling:</b></p> <ul style="list-style-type: none"> <li>• write regularly at greater length. At least ten basic sentences (depending on the task)</li> <li>• include more complex conjunctions: however, therefore, since, as</li> <li>• first simple joins: a, e, i, t, d, h, k, l, c, n, m</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• place value to 1000+</li> <li>• addition (using an empty number line)</li> <li>• subtraction (using an empty number line)</li> <li>• mental calculation strategies + and –</li> <li>• solving money and real life problems</li> <li>• making decisions and checking results</li> <li>• measures (capacity and problem solving)</li> <li>• shape and space – angles</li> <li>• fractions – finding fractions of shapes and numbers: <math>\frac{1}{2}</math> <math>\frac{1}{4}</math> <math>\frac{1}{3}</math> <math>\frac{1}{5}</math> <math>\frac{1}{10}</math></li> <li>• multiplication – multiplying 1 – digit numbers by a 1 – digit number</li> <li>• division – dividing a 2- digit number by a one digit number</li> <li>• symmetry – reflective symmetry</li> <li>• handling data – creating and analysing tables</li> </ul>
<b>Science</b>	<p><b>Biology</b></p> <ul style="list-style-type: none"> <li>• explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>• identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>• identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>• describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</li> <li>• observe and describe how seeds and bulbs grow into mature plants</li> <li>• find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul>

<b>Computing</b>	<ul style="list-style-type: none"> <li>• understand that email can be used to communicate</li> <li>• develop skills in opening, composing and sending emails</li> <li>• gain skills in opening and listening to audio files</li> <li>• develop skills in editing and formatting text</li> <li>• be aware of e-safety issues when using email</li> <li>• sort and classify a group of items by answering questions</li> <li>• collect data</li> <li>• use charting software to produce pictograms</li> <li>• record information</li> </ul>
<b>Creative Curriculum</b>	<p>We deliver the following subjects through whole school topics and they are collectively referred to as the Creative Curriculum: Art and Design, Design Technology, Geography, History and Music.</p> <p>Each term the whole school follow a topic theme incorporating many curriculum areas with a particular focus on one of the Creative Curriculum subjects.</p> <p>(See Creative Curriculum Two Year Cycle).</p>
	<p><b>Summer 1:</b> Food, Glorious Food  <b>Main Focus:</b> Design and Technology- Sandwich snacks  We will be designing and creating their own sandwiches and snacks for a chosen audience</p> <ul style="list-style-type: none"> <li>• have an understanding of what a sandwich is and how to make one</li> <li>• record their opinions on a table commenting on taste, appearance, smell and texture</li> <li>• develop design ideas through discussion, observation, and research</li> <li>• identify the different food groups in the 'balanced plate'</li> <li>• use sharp tools correctly to ensure safety and accuracy</li> <li>• follow safe procedures for food safety and hygiene</li> <li>• be able to evaluate their finished product against the design brief</li> </ul> <p><b>Summer 2:</b> Environment  <b>Main Focus:</b> Geography A View from the Window  We will be exploring how we can improve the local area by investigate the area around school and discussing ways we can improve it.</p> <ul style="list-style-type: none"> <li>• investigate their surroundings</li> <li>• use a camera to record their findings</li> <li>• make comparisons between different places</li> <li>• express views on the environment</li> <li>• draw and label field sketches</li> <li>• understand and use a key</li> </ul>

	<ul style="list-style-type: none"> <li>• follow a route on a map</li> <li>• use an atlas to locate places</li> </ul>
<b>Physical Education</b>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• perform body actions with control and coordination</li> <li>• choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling</li> <li>• perform short dances, showing an understanding of expressive qualities</li> <li>• describe the mood, feelings and expressive qualities of dance</li> </ul> <p><b>Striking and Fielding</b></p> <ul style="list-style-type: none"> <li>• use skills with control and reasonable accuracy</li> <li>• hit a stationary ball and retrieve and throw it when fielding</li> <li>• use skills and tactics in games</li> <li>• come up with sensible solutions, given time to think about their actions</li> <li>• carry out practices to improve their work and understand why they are useful</li> </ul> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>• move in water (for example, jump, walk, hop and spin, using swimming aids and support)</li> <li>• float and move with and without swimming aids</li> <li>• feel the buoyancy and support of water and swimming aids</li> <li>• propel themselves in water using different swimming aids, arms and leg actions and basic strokes</li> </ul>
<b>PSHE</b>	<ul style="list-style-type: none"> <li>• demonstrates that they recognise their own worth and that of others by making positive comments about themselves and classmates</li> <li>• knows that people can have different opinions and can simply explain personal views</li> <li>• identifies and makes simple choices about how to carry out the gospel values</li> <li>• can identify and respect differences and similarities between people, and describe how people can work together</li> </ul>