Curriculum Overview

Year 2 Summer Term

Subject	Content
Religious Education	**Easter** • know a range of stories about the Resurrection and the risen Jesus • be able to identify the symbols used during the Easter Season and explain their significance **Pentecost** • understand that the Holy Spirit was the promised gift of Jesus • recognise the role of the Holy Spirit in their lives today **The Church** • know that the Church is the Family of God • recognise the different roles and responsibilities of people in the parish community **The Mass** • have an understanding of the sequence of the Mass • know why Mass is a special celebration for the Church • join in with responses at Mass
Literacy	**Phonics:** • double consonants • single consonants • le words : ckle, able, cle, dle, ble, ible, ple • irregular verbs • irregular plurals **Reading:** • identify and comment on writers' purposes and viewpoints • reflect on the overall effect of the text on the reader • identify the style of an author **Writing:** All writing genres can be applied at any time during the year regardless of the main teaching focus for each term.

	Quest stories. Plan their writing by: • Generating descriptive language • Posing questions to intrigue reader • Writing exclamation sentences • Self -evaluating and edit writing Recounts. Plan their writing by: • Using conjunctions • Beginning to write sentences with subordinate clauses • Planning a visual version of a recount based on their own experience Postcards and letters. Plan their writing by: • Using correct punctuation in writing proper names. • Using full stops, exclamation and question marks in own writing Favourite poems. Plan their writing by: • Discussing different sorts of poems and list them. • Choosing their favourite poem and explain their choice • Using full stops, question marks, exclamation marks and capital letters in sentences • Understanding that classic poetry was written a long time ago and has 'stood the test of time' • Choosing their favourite humorous or nonsense poem and explain why in 1 or 2 sentences **Grammar, Punctuation and Spelling**: • write regularly at greater length. At least ten basic sentences (depending on the task) • include more complex conjunctions: however, therefore, since, as • first simple joins: a, e, i, t, d, h, k, l, c, n, m • All standard 2 punctuation correctly used
Mathematics	**Number and place value** • count in steps of 2, 3 and 5 from 0 and in tens from any number, forward and backward • recognise the place value of each digit in a two-digit

	number (tens, ones) • identify, represent and estimate numbers using different representations, including the number line • compare and order numbers from 0 up to 100; use <, > and = signs • read and write numbers to at least 100 in numerals and in words • use place value and number facts to solve problems **Measurement** • choose and use appropriate standard units to estimate and measure length / height in any direction (m / cm); mass (kg / g); temperature (°C); capacity (litres / ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels • compare and order lengths, mass, volume / capacity and record the results using >, < and = • compare and sequence intervals of time **Statistics** • interpret and construct simple pictograms, tally charts, block diagrams and simple tables • ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity **Addition and subtraction** • solve problems with addition and subtraction: – *using concrete objects and pictorial representations, including those involving numbers, quantities and measures* – *applying their increasing knowledge of mental methods and written methods* • recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 • add and subtract numbers using concrete objects, pictorial representations, and mentally, including: – *a two-digit number and ones* – *a two-digit number and tens* – *two two-digit numbers* – *adding three one-digit numbers* • show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot • recognise and use the inverse relationship between

	addition and subtraction and use this to check calculations and solve missing number problems **Multiplication and division** • recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs • show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot • solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts **Fractions** • recognise, find, name and write fractions $^{1}/_{3}$, $^{1}/_{4}$, $^{2}/_{4}$ and $^{3}/_{4}$ of a length, shape, set of objects or quantity • write simple fractions for example $^{1}/_{2}$ of 6 = 3 and recognise the equivalence of $^{2}/_{4}$ and $^{1}/_{2}$ **Geometry: properties of shape** • identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line • identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces • identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] • compare and sort common 2-D and 3-D shapes and everyday objects **Geometry: position and direction** • order and arrange combinations of mathematical objects in patterns and sequences • use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)

Science	**Biology** • explore and compare the differences between things that are living, dead, and things that have never been alive • 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 • identify and name a variety of plants and animals in their habitats, including micro-habitats • 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 • observe and describe how seeds and bulbs grow into mature plants • find out and describe how plants need water, light and a suitable temperature to grow and stay healthy
Computing	• understand that email can be used to communicate • develop skills in opening, composing and sending emails • gain skills in opening and listening to audio files • develop skills in editing and formatting text • be aware of e-safety issues when using email • sort and classify a group of items by answering questions • collect data • use charting software to produce pictograms
Creative Curriculum	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. Each term the whole school follow a topic theme incorporating many curriculum areas with a particular focus on one of the Creative Curriculum subjects. (See Creative Curriculum Two Year Cycle).
	Summer 1: Food, Glorious Food **Main Focus**: Design and Technology We will be looking at different food from around the world. The children will creating their own sandwiches and snacks for a chosen audience • general ideas from their own and other's experiences • develop design ideas through discussion, observation, drawing and modelling • to identify a purpose for what they propose to make • to measure and cut with some accuracy • to assemble and join materials

	be able to evaluate their finished product **Summer 2:**Environment **Main Focus**: Geography We will be exploring how we can improve the local area. The children will investigate the local area around school. As a class we will discuss ways in which we can improve the area and the impact this would have. • investigate their surroundings • make comparisons between different places • express views on the environment • draw and label field sketches • use a camera to record their findings • understand and use a key • follow a route on a map • use an atlas to local places
Physical Education	**Swimming** • move in water (for example, jump, walk, hop and spin, using swimming aids and support) • float and move with and without swimming aids • feel the buoyancy and support of water and swimming aids • propel themselves in water using different swimming aids, arms and leg actions and basic strokes **Athletics** • run at fast, medium and slow speeds, changing speed and direction • link running and jumping activities with some fluency, control and consistency • make up and repeat a short sequence of linked jumps • take part in a relay activity, remembering when to run and what to do • throw a variety of objects, changing their action for accuracy and distance
PSHE	• demonstrates that they recognise their own worth and that of others by making positive comments about themselves and classmates • knows that people can have different opinions and can simply explain personal views • identifies and makes simple choices about how to carry out the gospel values • can identify and respect differences and similarities

	between people, and describe how people can work together