

## Year 2 Summer Term Curriculum Overview

SUBJECT	1 <sup>st</sup> Half Term	2 <sup>nd</sup> Half Term
<b>English</b>	<p><b><u>Narrative</u></b>  <b>'How to catch a star'</b> by Oliver Jeffries                      The children will read a range of quest stories, exploring structure and language choice. They will explore characters on the basis of what is said and done, using role play and oral rehearsal. They will tell different parts of the story, linking these with conjunctions and beginning to vary sentence openings. The children then will write their own extended stories.  <b>Grammar focus:</b>                      1. To extend sentences using conjunctions                      2. Use and distinguish past and present tense                      3. Learn how to use familiar and new punctuation</p> <p><b>'The Eagle' by Lord Alfred Tennyson</b>  <b>Poems about birds</b>                      The children use their imagination to write a class poem about where they would go if they could fly like a bird. They look at eagles and swans and find exciting vocabulary. Then they write short poems based on haiku about birds that interest them.  <b>Grammar focus:</b>                      1. Use expanded noun phrases in writing descriptions                      2. Use familiar and new punctuation correctly</p>	<p><b><u>Explanations</u></b>  <b>'Monsters: an owner's guide'</b> by Jonathan Emmett &amp; Mark Oliver                      The children will recall and convey simple information clearly, orally rehearse their planning and writing, and experiment with a variety of levels of formality when talking with different people. They will write an email response to an angry customer and an explanation based on the core text.  <b>Grammar focus:</b>                      1. To extend sentences using conjunctions                      2. To know which conjunctions are most useful for explaining                      3. To use adjectives to create noun phrases</p>
	<p><b><u>Reading</u></b>                      The children will be encouraged to read as widely as possible at home and at school, with an emphasis on reading for pleasure. During Guided Reading lessons, they will read fiction, non-fiction texts and poetry. They will be encouraged to discuss new vocabulary and ask and discuss their own questions, as well as answer questions put to them by their teacher.</p> <p><b><u>Phonics</u></b>                      The synthetic phonics programme 'Letters &amp; Sounds will be used as the basis for teaching phonics. During the daily phonics lesson, the children will continue to work on Phase 5, practising the skills of blending and segmenting words. They will learn how to add suffixes to spell longer words. The children will apply their knowledge to sentences dictated to them.</p> <p><b><u>Handwriting</u></b>                      Handwriting will be taught in conjunction with phonics teaching. Attention will be paid to using the correct starting point for each letter, maintaining the appropriate direction of hand movement and shaping the letter with increased levels of precision.</p>	
<b>Maths</b>	<p><b>Length &amp; Height</b></p> <ul style="list-style-type: none"> <li>• Measure length (cm)</li> <li>• Measure length (m)</li> <li>• Compare lengths</li> </ul>	<p><b>Time</b></p> <ul style="list-style-type: none"> <li>• O'clock and half past</li> <li>• Quarter past and quarter to</li> <li>• Telling time to 5 minutes</li> </ul>

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	<ul style="list-style-type: none"> <li>• Order lengths</li> <li>• Four operations with lengths</li> <li>• Problem solving with length</li> </ul> <p><b>Position &amp; Direction</b></p> <ul style="list-style-type: none"> <li>• Describe position <b>Recap</b></li> <li>• Problem solving with position</li> <li>• Describing movement</li> <li>• Describing turns</li> <li>• Describing movements and turns</li> <li>• Making patterns with shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Writing time <b>Recap</b></li> <li>• Hours and days</li> <li>• Find duration of time</li> <li>• Compare durations of time</li> </ul> <p><b>Mass, Capacity &amp; Temperature</b></p> <ul style="list-style-type: none"> <li>• Compare mass</li> <li>• Measure mass in grams</li> <li>• Measure mass in kilograms</li> <li>• Compare volume</li> <li>• Millilitres</li> <li>• Litres</li> <li>• Four operations with mass</li> <li>• Four operations with volume</li> <li>• Temperature</li> </ul>
<p>The children will be given opportunities to make rich connections across mathematical ideas to develop <b>fluency, mathematical reasoning</b> and competence in <b>solving problems</b>. They will also apply their mathematical knowledge to science and other subjects.</p>		
<p><b>Science</b></p>	<p><b><u>What is in your habitat?</u></b>  <b><u>Our changing world</u></b>          The children will explore and compare the differences between things that are living or dead, and things that have never been alive. They will also learn about habitats and describe how different habitats provide basic needs for different kinds of animals and plants.</p> <p><b><u>The apprentice gardener</u></b>          The children will observe and describe how seeds and bulbs grow into mature plants. They will also find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Pupils will <b>work scientifically</b> by: observing closely, using simple equipment; asking simple questions and recognising that they can be answered in different ways; identifying and classifying; using their observations and ideas to suggest answers to questions; gathering and recording data to help in answering questions; performing simple tests.</p>	
<p><b>PSHE</b></p>	<p><b><u>Physical health and Mental wellbeing</u></b>          The children will look at the importance of sleep, medicine and keeping healthy, keeping their teeth healthy and at managing feelings and asking for help.</p>	<p><b><u>Growing and changes</u></b>          The children will learn about growing older, naming body parts and moving class.</p> <p><b><u>Keeping safe</u></b>          The children will learn how to stay safe in different environments, about risk and safety at home and about emergencies.</p>

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<b>RE</b>	<p><b><u>Religious Leaders</u></b> The children will be looking at religious leaders and how they show authority towards their religious groups.</p>	<p><b><u>Difficult Questions</u></b> The children will explore some of the religious questions to which people try to find answers.</p>
<b>Geography</b>	<p><b><u>Our wonderful world</u></b> The children will learn about the wonders of the world. They will enhance and solidify their geographical general knowledge (e.g. name, locate and identify characteristics of the seven continents and oceans). It will also give them an appreciation of the world by introducing natural and man-made wonders, as well as ancient and modern wonders.</p>	
<b>History</b>	<p><b><u>Local Heroes</u></b> The children will learn about the lives of some of the most significant people in the history of their locality. The unit will support the children in gaining an understanding of the breadth of contributions people can make in order to become significant. The children will use a range of sources of evidence, including oral history, visual images and written documents.</p>	
<b>Art</b>	<p><b><u>Portraits</u></b> The children will use drawing and painting to develop and share their ideas, experiences and imagination. They will develop a range of art and techniques in using line, shape, form and colour. They will learn about the work of Rembrandt and Renoir, describing the differences and similarities between different practices.</p>	
<b>Design &amp; Technology</b>	<p><b><u>Fabric Faces</u></b> In this unit, the children will learn all about different fabrics. They will explore and become familiar with the names of different fabrics and learn how to choose and manipulate fabrics to create different effects; they will also learn how to join fabrics in a variety of ways. Running stitch will be introduced during this unit. Finally, children get the chance to apply all of these skills to help them create their own fabric face which they will evaluate.</p>	
<b>Music</b>	<p><b><u>Musical Focus: Exploring Sound</u></b> <b>Story Time</b> The children are introduced to famous pieces to stimulate composition. The children interpret a storyboard with sound effects, and develop their own ideas using voices and percussion.</p>	<p><b><u>Musical Focus: Pitch</u></b> <b>Water</b> Children sing and play a variety of shapes, using movement and reading from scores. They create a class composition which describes the sounds and creatures of a pond.</p> <p><b><u>Musical Focus: Performing</u></b> <b>Travel</b> Children learn a Tanzanian game song and accompany a travelling song using voices and instruments. They listen to an orchestral piece and improve their own descriptive theme park music.</p>
<b>PE</b>	<p><b>Racket skills – Tennis:</b> Ball and racket familiarisation Sending and receiving skills Coordination and movement Racket games</p> <p><b>Health and Wellbeing:</b></p>	<p><b>Bat and Ball - Cricket:</b> Stopping and rolling a ball Under arm and over arm throwing and catching Learning how to bowl underarm Striking a ball with a cricket bat Batting and fielding games</p> <p><b>Locomotion - Dodging</b></p>

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	<p>Consolidate agility Consolidate balancing: Explore balancing on apparatus Introduce and explore coordination: Dribbling and kicking</p>	<p>Explore dodging Develop dodging Apply dodging: Explore attacking and defending Apply dodging in teams</p>
<b>Computing</b>	<p><b><u>Creating pictures</u></b> The children look at the work of Impressionist artists and use art software to recreate them using templates.</p>	<p><b><u>Presenting ideas</u></b> The children examine a traditional tale presented as a mind map, as a quiz, as an e-book and as a fact file. The children learn that digital content can be represented in many forms.</p>