

# Year 2 Curriculum Overview – Summer Term



<p><b>Literacy</b></p> <p><u>Fiction</u> The children look at some traditional fairy tales and adventure stories, they orally retell these stories and analyse its characters using role-play. The children will plans and write an alternative 3-part journey story based on Meerkat Mail. They will also read Alfie's Star and create a missing poster.</p> <p><u>Non-Fiction</u> Children will research and write a non-chronological report about an animal of their choice.</p> <p><u>Poetry</u> Children will be involved in reading a variety of poems. They will then write and perform their own free verse poem based on Emperor Penguins.</p> <p><u>Cross Curricular writing</u> Children will build upon their learning in English and apply their writing in other subjects. In Geography the children will write a postcard, weather report, comparison paragraphs and a letter to children in a Kenyan school.</p> <p><u>GP&amp;S</u> Children will continue to use nouns, adjectives and verbs in their writing as well as revising all areas of GPS covered to date to consolidate their understanding. They will also explore the use of adverbs, suffixes, the prefix –un, forming plurals, compound words, homophones and homonyms.</p> <p><u>Spellings</u> Spellings are taught in line with the National Curriculum statutory requirements.</p>	<p><b>Mathematics</b></p> <p><u>Number and place value</u> Revise place value of 2 and 3 digit numbers; To be able to compare and order 2- and 3- digit numbers and to be able to use the inequality signs (&lt; and &gt;)</p> <p><u>Mental addition and subtraction</u> Add and subtract 2-digit numbers to and from 2-digit numbers; subtract 2-digit numbers by counting back in tens and ones; add and subtract two 2-digit numbers by partitioning.</p> <p><u>Mental multiplication and division</u> Revise doubles and corresponding halves to 20; Write multiplications to go with arrays, rotate arrays to show they are commutative; make links between grouping and multiplication to begin to show division; write divisions as multiplications with holes in and use the ÷ sign; count in 2s, 3's, 5s and 10s to solve multiplication and division problems</p> <p><u>Geometry</u> Revise the properties of 2D and 3D shape. Know the vocabulary associated with position.</p> <p><u>Statistics</u> Sort shapes and numbers using Carroll and Venn Diagrams</p> <p><u>Measurement</u> Tell the time to the nearest quarter on analogue clocks; understand the relationship between seconds, minutes and hours; tell the time to five minutes.</p> <p>Read scales to measure weight, temperature and capacity using standard and non-standard units.</p> <p><u>Fractions</u> Revise and recognise ½'s, ¼'s, 1/3's and 2/3's of shapes; place ½'s on a number line; count in ½'s and ¼'s; understand and write mixed numbers; find a quarter of numbers up to 40 by halving twice; begin to find ¾ of numbers; find ½, ¼ and 1/3 of amounts spotting patterns and making predictions.</p>
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Science	<p><u>Materials</u> Children will build upon their knowledge of materials from Year 1. They will be able to name materials and identify what properties a material needs for a particular purpose. Recognise suitable and unsuitable choices of materials for particular purposes based on physical properties. Know that materials can be either man-made or naturally occurring. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p><u>Electricity</u> Children will begin to explore electricity and begin to understand that it is a form of energy, used for lighting, heating, making sound and making machines and appliances work. They will learn to create a simple circuit that contains wires, switches and bulbs.</p>	<p>Religious Education</p> <p><u>Pentecost – Serving: Spread the Word</u></p> <p><u>Reconciliation – Inter-relation: Rules</u></p> <p><u>Universal Church – World: Treasures</u></p> <p>Please see separate RE letter for more information.</p>
Computing	<p><u>Data and Information – Pictograms</u> Children will begin to understand what the term data means and how data can be collected in the form of a tally chart. They will learn the term ‘attribute’ and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block diagrams. Learners will use the data presented to answer questions.</p> <p><u>Creating Media – Making Music</u> In this unit, the children will be using a computer to create music. They will listen to a variety of pieces of music and consider how music can make them think and feel. They will compare creating music digitally and non-digitally. The children will look at patterns and purposefully create music.</p>	<p>History</p> <p><u>Great Fire of London</u> Children will learn about the events of the Great Fire of London - when the fire happened; how it broke out; what happened in the fire; how long it lasted; why the fire ended; what happened next and the impact on life today. Children will compare 17<sup>th</sup> Century London with today, identifying similarities and differences; they will use primary sources of information to answer questions about the past and explore the contribution of significant individuals (Samuel Pepys) in History. Children will make local links to The Great Fire of Newcastle and Gateshead.</p>
		<p>Geography</p> <p><u>Handa’s African Adventure</u> Children will be able to compare a country in Africa (Kenya) with their home country, the United Kingdom. They will use online resources such as Google Earth alongside maps and atlases to explore both countries and will consider whether the environment in both countries is the same or different and they will understand the reasons why</p>
Music	<p><u>Unit 3: Components 3 and 4</u> <b>Pulse</b> - Keep a steady pulse in a group and solo with musical accompaniment; demonstrate at least 2 different time signatures (<math>\frac{3}{4}</math> and <math>\frac{4}{4}</math>) <b>Rhythm</b> - 2 bar repetition using crotchets, quavers and minims. <b>Melody</b> - Sing back short melodies that use around 3 pitched notes; perform from rhythmic notation including crotchets and minims. <b>Listening</b>- Identify where elements change. Replicate change in performance. <b>Performing</b> - Play basic rhythms on unturned percussion instruments and using body percussion. Repetition.</p>	<p>Physical Education</p> <p><u>Health and Wellbeing</u> Pupils begin to develop different ways of moving at speed and understand how agility is applied within sport. Children will explore coordination whilst consolidating previous learning of balance.</p> <p><u>Games for Understanding</u> Developing individual ball skills, practising these with a partner and putting these skills to use in a small game situation. Children will then begin to explore the principles of attacking and defending and be able to apply those within a game situation.</p>

	<p><b>Singing</b> - Sing simple song and folk songs in rounds accurately.</p> <p><b>Composition</b> - Repeat basic longer rhythms from memory. At least 2 bars and add imitations of rhythms.</p> <p>Seasonal Songs and Hymns with Mr Richardson</p>		
Art	<p><u>Sculpture - Masks</u></p> <p>The children will use a range of materials creatively to design and make an African mask. They will use the medium of sculpture to develop and share their ideas, experiences and imagination. Children will also describe the differences and similarities between different practices and disciplines, making links to their own work. The children will look at famous South African artist Esther Mahlangu and respond to her ideas.</p>	Design Technology	<p><u>Workshop – Patchwork</u></p> <p>The children will research the origins of patchwork and the cultural aspects surrounding them. They will build upon their cutting skills using fabrics, learning how to join fabrics using a stitching technique. Designs will be discussed and pupils work will be brought together for a collaborative end product.</p>
Events	<p><u>April</u></p> <p>Monday 17<sup>th</sup> April – Return to school</p> <p><u>May – KS1 Test Period</u></p> <p>Wednesday 3<sup>rd</sup> May – KS1 Football Festival (AM)</p> <p>Friday 5<sup>th</sup> May – Coronation event in school</p> <p>Monday 8<sup>th</sup> May – Bank Holiday – King’s Coronation</p> <p>Tuesday 16<sup>th</sup> May – Whole School May Procession (PM)</p> <p>Wednesday 17<sup>th</sup> May – Class Photographs</p> <p>Thursday 25<sup>th</sup> May – Feast of St Bede</p> <p>Friday 26<sup>th</sup> May – Break up for half term</p> <p><b>Half Term – Monday 29<sup>th</sup> May – Friday 2<sup>nd</sup> June</b></p> <p><u>June</u></p> <p>Monday 5<sup>th</sup> May – Return to school</p> <p><u>July</u></p> <p>Thursday 20<sup>th</sup> July – End of Year Mass – 10am</p> <p>Friday 21<sup>st</sup> July – End of Year Picnic</p>	Key Information	<p>Weekly spelling and mental math tests take place on a Thursday morning.</p> <p>Children need to come into school with their PE kit on for PE lessons each Tuesday and Friday.</p> <p>The children are required to read at least one book per week. Your child has an allocated reading day and books will be changed during this session.</p> <p>Thank you, Miss Langley and Mrs Wheeler</p>