

Year 2 Curriculum Overview – Summer Term



English	<p>Fiction</p> <p>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 rewrite the story including their own ideas.</p> <p>Non-Fiction</p> <p>Children will research and write a non-chronological report about an animal of their choice.</p> <p>Poetry</p> <p>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>Cross Curricular writing</p> <p>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>GP&S</p> <p>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>Spellings</p>	Mathematics <p>Number and place value</p> <p>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 (< and >)</p> <p>Mental addition and subtraction</p> <p>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>Mental multiplication and division</p> <p>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>Geometry</p> <p>Revise the properties of 2D and 3D shape. Know the vocabulary associated with position.</p> <p>Statistics</p> <p>Sort shapes and numbers using Carroll and Venn Diagrams</p> <p>Measurement</p> <p>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>Fractions</p> <p>Revise and recognise $\frac{1}{2}$’s, $\frac{1}{4}$’s, $\frac{1}{3}$’s and $\frac{2}{3}$’s of shapes; place $\frac{1}{2}$’s on a number line; count in $\frac{1}{2}$’s and $\frac{1}{4}$’s; understand and write mixed numbers;</p>
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	Spellings are taught in line with the National Curriculum statutory requirements.		find a quarter of numbers up to 40 by halving twice; begin to find $\frac{3}{4}$ of numbers; find $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{3}$ of amounts spotting patterns and making predictions
Science	<p>Materials</p> <p>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>	Religious Education	<p>Pentecost – Serving: Spread the Word</p> <p>Reconciliation – Inter-relation: Rules</p> <p>Universal Church – World: Treasures Please see separate RE letter for more information.</p>
Computing	<p>Data and Information – Pictograms</p> <p>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>Creating Media – Making Music</p> <p>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>	History	<p>Great Fire of London 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 17th 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>
French	<p>Salutations</p> <p>Children will enjoy weekly French lessons with Mrs Molenda. They will learn how to say and write a variety of greetings and salutations in French.</p>	PSHE	<p>Children will learn that:</p> <ul style="list-style-type: none"> • We are created individually by God • God wants us to talk to Him often through the day and treat Him as our best friend • God has created us, His children, to know, love and serve Him • We are created as a unity of body, mind and spirit: who we are matters and what we do matters • We can give thanks to God in different ways

Music	<p>Children will be taught to;</p> <p>Pulse - Keep a steady pulse in a group and be able to pick out two different tempos in music.</p> <p>Rhythm - 1 bar repetition using crotchets and quavers.</p> <p>Melody - Sing back short melodies that use 2 pitched notes and develop the concept of pattern work in music using rhythm grids.</p> <p>Listening- Identify features of a range of high quality and recorded music Replicate basic rhythms heard.</p> <p>Performing - Play basic rhythms on untuned percussion instruments and using body percussion. Introduce repetition.</p> <p>Singing - Sing simple folk tunes in unison both with and without accompaniment or backing tracks.</p> <p>Composition - Improvise Simple rhythms based on given stimuli (e.g. rhythm grids)</p>	Physical Education	<p>Games</p> <p>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>Games for Understanding</p> <p>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>Dance- Water</p>
Art	<p>Drawing – 2D to 3D Children will develop their drawing skills by focusing on the use tone. They will explore using tonal shading to convert 2D objects into 3D objects (e.g. circle into sphere). They will develop pencil control by practising drawing techniques and they will refine their drawing skills through manipulation of line. Throughout the unit, pupils will develop a range of Art and Design techniques by also looking at visual elements of shape, line and colour. They will look at a range of artists who will inspire their work.</p>	Design Technology	<p>Food Technology – Sandwiches Pupils will explore a wide range of sandwich breads and sandwich fillings. They will use their senses to talk about colour, texture, taste and smell. They will make choices and decisions about their design after tasting different types of bread and fillings. They will also learn about hygiene, safe food preparation and healthy eating</p>

Geography	<p>Handa's African Adventure 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>	<p>Events</p> <p>Summer Term Dates</p> <p>May 6th- Great Fire of London Workshop with ForestEd</p> <p>22nd May- Mass The Feast of St Bede</p> <p>18th June- Mavis from Asda is coming into school to make sandwiches with Year 2 as part of our DT topic</p> <p>2nd July- Hall Hill Farm</p> <p>4th July- INSET</p> <p>8th July- Year 2 Library visit</p> <p>17th July – End of Year Mass</p> <p>17th July – Break up for the Summer</p> <p>Year 2 SATs will take place during the Summer Term. To ensure children are well-prepared and to help reduce stress, the assessments will be spread out rather than confined to a single "assessment week." This flexible approach will allow us to review and revise for each subject area in class before the relevant test, giving pupils the best opportunity to succeed in a calm and supportive environment.</p>
Key information	<ul style="list-style-type: none"> • Reading books will be changed on a Friday. Please keep your child's reading book in their bags so we can read with them as often as possible in school. • Maths homework will be sent out on a Monday which will support them for their mental maths test. • Mental maths tests will take place on a Thursday morning. • PE Will take place on a Tuesday and a Friday. Please could children come to school in their PE kit on these days. 	