Curriculum Overview for Year 2 ~ Summer Term 2016 (Minibeasts and much more . . .)

Reading

- Read words containing common suffixes.
- Read most words quickly and accurately, without overt sounding and blending.
- Build up fluency and confidence in word reading.
- Listen to, discuss and express views about a range of stories and poetry.
- Build up a repertoire of poems learnt by heart, appreciating these and reciting some.
- Discuss books and poems, taking turns and listening to what others say; explain own understanding.
- Make inferences on the basis of what is being said and done in stories.
- Discuss and clarify the meanings of words, linking new meanings to known vocabulary.
- Ask and answer questions; make predictions.

Writing

• Write stories and poetry and plan/say out loud what they are going to write about.

English

- Continue to encapsulate what they want to say, sentence by sentence.
- Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently.
- Proof-read writing to check for errors in spelling and punctuation (e.g. ends of sentences punctuated correctly).
- Evaluate own writing with the teacher and
- Learn to spell words with contracted forms/possessive apostrophe (singular) (e.g. 'don't' instead of 'do not'; the girl's book).
- Begin to add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.
- Write capital and lower case letters and digits the correct size and orientation.

• Start to use some of the diagonal and horizontal strokes needed to join letters.

Grammar

- Use . ?! & capital letters plus commas for lists and apostrophes for contracted forms (e.g. can't) and the possessive (e.g. Sally's shoes).
- Learn to use the present and past tenses correctly and consistently.
- Continue to expand noun phrases to describe (e.g. the beautiful blue butterfly).

Reading and writing poems about Minibeasts. Planning and writing non-fiction texts, stories and poems.

Measurement

- Compare and order lengths and mass and record the results using <, > and
- Tell and write quarter past and quarter to the hour times on analogue and digital clocks.

Statistics - Data

- Interpret and construct pictograms, tally charts and simple tables.
- Ask and answer simple questions by counting the number of objects in each category and sorting

categories by quantity.

Number

- Use <, > and = signs.
- Solve problems with + and – involving numbers quantities and measures.
- Apply increasing knowledge of mental and written methods.
- Use the inverse between + and to solve missing number problems.
- Derive and use related addition and subtraction facts up to 100.
- Add two two-digit numbers; show that addition of two numbers can be done in any order (commutative) but subtraction cannot.
- Calculate division number sentences and write them using the division (÷) and equals (=) signs.

Mathematics

- Recognise, find, name and write 1/3, 1/4, 1/2, 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

simple equipment.

- Use mathematical vocabulary to describe position, direction and movement, distinguishing between rotation as a turn and in terms of right angles for 1/4, 1/2 and 3/4 turns (clockwise and anti-clockwise).
- Order and arrange combinations of mathematical objects in patterns and sequences.

- Explore changes within and beyond living memory.
- Compare aspects of life in different periods.

Science

Working scientifically:

- Observing closely, using
- Identify and classify different minibeasts and pond creatures.
- Gather and record data to help in answering questions.

Living things and their habitats:

- 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.
- 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 differen 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

History

What were seaside holidays like in the past?

Compare holidays now with those taken in 1900 and 1950, to include journeys and

Recognise some similarities and differences between resorts now and in the past.

Select information about seaside resorts from photographs and other sources.

Art & Design

- Use drawing and painting to develop and share ideas, experiences and imagination.
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- Find out about the work of different artists, and make links to

'Minibeast' art using a range of media, including oil pastels and watercolour

Pallant House art project.

Design & Technology

- Select from and use tools and equipment to perform practical tasks, e.g. cutting, joining and finishing.
- Design purposeful, functional and appealing products based on design criteria.
- Select from and use materials and components, including construction materials.
 - Evaluate the finished product against design criteria.

Design and make a winding toy using the nursery rhyme 'Incy Wincy Spider' as a stimulus.

PSHE & Citizenship

- Relationships
- Growing Up

Talk about people who are important to us; Explore how it feels to be loved and cared for by our families and friends;

Talk about times when we have felt alone and describe what this is like;

Describe the similarities and differences between girls and boys as we grow up.

Physical Education

- games, developing simple • Participate in team tactics for attacking and defending.
- Develop basic movements including running, jumping, throwing and catching, as well as developing agility and coordination, and begin to apply these in a range of activities.
- Develop balance and co-ordination, and apply these to gymnastic activities.
- Perform dances using simple movement patterns.

Games: racket skills; feeding and fielding; attacking and defending; Sports Day preparation. Gym: create simple sequences on the floor and apparatus. Dance: develop 8 order simple dance motifs to create a dance sequence.

Computing

- Understand the use of algorithms; understand that programs execute algorithms by following precise and unambiquous instructions.
 - Create and debug simple programs.
 - Use technology to create and organise digital
 - Recognise uses of IT beyond school.
- Use technology safely and respectfully.

Use a Branching Database. Develop keyboard skills. Input instructions into a programmable toy to follow different routes and debug mistakes. Continue to discuss E-safety issues.

Geography

- Use world maps, globes and atlases to name and locate seaside destinations in the UK and their surrounding seas.
- Use basic geographical vocabulary referring to key human and physical features.
- Name and locate the world's seven continents and five

Seaside holidays and destinations.

Music

- Sing songs, chants
- Play tuned and
- Listen to a range of recorded music.
 - Experiment with, create, select and combine

and rhumes.

untuned instruments.

high-quality live and

Rehearse for our performance

at the Chichester Little Big Sing Festival in June; explore different rhythms and use percussion instruments to play these back; create simple compositions about different minibeasts to convey their rhythms and movements.

Religious

Education

 Learn that Jesus told stories and that they were a way of teaching people about God,

how to behave and how to treat each other. Learn that stories often contain inner

meanings and messages. Identify the key concepts and ideas in the

Stories Jesus Told - including the story of the prodigal

stories Jesus told.

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