Curriculum Overview for Year 2 ~ Summer Term 2019

Reading	Writing English	• Use some of the diagonal and horizontal	Art & Design	
 Read words containing common suffixes. 	• Write stories and poetry and plan/say out	strokes needed to join letters.	Art & Design	
 Read most words quickly and accurately, 	loud what they are going to write about.	Grammar	• Use drawing and painting to develop and share ideas,	• l
without overt sounding and blending.	• Continue to encapsulate what they want to	• Use . ? ! & capital letters plus commas for	experiences and imagination.	F
 Build up fluency and confidence in word 	say, sentence by sentence.	lists and apostrophes for contracted forms	• Develop a wide range of art and design techniques in using	ιι
reading.	 Re-read to check that their writing makes sense and that verbs to indicate time are use 		colour, pattern, texture, line, shape, form and space.	
• Listen to, discuss and express views about a	correctly and consistently.	(e.g. Sally's shoes).	• Find out about the work of different artists, and make links to	\sim
range of stories and poetry.	• Proof-read writing to check for errors in	• Learn to use the present and	own work.	\frown
• Build up a repertoire of poems learnt by heart,	spelling and punctuation (e.g. ends of	past tenses correctly and consistently.	'Minibeast' art using a range of media, including oil	
appreciating these and reciting some.	sentences punctuated correctly).	• Continue to expand noun phrases to describe	pastels and matercolour paints.	
• Discuss books and poems, taking turns and	• Evaluate own writing with the teacher and other pupils.	(e.g. the beautiful blue butterfly).	pustets unu watercotour puntts.	Use
listening to what others say; explain own	Learn to spell words with contracted			Inpu
understanding.	forms/possessive apostrophe (singular) (e.g.			
• Make inferences on the basis of what is being	'don't' instead of 'do not'; the girl's book).			
said and done in stories.	• Begin to add suffixes to spell longer words,	\frown	Design & Technology	C
• Discuss and clarify the meanings of words,	including –ment, –ness, –ful, –less, –ly.			Geo
linking new meanings to known vocabulary.	Write capital and lower case letters and digit	s	Select from and use tools and equipment to perform practical	
• Ask and answer questions; make predictions.	the correct size and orientation.		tasks, e.g. cutting, joining and finishing.	
Number	Mathomatics	Measurement - Time	• Design purposeful, functional and appealing products based	•
 Solve problems with 	Mathematics	• Tell and write the time to five minutes,	on design criteria.	
+, -, x and ÷	• Use estimation to check that answers	including quarter past/to the hour and	• Select from and use materials and components	
involving numbers,	to a calculation are reasonable.	draw the hands on a clock face to	including construction materials.	
quantities and measures.	Consolidation of learning from	5	Evaluate the finished product against design criteria.	•
• Apply increasing knowledge of mental	the autumn and spring terms.	• Know the number of minutes in an		
and written methods to work efficiently.	the autantic and spring terms.	hour & the number of hours in a day.		
 Use the inverse between + and – and 	Geometry	 Compare and sequence intervals of 		
between x and \div to solve missing	• Use mathematical vocabulary to	time.		
number problems.	describe position, direction and	Measurement		
 Add and subtract two two-digit 	movement, distinguishing between	• Choose and use appropriate standard) (
numbers; show that addition of two	rotation as a turn and in terms of	units to estimate and measure capacity	PSHE & 🖉 🗡 Citizenship	Mu
numbers can be done in any order	right angles for 1/4, 1/2 and 3/4	(l/ml) and temperature		
(commutative) but subtraction cannot.	turns (clockwise and anti-clockwise).	(°C).		
Calculate multiplication and division	Order and arrange mathematical	Compare	Changes:	
number sentences and write them using	objects in patterns and sequences.	and order		\checkmark
the multiplication (x), division (÷) and		measurements using <, >	• Myself and My Relationships – Managing Change.	
equals (=) signs.		and =.	Healthy and Safer Lifestyles – Sex and Relationships	\frown
			Education.	
Science) (History			
Working scientifically:	Thistory			
	equipment.	6 11.1		
	sis una pona creatares.	formal history topic this term, we will make		1
• Gather and record data to help in answering q	luestions.	herever it is relevant.		
Living things and their habitats:				1
 Explore and compare the differences between t dead, and things that have never been alive. 	things that are living,		Physical Education	R
 Identify that most living things live in habitats 	to which they are			
suited and describe how different habitats prov			Participate in team games, developing simple	•
of different kinds of animals and plants.			tactics for attacking and defending.	
• Identify and name a variety of plants and anin	nals in their habitats,	\sim	Develop basic movements including running, jumping, throwing and establish as well as developing agility and established as a set of the s	
including micro-habitats.			throwing and catching, as well as developing agility and co- ordination, and begin to apply these in a range of activities.	
• Describe how animals obtain their food from p			 Develop balance and co-ordination, and apply these to 	\frown
using the idea of a simple feed shain and idea	ligg and name afferen		 Develop balance and co-ordination, and apply these to gymnastic activities. 	
using the idea of a simple food chain, and iden sources of food.				
using the idea of a simple food chain, and iden sources of food. Plants:				1
sources of food.	w into mature plants.			
sources of food. Plants:			Games: racket skills; feeding and fielding; attacking and defending; Athletics and Sports Day preparation.	

