Summer Term 2020 Curriculum Overview Year 2

English

Key texts:
The High Street by Alice Melvin

The Disguising Sandwich by Gareth Edwards

Reading

- Blending the sounds
- Read accurately words of two or more syllables that contain the same graphemes as above
- Read words containing common suffixes
- Making inferences and answering/ asking questions
- Predicting what might happen next

Writing

- Learning how to use new punctuation correctly (including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

- Writing for different purposes including narratives about personal experiences and those of others (real and fictional) and poetry.

Handwriting

- Forming lower-case letters of the correct size relative to one another
- Start using some of the diagonal and horizontal strokes needed to join letters
- Write capital letters and digits of the correct size, orientation and relationship to one another and to write lower case letters using spacing between words that reflect the size of the letters.

Speaking & Listening

- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions

Science

Plants

- 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.

Working scientifically

- Observing closely, using some simple equipment – use magnifying glasses to look at the parts of a flower
- Performing simple tests to find out what conditions are best for plant growth
- Identify and classify plants that grow from seeds and bulbs
- Use observations and ideas to suggest answers to questions
- Begin to make records of findings in appropriate forms
- Collect evidence to try to answer a question
- To begin to predict what might happen
- To begin to draw simple conclusions and explain what they did

Design & Technology

- Use hand tools safely and appropriately.
- Assemble, join and combine materials in order to make a product.

Physical Education

- Sports Day
- Participate in team games, developing simple tactics for attacking and defending.

History

- Sequence artefacts.
- Sequence photographs from different periods of their life.
- Compare aspects of two historical figures lives Florence Nightingale and Edith Cavell.

Maths

Position and direction

- Describe movement using forwards, backwards, up, down, left and right to describe movement in a straight line.
- Describe turns using the language full tern, half tern, quarter turn, three-quarter tern, clockwise and anti-clockwise.
- Describe and record directions.
- Children to apply their knowledge of directions during P.E. or Computing.
- Children to describe and create patterns that involve directions and turns.

Measurement: Time

- Read clock faces to tell the time to o'clock, half past, quarter past and quarter to.
- Draw o'clock, half past, quarter past and quarter to onto clock faces.
- Count from 0 – 60 in steps of 5.
- Children to know that when the minute had goes past the 6 it is to the hour.
- Children to know there are 60 minutes in one hour and 24 hours in a day.
- Work out the start and end time of an event to work out how long it lasts.
- Order times from shortest to longest.
- Compare durations of time.

Measurement: Mass, capacity and temperature

- Use scales to tell if an object is heavier or lighter.
- Use < > to compare mass.
- Read scales showing mass in grams and kilograms.
- Use the words quarter, half and three quarters full to describe containers.
- Estimate the volume of water in a container using ml and litres.
- Read the scale on a container in ml and litres with increasing accuracy.
- Children to know that temperatures are measured in degrees centigrade.
- Read a thermometer with increasing accuracy.
- Compare temperatures using <> =

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- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates

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PSHE

- **Me, my community and environment including people who help us.**

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Geography

- Children to investigate their wider surroundings in the U.K and start to make contrasts.
- Make simple comparisons between features of different places using human and physical features.
- Use questionnaires to gather information.
- To follow directions (NSEW)
- Use class agreed symbols to make a key.
- Follow a route on a map.

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Music

- To play tuned and untuned instruments.
- Recall and remember short songs and sequences and patterns of sounds.
- Respond physically when performing, composing and appraising music.
- Handle and play instruments with control.
- Identify different groups of instruments.

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Art & Design

- Draw figures and objects using pastel, charcoal, pen and chalk.
- Experiment with different painting techniques: layering, mixed media and adding texture.
- Use a variety of printing techniques: relief, block and fabric printing.

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Modern Languages

- Spanish culture

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Computing

- Use Espresso coding to understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- Use logical reasoning to predict the behaviour of simple programs
- Use technology safely and respectfully, keeping personal information private.
- Make or save a graph or chart using data collected.
- Save and open files on a devise.

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Religious Education

What is the 'good news' Christians believe that Jesus brings?

- Children to give clear, simple accounts of what Bible texts mean to Christians.
- Children to think, talk and ask questions about where Jesus' good news is only good news for Christians, or if there are things for anyone to learn about how to live.

What makes some places sacred to believers?

- Give examples of stories, objects, symbols and actions used in churches and mosques which show what people believe.
- Talk about what make some places special to people, and what the difference is between religious and non-religious special places.

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