

Curriculum Overview for Year 2 ~ Summer Term 2018 (Minibeasts and much more . . .)

<p>Reading</p> <ul style="list-style-type: none"> • 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. 	<p>Writing English</p> <ul style="list-style-type: none"> • Write stories and poetry and plan/say out loud what they are going to write about. • 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 other pupils. • 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. 	<p>Grammar</p> <ul style="list-style-type: none"> • Use some of the diagonal and horizontal strokes needed to join letters. • 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). <p>Reading and writing poems about Minibeasts. Planning and writing non-fiction texts, stories and poems.</p>	<p>Art & Design</p> <ul style="list-style-type: none"> • 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 own work. <p>'Minibeast' art using a range of media, including oil pastels and watercolour paints.</p>	<p>Computing</p> <ul style="list-style-type: none"> • Understand the use of algorithms; understand that programs execute algorithms by following precise and unambiguous instructions. • Create and debug simple programs. • Use technology to create and organise digital content. • Recognise uses of IT beyond school. • Use technology safely and respectfully. <p>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.</p>
<p>Number</p> <ul style="list-style-type: none"> • Solve problems with +, -, x and ÷ involving numbers, quantities and measures. • Apply increasing knowledge of mental and written methods to work efficiently. • Use the inverse between + and - and between x and ÷ to solve missing number problems. • Add and subtract two two-digit numbers; show that addition of two numbers can be done in any order (commutative) but subtraction cannot. • Calculate multiplication and division number sentences and write them using the multiplication (x), division (÷) and equals (=) signs. 	<p>Mathematics</p> <ul style="list-style-type: none"> • Round whole numbers to the nearest multiple of 10. • Use estimation to check that answers to a calculation are reasonable. <p>Consolidation of learning from the autumn and spring terms.</p> <p>Geometry</p> <ul style="list-style-type: none"> • 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 mathematical objects in patterns and sequences. 	<p>Measurement - Time</p> <ul style="list-style-type: none"> • Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. • Know the number of minutes in an hour & the number of hours in a day. • Compare and sequence intervals of time. <p>Measurement</p> <ul style="list-style-type: none"> • Choose and use appropriate standard units to estimate and measure capacity (l/ml) and temperature (°C). • Compare and order measurements using <, > and =. 	<p>Design & Technology</p> <ul style="list-style-type: none"> • 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. <p>Design and make a winding toy using the nursery rhyme 'Incy Wincy Spider' as a stimulus.</p>	<p>Geography</p> <ul style="list-style-type: none"> • 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 oceans. <p>Seaside holidays and destinations.</p>
<p>Science</p> <p>Working scientifically:</p> <ul style="list-style-type: none"> • Observing closely, using simple equipment. • Identify and classify different minibeasts and pond creatures. • Gather and record data to help in answering questions. <p>Living things and their habitats:</p> <ul style="list-style-type: none"> • 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 different sources of food. <p>Plants:</p> <ul style="list-style-type: none"> • 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. 	<p>History</p> <ul style="list-style-type: none"> • Explore changes within and beyond living memory. • Compare aspects of life in different periods. <p>What were seaside holidays like in the past?</p> <p>Compare holidays now with those taken in 1900 and 1950, to include journeys and entertainment. Recognise some similarities and differences between resorts now and in the past. Select information about seaside resorts from photographs and other sources.</p>	<p>PSHE & Citizenship</p> <p>Healthy and Safer Lifestyles:</p> <ul style="list-style-type: none"> • Personal Safety; • Drug Education; • Sex and Relationships Education. 	<p>Music</p> <ul style="list-style-type: none"> • Listen to and appraise different styles of music. • Sing and play tuned and untuned instruments. • Experiment with, create, select and combine sounds using the inter-related dimensions of music. • Perform and share learning with an audience. <p>Charanga Musical School units.</p>	
		<p>Physical Education</p> <ul style="list-style-type: none"> • Participate in team tactics for attacking and defending. • Develop basic movements including running, jumping, throwing and catching, as well as developing agility and co-ordination, and begin to apply these in a range of activities. • Develop balance and co-ordination, and apply these to gymnastic activities. <p>Games: racket skills; feeding and fielding; attacking and defending; Gymnastics: create simple sequences on the floor and apparatus; Athletics and Sports Day preparation.</p>	<p>Religious Education</p> <ul style="list-style-type: none"> • Retell and suggest religious and moral meanings to some stories. • Explore and discuss sacred writings and sources of wisdom, recognising the traditions from which they come. <p>Christian stories: the Parables of Jesus.</p> <ul style="list-style-type: none"> • Notice and respond sensitively to some similarities between different religions and worldviews. <p>Compare Christianity and Judaism.</p>	