



# Year 2

## Termly Curriculum Overview

Summer 1 2023 - 2024	
Religious Education	<p><b>Pentecost: Serving – Spread the Word</b>            Reveal: Passing on messages; What responsibilities are involved in passing on messages? Which is the best way to pass on messages?            1. Jesus has risen – The women told to pass on the message            2. Jesus promises to send the Holy Spirit- How do you think the Holy Spirit helps us?            3. The Ascension – What do Christians do to remember the Ascension of Jesus into Heaven?            4. Pentecost Day – How might we spread the word about the Good News of Jesus' love?            5. Passing on the Good News            6. Spreading the Word by our lives</p> <p><b>Other Faith – Judaism</b></p>
Maths	<p><b>Numbers within 1000</b>            This term children will be learning to:</p> <ul style="list-style-type: none"> <li>• Recognising and explaining place value</li> <li>• Explore 3 digit numbers</li> <li>• Compare numbers up to 1000</li> <li>• Accurately read scales within 1,000 units</li> </ul> <p><b>Measures: Capacity and Volume</b>            The children will be:</p> <ul style="list-style-type: none"> <li>• Reading and interpreting temperature in degrees Celsius</li> <li>• Applying knowledge of capacity and volume to wider problems</li> <li>• Comparing and ordering millilitres and litres</li> <li>• Solving capacity problems involving litres</li> </ul> <p><b>Continuous Objectives:</b></p> <ul style="list-style-type: none"> <li>• Recall and use addition and subtraction facts to 100 fluently, and derive and</li> <li>• Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</li> <li>• Add and subtract numbers mentally, including:               <ul style="list-style-type: none"> <li>• A two-digit number and ones</li> <li>• A two-digit number and tens</li> </ul> </li> </ul>
English Reading	<p>The children will read and discuss stories identifying the different characters and voices by using dramatized reading.</p> <p>Dictionary Skills            The children will order words alphabetically and know how to use an alphabetically ordered text. Children will use contents pages/menus and alphabetically ordered texts. They will locate definitions/explanations in dictionaries and glossaries.</p> <p>Reading comprehension weekly.            Guided reading sessions daily with class teacher.</p>

<p><b>English</b> Spelling, Punctuation, Grammar</p>	<p><b>Grammar</b> Apostrophes for contracted forms and the possessive (singular); using present and past tenses correctly and consistently including the progressive form. <b>Punctuation</b> Apostrophes for contracted forms and the possessive (singular); using present and past tenses correctly and consistently including the progressive form. <b>Spelling</b> Teach are-air sound, suffixes –ment, -ness,-ful,-less and ly. Teach compound words and words ending in v.</p>
<p><b>English Writing</b></p>	<p><b>The King who banned the dark by Emily Hayworth Booth - Read to Write</b> The children will explore the story through a variety of teaching approaches including drama and role-play. They will learn to talk confidently about picture books and responses individual to them. The main writing focus for this term will be: <b>Mistake narrative</b> – Children will plan using a variety of techniques including story mapping to write a mistake narrative. A focus will be to write at more length so planning and preparing the children will be key. Children will use their imaginations in this genre to see where it takes them and what mistakes may happen in their narrative. <b>Information Texts</b> - Children will scan texts to find specific sections, for example key words or phrases and subheadings. Children will find the meaning of unknown words by deducing from text or referring to a dictionary. Make simple notes from non-fiction texts, such as, key words and phrases, page/web references, headings, to use in subsequent writing. Write simple information texts incorporating labelled pictures and diagrams, charts, lists as appropriate. Children will maintain consistency in non-narrative, including purpose and tense.</p>
<p><b>Science</b></p>	<p><b>Super Scientists</b> In this unit of work, the children will carry out a range of investigations using the knowledge and skills they have learned throughout Key Stage 1. They will be encouraged to be curious and ask questions about what they notice. They will be observing closely; using simple equipment and performing simple tests. Their investigations will include:</p> <ul style="list-style-type: none"> <li>• Exploring gravity</li> <li>• How light travels through transparent objects</li> <li>• Our senses</li> </ul>
<p><b>History</b></p>	<p><b>Significant event - The Titanic</b> The children will explore timelines to find out how long ago The Titanic sailed, sank and what it was like. They will order and retell the events of The Titanic and look at a range of sources that tell us about this event. They will consider how boats are safer today than at this time.</p>
<p><b>Physical Education</b></p>	<p><b>Net and wall</b></p> <ul style="list-style-type: none"> <li>• Pupils will be introduced to the basic skills required in Net and Wall games.</li> <li>• Pupils will learn the importance of the ready position.</li> <li>• They will develop throwing, catching and racket skills.</li> <li>• They will learn to play against an opponent and over a net.</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Travel</li> <li>• Action</li> <li>• Shape and space</li> <li>• Performing</li> <li>• Levels</li> <li>• Counts</li> </ul>

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	<ul style="list-style-type: none"> <li>• Copying</li> </ul>
Computing	<p><b>Presenting ideas</b></p> <ul style="list-style-type: none"> <li>• To explore how a story can be presented in different ways.</li> <li>• To make a quiz about a story or class topic.</li> <li>• To make a fact file on a non-fiction topic.</li> <li>• To make a presentation to the class.</li> </ul> <p><b>Making music</b></p> <p>To make music digitally using 2Sequence.</p> <ul style="list-style-type: none"> <li>• To explore, edit and combine sounds using 2Sequence.</li> <li>• To edit and refine composed music.</li> <li>• To think about how music can be used to express feelings and create tunes which depict feelings.</li> <li>• To upload a sound from a bank of sounds into the Sounds section.</li> <li>• To record and upload environmental sounds into Purple Mash.</li> <li>• To use these sounds to create tunes in 2Sequence.</li> </ul>
Design Technology	<p><b>Mechanisms</b></p> <p>Templates and joining techniques</p>
Music	<p><b>Musical Notation</b></p> <ul style="list-style-type: none"> <li>• Staves</li> <li>• Crotchets</li> <li>• Quavers</li> <li>• Semi-quavers</li> </ul>
PHSE	<p><b>Keeping safe and managing risk</b></p> <ul style="list-style-type: none"> <li>• Indoors and outdoors</li> </ul>
Relationships, Sex Education	<p><b>Spiritual</b></p> <p>Celebrating ways of meeting God in our communities.</p>