



# Year 2

## Termly Curriculum Overview

Summer 2	
Religious Education	<p><b>Dialogue and Encounter</b></p> <p><b>Dialogue</b> The children will learn about the Friends of Jesus: Hear a simple life of St Peter and St Paul, friends of Jesus (link to St Charles' Feast Day) They will a local parishioner to talk about their faith and why it matters to them to be a friend of Jesus. Explore a range of pictures of Jesus from a non-European tradition.</p> <p><b>Encounter</b> Talk with a local or school community member about their local (faith) community and what it means to them. Encounter music, food, smells, tastes and clothing to enrich experiences.</p>
Maths	<p><b>Mass</b> Children will be learning to:</p> <ul style="list-style-type: none"> <li>• Weigh and compare the mass of objects in kilograms</li> <li>• Interpret scales and compare mass in grams</li> <li>• Add and subtract using mass</li> <li>• Multiply and divide using mass</li> <li>• Consolidate knowledge of mass through investigations</li> </ul> <p><b>Exploring calculation strategies</b></p> <ul style="list-style-type: none"> <li>• To apply addition strategies to solve equations</li> <li>• To apply subtraction strategies to solve equations</li> <li>• To solve part-whole word problems</li> <li>• To solve comparison word problems</li> <li>• Adding and subtracting 2-digit numbers with regrouping</li> </ul> <p><b>Exploring multiplicative thinking</b> Children will be:</p> <ul style="list-style-type: none"> <li>• Exploring patterns between 2, 5 and 10 times tables</li> <li>• Exploring patterns between multiples of 2, 4, 5 and 10</li> <li>• Applying known facts to calculate new facts</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</li> </ul> <p>and use this to check calculations and solve missing number problems</p> <ul style="list-style-type: none"> <li>• Add and subtract numbers mentally, including:</li> </ul> <ul style="list-style-type: none"> <li>• A two-digit number and ones</li> <li>• A two-digit number and tens</li> </ul>
English Reading	<p>The children will read and discuss stories identifying the different characters and voices by using dramatized reading.</p> <p><b>Dictionary Skills</b> The children will order words alphabetically and know how to use an alphabetically ordered text. Children will use contents pages/menus and alphabetically ordered</p>

	<p>texts. They will locate definitions/explanations in dictionaries and glossaries.</p> <p>Reading comprehension weekly.</p> <p>Guided reading sessions daily with class teacher.</p>
<p><b>English</b> Spelling, Punctuation, Grammar</p>	<p><b>Grammar</b> Subordination (using when, if, that and because) and co-ordination (using or, and , but, yet and so) Expanded noun phrases for description and specification Correct choice and consistent use of present tense and past tense throughout writing.</p> <p><b>Punctuation</b> Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</p> <p><b>Spelling</b> Suffixes- ness, er, full and less &amp; Compound words.</p>
<p><b>English</b> Writing</p>	<p><b>Rosie Revere, Engineer by author Andrea Beaty – 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>Invention narrative</b> – Children will plan using a variety of techniques including story mapping to write an invention narrative. A focus will be to write at more length so planning and preparing the children will be key. The children’s imagination will be key to creating an impressive invention story. <b>Explanation</b> - Children will look at a variety of explanation text examples to find specific key features. Children will find the meaning of unknown words by deducing from text or referring to a dictionary and incorporate them correctly into their writing. Make simple notes from non-fiction texts, such as, key words and phrases, headings, to use in subsequent writing. Write simple explanation texts incorporating labelled pictures and diagrams, charts, lists as appropriate. Children will maintain consistency in non-narrative, including purpose and tense.</p>
<p><b>Geography</b></p>	<p><b>Home or abroad – UK or Africa</b> Children will consider where in the world it is hottest, find hot and cold places on the globe and find out about life in the Africa. They will write a weather forecast for their own locality and compare with location in Africa using symbols and maps. <b>Place Knowledge</b> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country.</p>
<p><b>Physical</b> Education</p>	<p><b>Gymnastics</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> <li>• copying</li> </ul>

	<b>Fundamentals</b> <ul style="list-style-type: none"> <li>• Running, skipping, galloping</li> <li>• Balances and shapes</li> <li>• Throwing, catching, kicking</li> </ul>
Computing	<b>Coding</b> <ul style="list-style-type: none"> <li>• To understand what an algorithm is.</li> <li>• To design algorithms and code them.</li> <li>• To compare different object types.</li> <li>• To use a repeat command.</li> <li>• To use a timer command.</li> <li>• To know what debugging is and debug a program.</li> </ul>
Art and Design	<b>Printing</b> <ul style="list-style-type: none"> <li>• Research types of printing.</li> <li>• Different techniques used when printing.</li> <li>• Identify and replicate repetitive patterns.</li> <li>• to make a stamp to create an African pattern.</li> </ul>
PHSE	<b>Medicines and me</b>
Relationships, Sex Education	<b>Spiritual</b> Celebrating ways of meeting God in our communities.