Curriculum Overview

Year 2 Summer Term

Subject	Content
Religious Education	**Easter** • know a range of stories about the Resurrection and the risen Jesus • be able to identify the symbols used during the Easter Season and explain their significance **Pentecost** • understand that the Holy Spirit was the promised gift of Jesus • recognise the role of the Holy Spirit in their lives today **The Church** • know that the Church is the Family of God • recognise the different roles and responsibilities of people in the parish community **The Mass** • have an understanding of the sequence of the Mass • know why Mass is a special celebration for the Church • join in with responses at Mass
RSE	**Created and Loved by God** • In these sessions we explore that we are uniquely made by a loving God, that we have differences and similarities (including physical differences between boys and girls), key information about staying physically healthy, understanding feelings and emotions, including strong feelings such as anger, and the cycle of life from birth to old age.
English	**Phonics:** • double consonants • single consonants • le words : ckle, able, cle, dle, ble, ible, ple • irregular verbs • irregular plurals **Reading:** • identify and comment on writers' purposes and viewpoints • reflect on the overall effect of the text on the reader • identify the style of an author **Writing:**

	Fantasy stories • create a character profile. • use adjectives to describe nouns. • use capital letters to write names • begin to write a story based on a careful plan **Quest stories** • generate descriptive language • pose questions to intrigue reader • write exclamation sentences • self -evaluating and edit writing **Recounts** • use conjunctions • begin to write sentences with subordinate clauses • plan a visual version of a recount based on their own experience **Favourite poems** • discuss different sorts of poems and list them. • choose their favourite poem and explain their choice • use full stops, question marks, exclamation marks and capital letters in sentences • understand that classic poetry was written a long time ago and has 'stood the test of time' • choose their favourite humorous or nonsense poem and explain why in 1 or 2 sentences **Grammar, Punctuation and Spelling:** • write regularly at greater length. At least ten basic sentences (depending on the task) • include more complex conjunctions: however, therefore, since, as • full cursive handwriting introduced • all standard 2 punctuation correctly used
Mathematics	**Position and Direction** • use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise) • order and arrange combinations of mathematical objects in patterns and sequences **Time** • 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 and the number of hours in a day

	• compare and sequence intervals of time **Mass, Capacity and Temperature** • choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels • compare and order lengths, mass, volume/capacity and record the results using >, < and =
Biology	**Living Things and their habitat** • 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, and how they depend on each other • 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 • 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
Biology	**Plants** • Observe and describe how seeds and bulbs grow into mature plants • Describe how plants need water, light and a suitable temperature to grow and stay healthy, and understand the impact of changing these
Computing	**Unit 7 – Making Music** **Introducing 2Sequence** • Children understand what 2Sequence is and how it works. • Children have used the different sounds within 2Sequence to create a tune. • Children have explored how to speed up and slow down tunes. • Children understand what happens to the tune when sounds are moved. **Making Music**

- Children have added sounds to a tune they have already created to change it.
- Children have considered how music can be used to express feelings.
- Children can change the volume of the background sounds.
- Children have created two tunes which depict two feelings.

Soundtracks
- Children have uploaded and used their own sound chosen from a bank of sounds.
- Children have created, uploaded and used their own recorded sound.
- Children have created their own tune using some of the chosen sounds.

Unit 8 – Presenting Ideas
Presenting a Story Three Ways
- Children have examined a traditional tale presented as a mind map, as a quiz, as an e-book and as a fact file.
- Children know that digital content can be represented in many forms.

Presenting Ideas as a Quiz
- Children have made a quiz about a story using 2Quiz.
- Children can talk about their work and make improvements to solutions based on feedback received.

Making a Non-Fiction Fact File
- Children have extracted information from a 2Connect file to make a publisher fact file on a non-fiction topic.
- Children have added appropriate clipart.
- Children have added an appropriate photo.
- Children know that data can be structured in tables to make it useful.

Making a Presentation
- Children can use a variety of software to manipulate and present digital content and information.
- Children can collect, organise and present data and information in digital content.
- Children can create digital content to achieve a given goal by combining software packages.

Creative Curriculum

We deliver the following subjects through whole school topics and they are collectively referred to as the Creative Curriculum: Art and Design, Design Technology, Geography, History and Music.

Each term the whole school follow a topic theme incorporating many curriculum areas with a particular focus on one of the Creative Curriculum subjects.

(See Creative Curriculum Two Year Cycle).

YEAR A
Summer 1 : Sport and Leisure/ Team Work

Main Focus: Music - composing
We will be exploring musical instruments and how to change and control sound, leading to group and whole class composing.

- use his/her voice expressively and creatively by singing songs and speaking chants and rhymes
- compose within a given structure
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music

Secondary Focus: History / Geography Project extending some of the work taught over the year.

YEAR B
Summer 1 : Our Wonderful World

Main Focus: Design and Technology

We will be looking at construction and mechanisms with a focus on animals. Project- make a moving animal toy.

- explore and use mechanisms e.g. levers, sliders, wheels and axles, in his/her products
- design purposeful, functional, appealing products for himself/herself and other users based on design criteria
- generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups
- select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- evaluate his/her ideas and products against design criteria

YEAR A
Summer 2 : Beside the Seaside

Main Focus: Design and Technology
We will be designing and making beachwear using sewing skills.
- design purposeful, functional, appealing products for

YEAR B
Summer 2 : Food Glorious Food

Main Focus: Music - composing
We will be exploring musical instruments and how to change and control sound, leading to group and whole class composing.

- himself/herself and other users based on design criteria
- generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups
- explore ways of joining materials including stitching
- select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing
- select from and use a wide range of materials and components,
- evaluate his/her ideas and products against design criteria

- use his/her voice expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music
- compose within a given structure

Secondary Focus: History / Geography Project extending some of the work taught over the year.

Physical Education	**Strike and Field** • work effectively within a small group • attempt to create a group game using small equipment • develop agility and co-ordination • negotiate space effectively in group games • develop co-ordination when running **Athletics** • run in a coordinated & fluent way over obstacles • develop awareness of distance & weight • throw a range of different throwing implements • develop awareness of distance & height • hit a ball off a tee
PSHE	• demonstrates that they recognise their own worth and that of others by making positive comments about themselves and classmates • knows that people can have different opinions and can simply explain personal views • identifies and makes simple choices about how to carry out the gospel values • can identify and respect differences and similarities between people, and describe how people can work together