

Year 2 Summer Term 2022 – Curriculum map

Theme – Sail Away

Golden thread - What is the best way to travel around the world?

<b>Spectacular starter:</b> Discover roles on pirate ship	<b>Marvellous Middle:</b> Making fruit boats	<b>Fantastic Finale:</b> Beach trip
--	---	--

Curriculum area	Focus	Context/Cross curricular links/content
English	<p><b>Reading- word reading</b> Read aloud books closely matched to phonic knowledge Sound out unfamiliar words accurately, automatically and without undue hesitation Re-read books to build up fluency and confidence in word reading</p> <p><b>Reading- Comprehension</b> Participate in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say Explain and discuss understanding of books, poems and other material, both those they listen to and those that they read for themselves</p> <p><b>Writing – Transcription</b> Add suffixes to spell longer words including –ment, -ness,-ful, -less,- ly Write from memory simple sentences dictated by the teacher that include words using the GPCs, CEW and punctuation taught so far</p> <p><b>Writing – Handwriting</b> Use spacing between words that reflects the size of the letters</p> <p><b>Writing – Composition</b> Proof-read to check for errors in spelling , grammar and punctuation Read aloud what has been written with appropriate intonation to make the meaning clear</p> <p><b>Writing – Vocabulary, grammar and punctuation</b> Use familiar and new punctuation correctly including possessive apostrophe Use co-ordination Use some features of written standard English Use and understand the grammatical terminology taught</p>	<p><b>Book: The Snail and the Whale by Julia Donaldson</b> <b>Information texts:</b> Fishing communities <b>Setting description:</b> Describe the seaside town <b>Poetry:</b> In the deep, dark ocean <b>Write from another’s perspective:</b> Diary entry <b>Persuasive writing:</b> Letter to MP about climate change <b>Retell familiar tales orally</b> including drama activities <b>Personal Narrative:</b> Family histories <b>Book review:</b> form and explain an opinion of the book</p> <p><b>Book: The Storm Whale by Benji Davies</b> <b>Poetry:</b> Descriptive vocabulary and phrase collections Performance and recital Class anthology of poems</p> <p><b>Skills</b> Re-drafting and editing (with partner support). sequence sentences to form short narratives. Use new and familiar punctuation correctly (see NC y2 list). Use coordination and subordination Use contractions and suffixes correctly. Use different sentence types</p> <p>See English National Curriculum Appendix for specific spelling, vocabulary, grammar and punctuation</p>

<p><b>Maths</b></p>	<p><b>Number - number and place value</b>  Read and write numbers to at least 100, in numerals and words  Use place value and number facts to solve problems  <b>Number – addition and subtraction</b>  Add and subtract numbers using concrete objects, pictorial representations and mentally, including two, two digit numbers and adding three one-digit numbers  Recognise and use the inverse relationship between addition and subtraction and use to check calculations and solve missing number problems  <b>Multiplication and division</b>  Solve problems using multiplication and division , using arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts  <b>Number – Fractions</b>  Write simple fractions eg <math>\frac{1}{2}</math> of <math>6=3</math>  Recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>  <b>Measurement – Length and Height, Capacity and Temperature</b>  Choose and use appropriate standard units to estimate and measure temperature (degrees C)  Measure to the nearest appropriate unit using a thermometer  <b>Measurement – Time</b>  Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (<math>^{\circ}</math>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 <math>&gt;</math>, <math>&lt;</math> and <math>=</math>  <b>Geometry – Position and direction</b>  Order and arrange combinations of mathematical objects in patterns and sequences  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 anticlockwise).</p>	<p><b>Measuring</b> length, weight and capacity.  Reading scales in steps of 2, 5, 10. Links to measuring.  <b>Positional language</b> for giving directions. Links to geography and topic.  <b>Fractions of shapes and amounts.</b> <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{3}</math>, <math>\frac{2}{4}</math>, <math>\frac{3}{4}</math>.  Comparing fractions of amounts.    <b>Revision:</b> solving addition, subtraction, multiplication and division problems. Number sentences and 1 step word problems.  2 step word problems. Bar model for solving word problems.  <b>Shape</b>  Position and direction</p>
<p><b>Computing</b></p>	<p><b>Creating Media</b>  Use software to create and edit digital music for a purpose  Explain and begin to justify why tools were chosen and used  <b>Programming B – Introduction to Quizzes</b>  Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions  Create and debug simple programs  Use logical reasoning to predict the behaviour of simple programs  <b>E-safety</b>  Recognise and respond to issues of safety  Recognise and manage risk in everyday activities</p>	<p><b>E safety – 3 D scheme</b>  Core theme 2 unit 5 lesson 7</p>
<p><b>Science</b></p>	<p><b>Uses of Everyday Materials</b>  Identify and compare the suitability of every day material including wood , plastic, metal , glass,</p>	<p><b>Uses of Everyday Materials</b>  <b>Identifying</b></p>

	<p>brick, rock, paper and cardboard for particular uses</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> <p>Compare the suitability of different materials for different parts of the boat e.g sail, hull, rigging. The children need to explain why they have made these choices.</p> <p>Building small 3D versions of a boat. Science link through selection and sorting of materials for different parts of the boat: Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic,</p>	<p>Make comparisons between living things Begin to use simple scientific language to talk about how things are similar or different</p> <p><b>Pattern finding</b> Decide what patterns to observe and measure and suggest how to do it Begin to use scientific language to talk about patterns</p> <p><b>Research</b> Make suggestions on how to find things out Record in words and pictures what has been found out</p> <p><b>Observation</b> Identify changes to observe and measure and suggest how to do it Use non-standard units and simple equipment to record changes Begin to use scientific language to talk about changes Talk about whether the change was what was expected</p> <p><b>Fair testing</b> With help, identify simple variables to change and measure With help, say whether my test was fair Say if the relationship was what was expected glass, brick, rock, paper and cardboard for particular uses.</p>
<b>Humanities</b>	<p><b>History</b> Understand and recognise ways in which we learn about the past Identify different ways in which the past is represented Compare and contrast different ways of life and different periods Compare aspects of life in different periods Begin to reason and speculate about different events Describe the passing of time using common words Ask and answer questions using historical resources</p> <p><b>Geography</b> Describe a place and its features verbally Describe using locational and directional language Devise and sequence a simple map Construct a key</p>	<p><b>History:</b> What makes a significant person? How do we learn about the past? Investigating famous explorers: Ibn Battuta, Matthew Henson and Felicity Aston</p> <p><b>Geography:</b> Positional language for map reading to find treasure. Creating aerial maps of our school including a key Using a map to identify countries in the UK and key landmarks across the world</p>
<b>Music</b>	<p><b>Singing</b> Pitch 4 notes Improvise vocally l-s-m melodic phrases</p>	<p>Charanga Scheme Year 2 Unit 5 – Friendship song</p>

	<p>Show tempo and dynamics through the voice</p> <p><b>Rhythm</b> Compose and improve 4 beat rhythm phrase Read 'ta-te-te' rhythm</p> <p><b>Instrumental work</b> Improve a 4 beat rhythm phrase Use a rest Perform and with others Finish together</p> <p><b>Listening and Appraising</b> Identify changes in pitch, dynamics and tempo</p>	
<b>Design Technology</b>	<p><b><u>Preparing fruit and Vegetables</u></b></p> <p><b>Prior learning</b> Experience of common fruit and vegetables, undertaking sensory activities i.e appearance taste and smell. Experience of cutting soft fruit and vegetables using appropriate utensils.</p> <p><b>Designing</b> Design appealing products for a particular user based on simple design criteria. Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. Communicate these ideas through talk and drawings.</p> <p><b>Making</b> Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.</p> <p><b>Evaluating</b> Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. Evaluate ideas and finished products against design criteria, including intended user and purpose.</p> <p><b>Technical knowledge and understanding</b> Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of <i>The eatwell plate</i>. Know and use technical and sensory vocabulary relevant to the project.</p>	
<b>Art</b>	<p>Understand a variety of painting methods. Experiment with painting tools (rollers, cotton buds, sponges) Explore mixing colour through blending Discuss artistic aspects of own work.</p>	<p>End of yr2 portraits Drawing story settings with pastels - linked to Story tree text. Spanish Armada pictures using pastels. Pointillism</p>
<b>Exploring cultures (Religious)</b>	<p><b>Special times and places and books</b></p> <p><b>Judaism</b> Identify special times for families and how to prepare for those special times</p>	<p>Visitor to meet and talk with children</p>

<b>Education)</b>	<p>Identify special places of learning and worship in our community  Examine what Shabbat is and how to prepare  Examine objects that are special in the Jewish home  Identify of worship and learning for Jews  Identify that the Torah is a special book for Jews and identify its main features  Identify that a synagogue is a place of learning and worship for Jews  Recognise features of a synagogue and discuss their purpose</p> <p><b>Special times and places and books</b>  <b>Islam</b>  Identify Ramadan as a special time for Muslims  Describe how a family celebrates special festivals including Id ul Fitr</p>	
<b>Personal</b> <b>Social Health</b> <b>Economic</b> <b>Education</b>	<p><b>Relationships</b>  Know how to ask for advice or help for themselves or others, and to keep trying until heard  Know about different types of bullying, the impact of bullying and the responsibilities of bystanders  Understand who can help if someone is affected by bullying  Understand that there are different types of bullying and that bullying is wrong  Learn strategies to cope with unfair teasing  Understand that there are different types of teasing and bullying  Understand that family and friends should care for each other</p> <p><b>Health and well being</b>  Learn to take responsibility for our actions  Learn to be responsible for another living thing  Know that that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations  Learn about a range of different feelings and emotions  Understand that it is acceptable to feel a range of emotions  Learn about the importance of love  Understand and be aware of the different ways to show sadness  Understand about coping with change and loss  Recognise, name and deal with own feelings in a positive way</p> <p><b>Living in the wider world</b>  Understand the role of the local community  Understand the importance of shared responsibility within all communities  Understand the importance of managing money carefully  Understand the importance of choices and spending money wisely  Gain a basic understanding of enterprise</p>	Core theme 1 unit 3 lessons 5 and 6 Core theme 1 unit 4 lessons 3 and 4 Core theme 2 Unit 2 lesson 5 Core theme 2 Unit 3 lessons 3 and 5 Core theme 3 unit 3 lessons 4, 5 and 6 Core theme 3 unit 2 lessons 4 and 5
<b>Physical</b> <b>Education</b>	<b>Summer term 1</b> <b>Athletics</b>	Using 'Fit for Sport ' scheme Athletic unit 5

	<p>Perform 1:2, 2:2, 2:1 and 1:1 jumps          Know and understand how different jumping techniques affect the distance travelled          Develop fundamental movement skills, become increasingly competent and confident          Use a broad range of activities to extend agility          Engage in complete activities(both against self and others)          Engage in cooperative physical activities in a range of increasingly challenging situations.</p> <p><b>Summer term 2</b>  <b>Games</b>          Catch a moving ball          Know and understand the term 'feed'          Continue to develop fundamental movement skills, becoming increasingly competent and confident          Use a broad range of opportunities to extend agility, balance and coordination, individually and with others          Engage in competitive and cooperative physical activities in a range of increasingly challenging situations.</p>	<p>Games Unit 6</p>
--	--	---------------------