

## Year 2 Summer Term Curriculum Overview 2021

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	
MATHEMATICS	<p><b>On-going application of mental, communication, problem solving and reasoning skills.</b></p> <p><b>Spring 2 Lockdown catch up</b></p> <p><b>Ready to Progress Guidance –</b>  <b>2NPV–1</b> Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and nonstandard partitioning  <b>2NPV–2</b> Reason about the location of any two digit number in the linear number system, including identifying the previous and next multiple of 10  <b>2NF–1</b> Secure fluency in addition and subtraction facts within 10, through continued practice.  <b>2AS–1</b> Add and subtract across 10  <b>2AS–2</b> Recognise the subtraction structure of ‘difference’ and answer questions of the form, “How many more...?”  <b>2AS–3</b> Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two digit number  <b>2AS–4</b> Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two digit numbers  <b>2MD–1</b> Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables  <b>2MD–2</b> Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division)  <b>2G–1</b> Use precise language to describe the properties of 2D and 3D shapes, and compare shapes by reasoning about similarities and differences in properties.</p> <p><b>Rest of Year 2 curriculum</b></p> <ul style="list-style-type: none"> <li>• To identify, represent and estimate numbers using different representations, including the number line</li> <li>• To compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li> <li>• To recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>• To read and write numbers to at least 100 in numerals and in words</li> <li>• To add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens, two two-digit numbers</li> <li>• To apply their increasing knowledge of mental and written methods</li> <li>• To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</li> <li>• To use place value and number facts to solve problems</li> <li>• To recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>• To solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> <li>• To solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>• To compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</li> <li>• To ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</li> <li>• To interpret and construct simple pictograms, tally charts, block diagrams and simple tables</li> <li>• To 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</li> <li>• To double and halve multiples of 10 and 5 and 2-digit numbers (non-statutory)</li> <li>• To recognise, find, name and write fractions 1/3, 1/4, 2/4, and 3/4 of a length, shape, set of objects or quantity</li> <li>• To write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2.</li> </ul>						Assessment Week	HALF TERM	<p><b>On-going application of mental, communication, problem solving and reasoning skills.</b></p> <p><b>Ready to Progress Guidance –</b>  <b>2NPV–1</b> Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and nonstandard partitioning  <b>2NPV–2</b> Reason about the location of any two digit number in the linear number system, including identifying the previous and next multiple of 10  <b>2NF–1</b> Secure fluency in addition and subtraction facts within 10, through continued practice.  <b>2AS–1</b> Add and subtract across 10  <b>2AS–2</b> Recognise the subtraction structure of ‘difference’ and answer questions of the form, “How many more...?”  <b>2AS–3</b> Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two digit number  <b>2AS–4</b> Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two digit numbers  <b>2MD–1</b> Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables  <b>2MD–2</b> Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations  <b>2G–1</b> Use precise language to describe the properties of 2D and 3D shapes, and compare shapes by reasoning about similarities and differences in properties.</p> <p><b>Rest of Year 2 curriculum</b></p> <ul style="list-style-type: none"> <li>• To solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving quantities and measures</li> <li>• To add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens, two two-digit numbers</li> <li>• To recognise and use the inverse relationship between addition and subtraction</li> <li>• To recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li> <li>• To find different combinations of coins that equal the same amounts of money</li> <li>• To count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</li> <li>• To recall multiplication and division facts for the ×3 table (Y3)</li> <li>• To solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</li> <li>• To show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> <li>• To calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs</li> <li>• To 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</li> <li>• To 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</li> <li>• To compare and sequence intervals of time</li> <li>• To apply their increasing knowledge of mental and written methods</li> <li>• To add and subtract numbers using concrete objects, pictorial representations, and mentally: two two-digit numbers</li> <li>• To recall multiplication and division facts for the x3, x4 table (Y3)</li> <li>• To compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li> <li>• To recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>• To recognise the place value of each digit in a three-digit number (hundreds, tens, ones) (Y3).</li> </ul>						Assessment Week

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<b>ENGLISH</b>	<p><b><u>POR - Claude In The City</u></b></p> <ul style="list-style-type: none"> <li>To respond to illustrations</li> <li>To predict and infer</li> <li>To describe using noun phrases</li> <li>To write poetry about the city using rhyming words</li> <li>To write a report on caring for an animal.</li> </ul> <p><b>Writing Outcomes</b></p> <ul style="list-style-type: none"> <li>Predictions</li> <li>Description</li> <li>Poetry</li> <li>Non-fiction report.</li> </ul>						
<b>SCIENCE</b>	<p><u>Plants</u></p> <ul style="list-style-type: none"> <li>To observe and describe how seeds and bulbs grow into mature plants</li> <li>To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul> <p>Scientist/expert focus: Joseph Banks – botanist, advised King George III on Kew Gardens</p>						
<b>HISTORY</b>							
<b>GEOGRAPHY</b>	<p><b><u>What are the wonders of our world?</u></b></p> <ul style="list-style-type: none"> <li>To revise the human and physical geography of our local area’ and identify the UK’s ‘wonders’</li> <li>To identify and describe the world’s highest mountain, giving reasons why it is a physical wonder</li> <li>To identify the major rivers in different continents of the world</li> <li>To know the difference between a river and a desert</li> <li>To identify ancient world wonders, and compare them with those built in the last hundred years</li> <li>To identify new world wonders in the UK and beyond</li> <li>To explain and describe the world wonders that we have learned about.</li> </ul>						
<b>ART</b>	<p><b><u>Nature Sculptures</u></b></p> <ul style="list-style-type: none"> <li>Develop their ideas through talk</li> <li>Begin to select tools and materials; use correct vocabulary to name and describe them</li> <li>Build 3d art structures, exploring variety of materials in nature, e.g. clay, twigs, leaves, tin foil etc</li> <li>Understand the safety and basic care of materials and tools</li> <li>Experiment with, construct and join recycled, natural and man-made materials more confidently</li> <li>Evaluate their work against their initial ideas</li> <li>Use digital media to display work</li> <li>Express clear preferences about their artwork and work of others. Giving reasons, e.g. I like this because....</li> </ul> <p><b><u>Artist:</u></b> Andy Goldsworthy</p>						

<p><b><u>POR – Diary Of A Killer Cat</u></b></p> <ul style="list-style-type: none"> <li>To persuade using conjunctions and justifying responses</li> <li>To debate for and against</li> <li>To write an argument using persuasive writing techniques</li> <li>To write a character description</li> <li>To write an alternative ending</li> <li>To write a diary entry in role.</li> </ul> <p><b>Possible Writing Outcomes</b></p> <ul style="list-style-type: none"> <li>Persuasive</li> <li>Debate</li> <li>Argument</li> <li>Character description</li> <li>Creative Writing- setting</li> <li>Diary.</li> </ul>						
<ul style="list-style-type: none"> <li>Revision of previous topics</li> <li>Consolidation of working scientific skills.</li> </ul>						
<p><b><u>Who are our local heroes?</u></b></p> <ul style="list-style-type: none"> <li>To understand what makes a hero, and identify some local heroes from the past</li> <li>To examine an image as a source to find out about a person in the past</li> <li>To use an object as a source to find out about a person in the past</li> <li>To use a document as a source to find out about a person from the past</li> <li>To be able to use a visit or visitor to find out about a local hero</li> <li>To decide who the greatest local hero is</li> <li>To create a ‘local hero’ class museum to share findings.</li> </ul>						



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**MUSIC**

**Unit: Friendship Song**  
**Styles covered (Historical context): Pop, Soul, Film, Musicals**

Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth

**MUSIC STRAND: Listen & Appraise:**

- Begin to recognise styles, find the pulse, recognise instruments, listen, and discuss other dimensions of music.

**MUSIC STRAND: Musical Activities:**

**Games**

- Continue to internalise, understand, feel, know how the dimensions of music work together
- Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics.

**Singing**

- Continue to sing, learn about singing and vocal health
- Continue to learn about working in a group/band/ensemble.

**Playing**

- Continue to play a classroom instrument in a group/band/ensemble.

**Improvisation**

- Continue to explore and create your own responses, melodies and rhythms.

**Composition**

- Continue to create your own responses, melodies and rhythms and record them in some way.

**MUSIC STRAND: Perform/Share**

- Continue to work together in a group/band/ensemble and perform to each other and an audience
- Discuss/respect/improve your work together.

**SRE/ PSHE**

**SRE**

- To describe some of the similarities and differences between boys and girls
- To understand that some people have fixed ideas about what boys and girls can do
- To describe some differences between male and female animals. They understand that making a new life needs a male and a female
- To know and use the correct names for the main parts of the body of boys and girls
- To understand it is important to look after their bodies because that can help them have a healthy lifestyle. They understand that everyone's body is different and that we celebrate difference.

**Autism Awareness Week**

To appreciate that not everyone communicates or shows their emotions in the same way.

**Unit: Reflect, Rewind and Replay**  
**Styles covered (Historical context): Western Classical Music and your choice from Year 2**

Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth

**MUSIC STRAND: Listen & Appraise:**

- Begin to recognise styles, find the pulse, recognise instruments, listen, and discuss other dimensions of music.

**MUSIC STRAND: Musical Activities:**

**Games**

- Continue to internalise, understand, feel, know how the dimensions of music work together
- Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics.

**Singing**

- Continue to sing, learn about singing and vocal health
- Continue to learn about working in a group/band/ensemble.

**Playing**

- Continue to play a classroom instrument in a group/band/ensemble.

**Improvisation**

- Continue to explore and create your own responses, melodies and rhythms.

**Composition**

- Continue to create your own responses, melodies and rhythms and record them in some way.

**MUSIC STRAND: Perform/Share**

- Continue to work together in a group/band/ensemble and perform to each other and an audience
- Discuss/respect/improve your work together.

**My Money Week - Financial Education**

- To describe where money comes from, e.g. earn, win, borrow, and find, pocket money, presents. To understand why we need to work to earn money when we are older
- To know they have choices about how they spend their money. To explore choices and make informed decisions about spending money
- To understand that we might not always be able to have things we want
- To know that they can keep money in different places and that some are safer than others
- To choose different places to keep money safe and explain why
- To beginning to understand the consequences of losing money (lost or stolen) and how it might make them feel.

**British Values**

**The Rule of Law**

- To know what is right/ wrong and can apply this in my life
- To understand the need for rules
- To know that everyone in a community has rights and responsibilities
- To know who helps me in school and in the wider community.

**Individual Liberty**

- To develop an awareness of my own needs, views and feelings
- To talk about how I feel
- To be sensitive to and respect the feelings of others
- To make decisions.

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<b>FRENCH</b>	<p><b>Les Formes (Shapes)</b></p> <ul style="list-style-type: none"> <li>To name and recognise up to 10 shapes in French</li> <li>To attempt to spell some of these nouns</li> <li>To recognise that nouns are commonly associated with an article in French and in this case 'UN' or 'UNE'</li> <li>To have an opportunity to learn and/or revise numbers 1-5.</li> </ul>
<b>JS</b>	<p><b>Hebrew writing:</b></p> <ul style="list-style-type: none"> <li>To be able to recognise and write the letters peh, feh, final feh, tzaddi, final tzaddi, kuf, raish, shin, sin and tav in script.</li> </ul> <p><b>Chagim: Yom Haatzmaut</b></p> <ul style="list-style-type: none"> <li>To understand how Israel was created</li> <li>To know the key symbols of Israel</li> <li>To recognise Israeli currency</li> <li>To be able to place key cities on a map of Israel</li> <li>To recognise the Israeli flag and be able to replicate it.</li> </ul> <p><b>Chagim: Lag B'omer</b></p> <ul style="list-style-type: none"> <li>To understand the story of Rabbi Akiva and the link to lag b'omer</li> <li>To know the main customs of lag b'omer.</li> </ul> <p><b>Chagim: Shavuot</b></p> <ul style="list-style-type: none"> <li>To understand them meaning of the ten commandments</li> <li>To know the main customs associated to Shavuot and how they are linked</li> <li>To make cheese cake</li> <li>To know we read megillat Rut and Shavuot and a basic understanding of the story.</li> </ul> <p><b>Parasha:</b></p> <ul style="list-style-type: none"> <li>Parashat Tzariah/Metzorah – using your tongue wisely</li> <li>Parashat Acharei mot/Kedoshim – do not do to others what you would not like to be done to yourself</li> <li>Parashat Emor – showing our gratitude</li> <li>Parashat Behar/Bechukotai – the result of good behaviour</li> <li>Parashat Bamidbar – being satisfied with what we have.</li> </ul>

	<p><b>Petit Chaperon Rouge (Little Red Riding Hood)</b></p> <ul style="list-style-type: none"> <li>To sit and listen attentively to a familiar fairy tale (Little Red Riding Hood) in French</li> <li>To use picture and word cards to recognise and retain key vocabulary from the story</li> <li>To name and spell at least three parts of the body in French as seen in the story.</li> </ul>
	<p><b>Chumash:</b></p> <ul style="list-style-type: none"> <li>To understand what gematria is</li> <li>To be able to use gematria for numbers up to 499</li> <li>To know there are five books in the Torah and their names</li> <li>To know the difference between a chumash and sefer torah</li> <li>To understand the difference between a perek and pasuk</li> <li>To receive your first chumash</li> <li>To be able to use their new chumash.</li> </ul> <p><b>Chagim: Three Weeks</b></p> <ul style="list-style-type: none"> <li>To have a basic understanding of the three weeks and the customs linked to it.</li> </ul> <p><b>Hebrew Reading:</b></p> <ul style="list-style-type: none"> <li>To review all the rules we learnt since Reception.</li> </ul> <p><b>Parasha:</b></p> <ul style="list-style-type: none"> <li>Parashat Korach – avoiding quarrels</li> <li>Parashat Chukat/Balak – the power of words</li> <li>Parashat Pinchas – being rewarded</li> <li>Parashat Matot/Masei – showing gratitude</li> <li>Parashat Devarim – using past experiences to prepare for the future.</li> </ul>