

## Year 2 Summer Term Curriculum Overview 2022

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
MATHEMATICS	<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 (quotitive division)</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> </ul>				<p><b>Assessment Week</b></p>	<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 (×), 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 ×3, ×4 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>				<p><b>Assessment Week</b></p>		
	HALF TERM											

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<b>ENGLISH</b>	<p><b>POR - Claude In The City</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>Possible 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>The Environment</u></p> <ul style="list-style-type: none"> <li>To understand ecological challenges that face the modern world</li> <li>To engage with environmental issues</li> <li>To understand the simple changes we can make to live more sustainable lives</li> </ul> <p>Star scientist – Greta Thunberg</p>				
<b>HISTORY</b>					
<b>GEOGRAPHY</b>	<p><b>What are the wonders of our world?</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>				

<p><b>POR – Diary Of A Killer Cat</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>						
<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>Star scientist: Joseph Banks – botanist, advised King George III on Kew Gardens</p>						
<p><b>Who are our local heroes?</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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ART	<p><b>Nature Sculptures</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>Artist:</b> Andy Goldsworthy</p>				
	DT				
COMPUTING	<p><b>COMPUTING STRAND: Information Technology</b> <b>Unit 2.6 Creating Pictures – Programs; 2Paint A Picture Writing Templates</b></p> <ul style="list-style-type: none"> <li>• To be introduced to 2Paint A Picture. To look at the impressionist style of art (Monet, Degas, Renoir)</li> <li>• To recreate pointillist art and look at the work of pointillist artists such as Seurat</li> <li>• To look at the work of Piet Mondrian and recreate it using the Lines template</li> <li>• To look at the work of William Morris and recreate it using the Patterns template</li> <li>• To explore surrealism and eCollage.</li> </ul>				

<p><b>Puppets</b></p> <ul style="list-style-type: none"> <li>• Start to generate ideas by drawing on their own and other people's experiences</li> <li>• Begin to develop their design ideas through discussion, observation, drawing and modelling</li> <li>• Identify a purpose for what they intend to design and make</li> <li>• Begin to select tools and materials; use correct vocabulary to name and describe them</li> <li>• Learn to use hand tools safely and appropriately</li> <li>• Start to assemble, join and combine materials in order to make a product</li> <li>• Demonstrate how to cut, shape and join fabric to make a simple product</li> <li>• Use basic sewing techniques</li> <li>• Start to choose and use appropriate finishing techniques</li> <li>• Start to evaluate their products as they are developed, identifying strengths and possible changes they might make</li> <li>• With confidence talk about their ideas, saying what they like and dislike about them.</li> </ul> <p><b>Designers:</b> Jim Henson (designer of 'The Muppets, Sesame Street, etc)</p>						
<p><b>COMPUTING STRAND: Information Technology</b> <b>Unit 2.8 Presenting Ideas – Programs; 2Connect (Mind Map), 2Create a Story (ebook), 2Quiz Writing Templates.</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 nonfiction topic</li> <li>• To make a presentation to the class.</li> </ul>						

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PE	<b>Hit Catch and Run – Unit 1</b> <ul style="list-style-type: none"><li>• To work as a team to field a ball back to a base</li><li>• To run and touch cones to score points</li><li>• To participate in a variety of roles</li><li>• To run quickly and to correct areas to score point</li><li>• To work to better runs scored</li><li>• To use kicking to send a ball to score points</li><li>• To use under arm throwing skills to feed/bowl a ball to a player</li><li>• To position body to perform stepping action for bowling</li><li>• To use bowling/feeding skills in a game situation</li><li>• To experiment with different bats to see which are easier and harder to hit with</li><li>• To make choices about where you are going to hit the ball</li><li>• To stand in positions ready to catch a ball</li><li>• To field to catch and throw to teammates to stop opponent scoring runs</li><li>• To play as part of a team to field and hit to score</li><li>• To apply simple tactics to game play</li><li>• To play in different roles and positions.</li></ul>
	<b>Unit: On this island: British songs and sounds</b> <p>Ongoing Focus: Taking inspiration from the British Isles, children compose soundscapes to represent the contrasting landscapes of the UK: seaside, countryside and city.</p> <p>Singing with confidence and expression. Using musical vocabulary to describe the music they hear. Creating and making improvements to a soundscape.</p> <b>MUSIC STRANDS:</b> <ul style="list-style-type: none"><li>• Performing</li><li>• Listening</li><li>• Composing</li></ul>

PE	<b>Run, Throw and Jump – Athletics Unit 1</b> <ul style="list-style-type: none"><li>• To play with a partner to gather objects from around the room</li><li>• To count objects gathered to record a score</li><li>• To be aware of others around when running</li><li>• To recognise powerful actions</li><li>• To explore different ways to generate power to start different actions such as running jumping, hopping and striding.</li><li>• To participate in obstacle relay</li><li>• To modify movements to adapt to task e.g. doing a burpee and then jumping on a box top</li><li>• To participate in three different throwing games</li><li>• To use a variety of different throws according to the game</li><li>• To explore which throws are between for accuracy, which are better for distance and which are better for height</li><li>• To copy and repeat actions with accuracy</li><li>• To analyse performance to judge differences in the game at the beginning and at the end</li><li>• To perform a variety of static and dynamic balances</li><li>• To identify the difference between a static and dynamic balance</li><li>• To device own static and dynamic balance sequence.</li></ul>
	<b>Unit: Myths and legends</b> <p>Ongoing Focus: Listening to music composed to tell stories from famous myths and legends, children develop their understanding of musical language and how timbre, dynamics and tempo affect the mood of a son</p> <p>Recognising structural features. Layering instrumental and vocal sounds and patterns within a given structure.</p> <b>MUSIC STRANDS:</b> <ul style="list-style-type: none"><li>• Performing</li><li>• Listening</li><li>• Composing</li></ul>

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SRE/ PSHE	<p><b><u>RSHE</u></b></p> <ul style="list-style-type: none"> <li>• To describe some of the similarities and differences between boys and girls</li> <li>• To understand that some people have fixed ideas about what boys and girls can do</li> <li>• To describe some differences between male and female animals. They understand that making a new life needs a male and a female</li> <li>• To know and use the correct names for the main parts of the body of boys and girls</li> <li>• 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.</li> </ul> <p><b><u>Autism Awareness Week</u></b></p> <p>To appreciate that not everyone communicates or shows their emotions in the same way.</p>	<p><b><u>My Money Week - Financial Education</u></b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• To know they have choices about how they spend their money. To explore choices and make informed decisions about spending money</li> <li>• To understand that we might not always be able to have things we want</li> <li>• To know that they can keep money in different places and that some are safer than others</li> <li>• To choose different places to keep money safe and explain why</li> <li>• To beginning to understand the consequences of losing money (lost or stolen) and how it might make them feel.</li> </ul> <p><b><u>British Values</u></b></p> <p><b><u>The Rule of Law</u></b></p> <ul style="list-style-type: none"> <li>• To know what is right/ wrong and can apply this in my life</li> <li>• To understand the need for rules</li> <li>• To know that everyone in a community has rights and responsibilities</li> <li>• To know who helps me in school and in the wider community.</li> </ul> <p><b><u>Individual Liberty</u></b></p> <ul style="list-style-type: none"> <li>• To develop an awareness of my own needs, views and feelings</li> <li>• To talk about how I feel</li> <li>• To be sensitive to and respect the feelings of others</li> <li>• To make decisions.</li> </ul>
FRENCH	<p><b><u>Les Petites Betes (Minibeasts)</u></b></p> <ul style="list-style-type: none"> <li>• To recognise and recall 10 minibeasts in French</li> <li>• To recall greetings more easily in French</li> <li>• To recognise and follow instructions in French</li> <li>• To follow an animated story in French.</li> </ul>	<p><b><u>Petit Chaperon Rouge (Little Red Riding Hood)</u></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>

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### Hebrew writing:

- To be able to recognise and write the letters tzaddi, final tzaddi, kuf, raish, shin, sin and tav in script.

### Chagim: Yom Haatzmaut

- To understand how Israel was created
- To know the key symbols of Israel
- To recognise Israeli currency
- To be able to place key cities on a map of Israel
- To recognise the Israeli flag and be able to replicate it.

### Chagim: Lag B'omer

- To understand the story of Rabbi Akiva and the link to lag b'omer
- To know the main customs of lag b'omer.

### Chagim: Shavuot

- To understand them meaning of the ten commandments
- To know the main customs associated to Shavuot and how they are linked
- To make cheese cake
- To know we read megillat Rut and Shavuot and a basic understanding of the story.

### Parasha:

- Parashat Acharei mot/Kedoshim – do not do to others what you would not like to be done to yourself
- Parashat Emor – showing our gratitude
- Parashat Behar/Bechukotai – the result of good behaviour
- Parashat Bamidbar – being satisfied with what we have.

### Chumash:

- To understand what gematria is
- To be able to use gematria for numbers up to 499
- To know there are five books in the Torah and their names
- To know the difference between a chumash and sefer torah
- To understand the difference between a perek and pasuk
- To receive your first chumash
- To be able to use their new chumash.

### Chagim: Three Weeks

- To have a basic understanding of the three weeks and the customs linked to it.

### Hebrew Reading:

- To review all the rules we learnt since Reception.

### Parasha:

- Parashat Korach – avoiding quarrels
- Parashat Chukat/Balak – the power of words
- Parashat Pinchas – being rewarded
- Parashat Matot/Masei – showing gratitude
- Parashat Devarim – using past experiences to prepare for the future.