

Subject	Summer term 1		Summer term 2
<p>RE</p>	<p>Unit 5 : Eastertide</p> <p>To know that Jesus rose from the dead and still lives to be with us.</p> <p>To know that Jesus told the disciples that he would go back to Heaven but promised that the Holy Spirit would come.</p> <p>To know that Jesus returned to Heaven and promised to return again and this gives us hope.</p> <p>To know the story of the coming of the Holy Spirit on the apostles and that the Holy Spirit is promised to us.</p>	<p>H A L F T E R M</p>	<p>Unit 6 : The Church is born</p> <p>To know when the apostles received the Holy Spirit they spread the good news and know that we can help to spread the good news.</p> <p>To know about the early Christian community and understand that we are part of the Christian community today.</p> <p>To know that the apostles realised that God could work through them.</p> <p>To know the story of Peter's escape from prison and reflect on its meaning.</p>

<p>Maths</p>	<p>Unit 9 (3 weeks)</p> <p>Number - Number and Place Value</p> <ul style="list-style-type: none"> Count in steps of 3 from 0, forward and backwards. Recognise the place value of each digit in a 2-digit number up to 100. Compare and order numbers from 0 to 100; use $<$ $>$ and $=$ signs Use place value and number facts to solve problems <p>Number - Addition and Subtraction</p> <ul style="list-style-type: none"> Add two 2-digit numbers using the 1 to 100 square. Add 2-digit numbers using the empty number line. Subtract two 2-digit numbers using the 1 to 100 square. Subtract two 2-digit numbers using the empty number line. <p>Geometry - Position and direction</p> <ul style="list-style-type: none"> Use mathematical vocabulary to describe rotation as a turn for quarter, half and three-quarter turns (clockwise and anti-clockwise). Use mathematical vocabulary to describe movement and distinguish between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise). Use mathematical vocabulary to describe position, direction and movement. Use mathematical vocabulary to give directions to navigate a course. 	<p>H A L F T E R M</p>	<p>Unit 11 (3 weeks)</p> <p>Number - Addition and Subtraction</p> <ul style="list-style-type: none"> Add two 2-digit numbers using partitioning. Solve problems with addition, applying an increasing knowledge of mental and written methods - partitioning Subtract two 2-digit numbers using partitioning. Solve problems with subtraction, applying an increasing knowledge of mental and written methods - partitioning <p>Number - Addition and Subtraction</p> <ul style="list-style-type: none"> Add two 2-digit numbers using the expanded written method Subtract two 2-digit numbers using the written method. Solve addition and subtraction problems using written methods. Solve addition and subtraction problems using mental and written methods. <p>Statistics</p> <ul style="list-style-type: none"> Make and use a block diagram to ask and answer questions about information gathered. Compare pictograms and block diagrams. Make and use a block diagram to ask and answer questions about information gathered. Construct a simple pictogram and ask and answer questions from the information collected. Begin to compare different presentations of the same information.
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<p>Maths continued</p>	<p>Unit 10 (3 weeks)</p> <p>Number - Multiplication and division</p> <ul style="list-style-type: none"> Count in steps of 2 from 0 Recall and use multiplication and division facts for the 2 times table Count in steps of 5 from 0 Recall and use multiplication and division facts for the 5 times table <p>Number - Multiplication and division / place value</p> <ul style="list-style-type: none"> Count in steps of 10 from 0 Recall and use multiplication and division facts for the 10 times table Recall and use multiplication facts for the 2, 5 and 10 times tables. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (X), division (÷) and equals (=) signs. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems and contexts <p>Measurement including temperature</p> <ul style="list-style-type: none"> Solve problems involving temperature. Solve problems which involve comparing, measuring and ordering length, height and width. Convert from centimetres to metres and vice versa. Solve problems which involve comparing, measuring and ordering mass. Convert from grams to kilograms and vice versa. Solve problems which involve comparing, measuring and ordering capacity and volume.. Convert from millilitres to litres and vice versa 	<p>Unit 12 (3 weeks)</p> <p>Number - Multiplication and division / place value</p> <ul style="list-style-type: none"> Count in steps of 2 and 5 from 0, and in tens from any number, forward and backward. Calculate mathematical statements for multiplication and division within the 2, 5 and 10 multiplication tables and write them using the multiplication (X), division (÷) and equals (=) signs. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division fact, including problems in context. <p>Number - Fractions</p> <ul style="list-style-type: none"> Compare the relative sizes of fractions ($\frac{1}{3}$ $\frac{1}{4}$ $\frac{1}{2}$ $\frac{3}{4}$) Mark fractions on a number line. Recognise and find fractions of a set of objects Solve problems involving fractions. <p>Measurement - time</p> <ul style="list-style-type: none"> Tell and write the time to quarter past and quarter to and also to five minutes 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. <p style="text-align: center;">H A L F T E R M</p>
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<p>English</p>	<p>Unit 8 (non-chronological report writing)</p> <p>Things under the sea</p> <ul style="list-style-type: none"> • to read question words and think about answers • to write questions with proper punctuation • to learn different ways of spelling the unstressed vowel sound /er/ at the end of words. • to use phonics to tackle unfamiliar words • to read aloud with fluency, accuracy and expression • to know that information can be represented in different ways • to find answers to questions by reading a text. • to find and name the title and heading in a report text • to find words in a glossary using the first letter • to order words using the first letter. • to join sentences using and, but, so, or, because • to punctuate sentences in writing • to use best handwriting. • to summarise information, expressing ideas clearly with a good vocabulary • to hold a listener's attention • to show an understanding of what the listener needs to know • to listen carefully and ask questions of others. • to find information from a chart • to write a summary of information, using a precise vocabulary • to write in well-punctuated sentences • to learn new words from the text. 	<p>Unit 9 (poetry)</p> <p>All Kinds of Creatures</p> <ul style="list-style-type: none"> • to use phonics as the main method of reading unfamiliar words • to recognise syllables in longer words • to talk about words and sounds in jokes. • to explain why we like a poem • to talk about the way the poet uses sounds in the poem • to write about our favourite poem. • to use punctuation to guide reading • to recognise common words • to know different ways of pronouncing different spellings. • to learn and recite a poem • to read aloud accurately and with expression • to use their voice to hold people's attention while they read • to think about how our voice changes when we perform. • to use interesting vocabulary in a poem • to write poems based on one already read • to use knowledge of spelling while writing. • to re-read own writing and try to improve it • to check spelling and punctuation • to write a poem in neat handwriting, joining some words.
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Year 2 Curriculum Overview Summer Term



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English continued	<ul style="list-style-type: none">• to recognise the present tense• to compare and evaluate different ways of giving information• to use the present tense in writing.• to read non-fiction texts on a computer• to think about the purpose of a text• to read a text and answer questions.• to know some features of a non-chronological report text• to recognise that ideas are linked under titles and headings.• to use given texts as a model for own writing• to explain a plan and change it after discussion with others• to give an oral presentation• to show attentive listening in order to help the speaker• to use given texts as a model• to group ideas together in sections with headings• to use different kinds of sentences• to use full stops and capital letters• to spell words correctly, using phonics and common words.• to re-read own writing for sense and accuracy• to improve writing• to find something to be proud of in another learner's writing		
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Year 2 Curriculum Overview Summer Term



Science	All Living Things To understand the differences between things that are living, dead, and things that have never been alive. To understand the need for different habitats. To know that animals can be divided into groups. To know that animals change and reproduce as they get older. To identify and name plants/ animals. To describe how animals obtain their food.	Plants To plant seeds in different conditions and predict which will grow the best. To begin to recognise different plants and trees in their local environment. To know the structure of plants and trees. To gather information about how the plants developed and draw conclusions about their growth.
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Year 2 Curriculum Overview Summer Term



<p>History / Geography</p>	<p>World War 2</p> <p>To find out what World War II was and where and when it took place.</p> <p>To find out what the Blitz was and which areas were most likely to be affected.</p> <p>To learn about the effects of air raids and the causes of evacuation.</p> <p>To find out about the experiences and feelings of evacuees.</p> <p>To find out what rationing was, why it was necessary and how it impacted on people's lives.</p> <p>To learn about the experiences of Jewish children during the war and that the war created many refugees.</p> <p>To consider how the war affected people's everyday lives.</p>	<p>Kenya</p> <p>To locate Africa on a world map and identify the country of Kenya.</p> <p>To explore the climate and weather of Kenya.</p> <p>To explore the animals of Kenya.</p> <p>To be able to use compass points to navigate around a map.</p> <p>To explore the landscapes of Kenya.</p> <p>To find out about the people and culture of Kenya.</p> <p>To identify similarities and differences between Kenya and the UK.</p>
<p>PE</p>	<p>Indoor PE</p> <p>Tennis</p> <p>Gymnastics</p> <p>Ballet</p> <p>Football</p>	<p>Indoor PE</p> <p>Tennis</p> <p>Gymnastics</p> <p>Ballet</p> <p>Football</p>

Year 2 Curriculum Overview Summer Term



<p>PSHE / RSE</p>	<p>PSHE</p> <p>To learn how to contribute to the life of the classroom.</p> <p>To help construct and agree to follow, group and class rules and to understand how these rules help them.</p> <p>To understand that people and other living things have needs and that they have responsibilities to meet them.</p> <p>To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving.</p>	<p>RSE</p> <p>Created To Live In Community</p> <p>To learn that they belong to various communities such as home, school, parish, the wider local community, nation and global community;</p> <p>To learn that they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc;</p> <p>To understand that we have a duty of care for others and for the world we live in (charity work, recycling etc.);</p> <p>To know about what harms and what improves the world in which we live.</p>
<p>Art / DT</p>	<p>Art</p> <p>To make a clay model of a natural object.</p> <p>To draw an observational drawing of a natural object.</p> <p>To collect material for my natural sculptures.</p> <p>To make my own land art.</p> <p>To make a big build nature sculpture.</p> <p>To make a collage about my work on nature sculptures.</p>	<p>DT</p> <p>To design a functional, appealing tie dye t-shirt.</p> <p>To generate, develop, and communicate ideas.</p> <p>To use a range of textiles, tools and equipment to perform practical tasks.</p> <p>To explore and evaluate existing textile products and their own ideas and products.</p>

Year 2 Curriculum Overview Summer Term



<p>Music</p>	<p>Rain, rain go away : Exploring timbre, tempo & dynamics</p> <p>To know how sounds can be used descriptively.</p> <p>To know that music can describe an environment.</p> <p>To explore sounds made by different sound sources.</p> <p>To know words can describe sounds.</p> <p>To know how sounds can be changed.</p> <p>To know how sounds can be combined.</p> <p>To know how sounds can be organised.</p> <p>To create a class composition using simple structures.</p>	<p>Sounds interesting : Exploring sounds</p> <p>To recognise different sound sources.</p> <p>To explore different sound sources.</p> <p>To focus on listening.</p> <p>To explore instruments.</p> <p>To control instruments.</p> <p>To explore expressive use of sounds.</p> <p>To use sounds expressively to illustrate a poem.</p> <p>To use sounds expressively to illustrate a scene.</p>
<p>MFL - French</p>	<p>In my pencil case What do you like doing? My house Food and drink</p>	<p>Likes / Dislikes French Cafe Story Time - The Hungry Caterpillar (La Chenille qui fait des trous)</p>
<p>Homework</p>	<p>Daily Reading Weekly Maths Weekly English /Spellings</p>	