

Year 2 Summer Term Curriculum Provision

Values and Virtues (Golden Thread):

Learned and Wise – see notes next to each subject.
Eloquent and Truthful – see notes next to each subject.

Books:

- Poetry
- Grandad's Island

R.E.:

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

Word Reading

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
- Read words containing common suffixes.
- Read accurately words of two or more syllables that contain the same graphemes as above.
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

Comprehension

- Understand both the books that they can already read accurately and fluently and those that they listen to by checking that the text makes sense to them as they read and correcting inaccurate reading.
- Understand both the books that they can already read accurately and fluently and those that they listen to by making inferences on the basis of what is being said and done.
- Understand both the books that they can already read accurately and fluently and those that they listen to by answering and asking questions.

Composition

- Develop positive attitudes towards and stamina for writing by writing for different purposes.
- Develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional).
- Make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly].

Handwriting

- Form lower-case letters of the correct size relative to one another.
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.

Grammar, Punctuation and Spelling

- Spell by learning to spell common exception words.
- Spell by learning to spell some words with contracted forms.
- Spell by distinguishing between homophones and near-homophones.
- Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.
- Use grammatical terminology for Year 2 learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks.
- Learn how to use sentences with different forms: statement, question, exclamation, command.
- Learn how to use the present and past tenses correctly and consistently including the progressive form.
- Use grammatical terminology for Year 2 understanding the use of the suffixes -er, -est in adjectives and the use of the -ly in Standard English to turn adjectives into adverbs.
- Learn how to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Maths</p>	<p>Position and Direction</p> <ul style="list-style-type: none"> • 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 <p>Measurement: Time</p> <ul style="list-style-type: none"> • 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. <p>Measurement: Mass, Capacity and Temperature</p> <ul style="list-style-type: none"> • 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 <p>Compare and order lengths, mass, volume/capacity and record the results using >, < and =</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">P.E.</p>	<p>Athletics: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Sports Day: To engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Computing</p>	<ul style="list-style-type: none"> • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Recognise common uses of information technology beyond school • To use technology to organise and present ideas in different ways • To use a keyboard to add, delete, space text for others to read.

P.S.H.E.	<ul style="list-style-type: none"> To learn how they can contribute to the life of the classroom and school. To help construct, and agree to follow, group and class rules and to understand how these rules help them. To understand that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed). For pupils to learn that they belong to various groups and communities such as family and school. For pupils to learn what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy). To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving. To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices. To recognise ways in which they are all unique; understand that there has never been and will never be another 'them'. To understand the ways in which we are the same as all other people; what we have in common with everyone else. About the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency. 		
Science	<ul style="list-style-type: none"> observing closely, using simple equipment identifying and classifying using their observations and ideas to suggest answers to questions 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 microhabitats 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. notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 		
Summer Term Back to Nature			
Local links:	<ul style="list-style-type: none"> Safari Park Dudley Zoo Wildlife Centre (Sedgley) Nature reserves (Saltwells Wood) 		
Subj	Learning Aims		
History	National Curriculum Outcome	Key vocab includes:	"WOW" Experience opportunities

	<p>significant places in their own locality</p> <p>BV – Tolerance of Culture – learn about historical events.</p>	<p>Saltwells Wood Iron industry Trees Birch wood Oak Beech Species Claypit Netherton hill Mousesweet brook Mushroom green</p>	<p>A school trip to Saltwells wood.</p>
Geography	<p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>BV – Tolerance of Culture – knowing about British weather, birds, plants and animals. British Wildlife – Being part of Britain.</p>	<p>Seasonal Daily United Kingdom Weather Patterns Forecast Inland Coastal Poles Equator predictions West Midlands</p>	<p>Create a weather forecast / report using the weather app. Report on extreme weather and local weather. The children would record each other and watch it like the news.</p> <p>Interview from BBC News weather reporter – Birmingham</p>
Art	National Curriculum Outcome	Key vocab includes:	

	<ul style="list-style-type: none"> • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>We should never stop learning about what God wants of us. We learn many new things each day. By listening to our teachers and listening to our hearts, we learn more of what God wants. After each lesson the children write down one thing they have learned and tell their partner.</p> <p>In this Art we can learn what God asks of people who looking after these animal. How does this help us as a nation to follow his ways?</p> <p>Democracy – activities based on children’s interests.</p>	<p>Zoo Animals Safari Mask Design Create Plan Patterns Shapes</p>	<p>Children to watch virtual lessons from the Safari park and Dudley Zoo</p> <p>Children to perform animal dances using their masks.</p> <p>Children to act out Noah’s Ark using their masks.</p>
DT	National Curriculum Outcome	Key vocab includes:	

	<p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>select from and use a range of tools and equipment to perform practical tasks</p> <p>select from and use a wide range of materials and components, including construction materials and textiles according to their characteristics</p> <p>explore and evaluate a wider range of existing products</p> <p>evaluate their ideas and products against a more detailed design criteria</p> <p>We should never stop learning about what God wants of us. We learn many new things each day. By listening to our teachers and listening to our hearts, we learn more of what God wants.</p> <p>In this DT we can learn what God asks of people to protect the world. How does this help us as a nation to follow his ways?</p> <p>BV – Mutual respect – working together on projects. Respecting class equipment.</p>	<p>habitat</p> <p>design</p> <p>purposeful</p> <p>evaluate</p> <p>materials</p> <p>plan</p> <p>nature</p> <p>construction</p>	<p>Go to the canal on Mill Street to explore different wildlife and habitats.</p> <p>Habitat obstacle course</p> <p>Visit Forest school</p>
Music	National Curriculum Outcome	Key vocab includes:	

<p>experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <p>This links to the V and V because we use our intellect and God-given gifts for good. The children to write down which gifts they have been given in relation to music.</p> <p>BV – Tolerance of culture – explore and compare different cultures through music. Individual liberty – choices around extra-curricular activity. Choices of the instrument they play etc.</p>	<p>Voice Sound Song Sing Throat Echo Animals</p>	<p>If possible perform in front of the whole school or within Key Stage 1.</p> <p>Can some children who are in the DPA come and talk to the children who are part of DPA and demonstrate examples of music to them.</p> <p>St . Mary's Choir – the children can perform with them at the summer fayre.</p>
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