

## Year 2 Curriculum Overview

### Term: Summer 1 Topic: Stories from around the World

Subject	Week 1 WC 16/04/18	Week 2 WC 23/04/18	Week 3 30/04/18	Week 4 7/05/18	Week 5 14/05/18	Week 6 21/03/18
<b>School/ World Events</b>	PM Benchmarking Inspire Week			Year 2 SATS No Outdoor Learning	Year 2 SATS No Outdoor Learning	Year 2 SATS
<b>English</b>	<b>Focus Text: The Twits</b>  <b>Diary Entry</b>	<b>Focus Text: The Twits</b>  <b>Wanted Posters</b>	<b>Focus Text: The Twits</b>  <b>Recipes</b>	<b>Focus Text: The Twits</b>  <b>Letter Writing</b>	<b>Focus Text: The Twits</b>  <b>Newspaper Reports</b>	<b>Focus Text: The Twits</b>  <b>Book Review</b>
<b>Grammar</b>	Prefixes Word types	Subordinating and Coordinating Conjunctions	Tense Sentence types	REVISION  Content depends on class needs	REVISION  Content depends on class needs	REVISION  Content depends on class needs
<b>Spelling</b>	When to use k, c, ck and ce.  The sound /s/ spelt c before e, i and y.  /or/ sound spelled as a before l and ll  All Ball Call Walk Talk always	Homophones and near homophones  There Their They're Here Hear See Sea Bare Bear One won	Apostrophes for possession and contraction  Not - wouldn't, shouldn't, couldn't, weren't, hadn't, hasn't Will – I'll, we'll, you'll, they'll Are- we're, you're, they're Have - I've, we've, you've, they've Had/would – I'd, you'd, he'd, she'd, we'd, who'd, they'd	Common exception words:  Cold Old Gold Hold Told  'W' Special The /or/ sound spelt ar after w E.g. War Warm Towards	The /z/ sound spelt s – treasure, pleasure, television, vision, revision, usual, unusual,  This is an unusual phoneme and mostly occurs in the letter strings sure, sion and sual	The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y , dge is usually used after a short vowel sound, ge tends to be used after a long vowel sound (or after a short vowel sound and a consonant).
<b>Maths</b>	Symmetry and Shape Time  Capacity	Money and Fractions	Addition, Subtraction Multiplication and Division	REVISION Content depends on class needs	REVISION Content depends on class needs	REVISION Content depends on class needs

<b>Science</b>	Inspire Week My Biology	<b>Plants</b> Children will be able to: <ul style="list-style-type: none"> <li>• identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>• identify and describe the basic structure of a variety of common flowering plants, including trees</li> <li>• observe and describe how seeds and bulbs grow into mature plants</li> <li>• find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>		<b>Life Cycles</b> To be able to identify that animals (including humans) produce young and these grow into children and new adults.		
<b>Geography</b>  Comparing two geographical locations - mapping skills	No Lesson (Inspire Week)	Map Reading and Map making, using a key.  <b>Outdoor Learning</b>	Directions : North, South, East, West using a compass  Orienteering <b>Outdoor Learning</b>	<b>Aerial Patterns</b> Bird's Eye View Children will develop illustrations of aerial photos of our new school.	<b>Map Symbols</b> Children will study a collection of map symbols and discuss what they represent. Children will practice drawing and then indent on polystyrene sheets to print on sheets.	Using fieldwork and observation skills to study the geography of their school.
<b>PSHE</b>	No Lesson (Inspire Week)	Healthy eating	Healthy eating	Relationships	Relationships	Relationships
<b>RE</b>	No Lesson (Inspire Week)	<b>Theme: The Covenant</b> <b>Religion: Judaism</b>  Children will understand the special relationship that Jewish people believe they have with God and the promises they make to each other.		<b>Theme: Community and Belonging</b> <b>Religion: Islam</b>  How can going to a mosque give Muslims a sense of belonging?  Children will understand how it feels to belong and understand why Muslims pray together.		
<b>IT</b>	No Lesson (Inspire Week)	<b>We are Detectives!</b> In this unit, the children are challenged to solve a mystery by reading, sending and replying to emails, and by listening to a 'witness statement'. They use a fact file to create a table and identify the culprit!				