Year 2
Summer Term 2016-17
Curriculum Overview

Subject	Autumn Term
RE	**Unit I- Easter** Children will: know a range of stories about the Resurrection and the Risen Jesus, the other characters involved and their reactions. Be able to identify the symbols used during the Easter Season and explain their significance. **Unit J- Pentecost** Children will: know the story of Pentecost and understand that the Holy Spirit was the promised gift of Jesus. Recognise the role of the Holy Spirit in the lives of Christians today. Recognise that Confirmation is a celebration of the gift of the Holy Spirit. **Unit K- Our Church** Children will: know that the Church is the Family of God and that the church building symbolises the beliefs of the people. Be able to recognise the different roles and responsibilities of people in the parish community. **Unit L- The Mass** Children will: have an understanding of the sequence of the Mass and of the meaning of some of the words and actions. Understand some reasons why the Mass is an important celebration for the Church. Be able to join in important responses during the Mass.
Literacy	Write narratives about personal experiences and those of others (real and fictional), write about real events, write poetry and write for different purposes. Plan or say out loud what they are going to write about. Write down ideas and/or key words, including new vocabulary. Encapsulate what they want to say, sentence by sentence. Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently. Proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]. Read aloud what they have written with appropriate intonation to make the meaning clear. Learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks. Learn how to use commas for lists. Learn how to use apostrophes for contracted forms and the possessive (singular). Sentences with different forms: statement, question, exclamation, command. Expanded noun phrases to describe and specify [for example, the blue butterfly]. The present and past tenses correctly and consistently including the progressive form. Subordination (using when, if, that, or because) and co-ordination (using or, and, or but). Understand the formation of nouns using suffixes such as -ness, -er and compound [e.g. whiteboard, superman] Understand the formation of adjectives using suffixes such as -ful, -less. Understand the use of the suffixes -er, -est in adjectives and the use of the -ly in Standard English to turn adjectives into adverbs.
Numeracy	**Number and Place Value** Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. Recognise the place value of each digit in a two-digit number (tens, ones). Identify, represent and estimate numbers using different representations, including the number line. Compare and order numbers from 0 up to 100; use <, > and = signs. Read and write numbers to at least 100 in numerals and in words. Use place value and number facts to solve problems. **Addition and subtraction:** Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures Applying their increasing knowledge of mental and written methods Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. 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 - Adding three one-digit numbers Show that addition of two numbers can be done in any order and subtraction of one number from another cannot. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. **Measures: capacity and time** Choose and use appropriate standard units to estimate and measure capacity temperature (°C) to the nearest appropriate unit, using scales and measuring vessels. Compare and order volume/capacity and record the results using >, < and = Find different combinations of coins that equal the same amounts of money. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. 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.

Geometry: Position and Direction
 Order and arrange combinations of mathematical objects in patterns and sequences.
 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).

Geometry: Properties of shapes
 Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.
 Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.
 Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]
 Compare and sort common 2-D and 3-D shapes and everyday objects.

Multiplication and division
 Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
 Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs.
 Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.
 Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Fractions
 Recognise, find, name and write fractions ⅓, ¼, 2⁄4 and ¾ of a length, shape, set of objects or quantity.
 Write simple fractions e.g. ½ of 6 = 3 and recognise the equivalence of two quarters and one half.

Geometry: Statistics
 Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
 Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.
 Ask and answer questions about totalling and comparing categorical data

Science	**All Living Things and their Habitats** Children will be taught to: 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 micro-habitats 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.	**Plants** Children will be taught to: observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy
Geography	**Hot and Cold Countries** Children will identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	
D & T	**Baking bread** The Great Fire of London started in a bakery. We will be baking bread (But we will turn the oven off!) The children will learn: To measure ingredients About the changing state Use of equipment Being safe in the kitchen	**Fruit salad** Children will be taught to: Understand basic food handling, hygienic practices and personal hygiene that there is a wide variety of fruit and vegetables available which can be grouped and individually named Classify fruit use a variety of simple tools and equipment that fruit and vegetables have nutritional value and are an important part of our diet select and use appropriate fruit and vegetables, processes and tools evaluate their product by answering about what they have made and how they have gone about it
Art	**Printing** Print onto paper or fabric. Roller printing. Batik.	**Sculpture** 3D Sculptures of heads using clay.
PE	**Dance** Children will be taught to: 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 participate in group dances, developing a simple sequence of moves perform dances using simple movement patterns.	**Games** Children will be taught to: 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 participate in team games, developing simple tactics for attacking and defending

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Music	Taught by Ms J Davis
PSHE	**Dotcom Scheme** This term the children will be learning about key values and ways to feel safe. We will be discussing: e-safety and way to stay safe online how to cope with angry feelings what are good and bad secrets Recognising when you don't feel safe (Uh-oh feelings) Who helps us when we don't feel safe.