

Year 2 Curriculum Map: Summer 1

English	<p><u>Spellings:</u></p> <ul style="list-style-type: none"> • Suffix ment with no change to the root • Suffix ly with no change to the root • Suffix ful with no change to the root • Suffix less with no change to the root • Adding ly after another suffix ful/less • Suffix ness after another suffix ful/less • Suffix ness with no change to the root <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Use question marks and exclamation marks accurately. • Use apostrophes to show possession and omission. • Use of the correct tense in their writing. • Use a range of conjunctions to extend sentences. <p><u>Writing</u></p> <ul style="list-style-type: none"> • To write a persuasive letter based upon the text 'That Pesky Rat'. • To write a recount of their trip to Bodenham Arboretum. • To write a character description based upon the text 'Hermelin the Detective Mouse'. • To write a story in the style of a familiar author based upon the series of books 'Percy the Park Keeper'.
Maths	<p><u>Fractions</u></p> <ul style="list-style-type: none"> • Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity and demonstrate understanding that all parts must be equal parts of the whole. • Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. <p><u>Addition and subtraction</u></p> <ul style="list-style-type: none"> • Solve problems with addition and subtraction applying his/her increasing knowledge of written methods and mental methods where regrouping may be required. • Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

	<ul style="list-style-type: none"> • Use estimation to check that his/her answers to a calculation are reasonable e.g. knowing that $48 + 35$ will be less than 100. • Solve missing number problems using addition and subtraction. <p><u>Position and Direction</u></p> <ul style="list-style-type: none"> • 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). <p><u>Statistics</u></p> <ul style="list-style-type: none"> • Ask and answer questions about totalling and comparing categorical data. • Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. (Steps of 2, 5 and 10)
Science	<p><u>Plants</u></p> <ul style="list-style-type: none"> • Observe and describe how seeds and bulbs grow into mature plants. • Find out and describe how plants need water, light and suitable temperature to grow and stay healthy. <p><u>School trip</u></p> <ul style="list-style-type: none"> • To Bodenham Arboretum to investigate habitats and living things covered in Spring 2.
P.E	<p><u>Games - Invasion skills</u></p> <ul style="list-style-type: none"> • To move with the ball. • To use space when passing and receiving. • To use throwing and catching to pass and receive. • To know how to create or deny space when attacking and defending in a game. • To use attacking and defending skills in a game. <p><u>Dance</u></p> <ul style="list-style-type: none"> • To develop balance and co-ordination. • To perform dances using simple movements patterns created with a partner in the context of plants growing in the garden. • To work with a partner to create a dance based on plants.

History	Not covered this half term
Geography	<u>Local area</u> <ul style="list-style-type: none"> • Identify features of a location. • Identify map symbols. • To use, read and create a simple key. • To use aerial photographs, maps and plans
R.E	<u>What is the good news Christians say Jesus brings?</u> <ul style="list-style-type: none"> • To know about the concept of Gospel and the good news of forgiveness, that Christians believe Jesus brings. • To know the instructions Jesus gives in the bible and how Christians follow these instructions. • To consider whether these instructions are helpful to non-Christians.
Music	<u>Timbre and dynamics.</u> <ul style="list-style-type: none"> • To be able to recognise a change of tempo within a piece of music. • To tap the beat correctly to changes in tempo and to explain how the tempo has changed.
P.S.H.E	<ul style="list-style-type: none"> • To know that there are lots of forms of physical contact within a family. • To know how to stay stop if someone is hurting them. • To know there are good secrets and worry secrets and why it is important to share worry secrets. • To know what trust is, know that everyone's family is different. • To know that families function well when there is trust, respect, care, love and co-operation, know some reasons why friends have conflicts. • To know that friendships have ups and downs and sometimes change with time. • To know how to use the Mending Friendships or Solve it together problem-solving methods.
Art	<u>Art, map it out</u> <ul style="list-style-type: none"> • To investigate maps as a stimulus for drawing. • To learn and apply the steps of the felt making process. • To experiment with a craft technique to develop an idea. • To develop ideas and apply craft skills when printmaking. • To present artwork and evaluate it against a design brief.

Design and Technology	<p><u>Baby bears chairs</u></p> <ul style="list-style-type: none"> • To know that shapes and structures with wide, flat bases or legs are the most stable. • To understand that the shape of a structure affects its strength. • To know that materials can be manipulated to improve strength and stiffness. • To know that a structure is something which has been formed or made from parts.
Computing	<p><u>Algorithms</u></p> <ul style="list-style-type: none"> • To continue to develop their understanding of how a computer processes instructions and commands. • To create, edit and refine sequences of instructions for a variety of programmable devices.