

## Year 2 Curriculum Map: Summer 2

<b>English</b>	<p><b><u>Spellings:</u></b></p> <ul style="list-style-type: none"><li>• Y spelling igh or ee, drop the y add an i when adding ed suffix</li><li>• Plural dropping y add an ies</li><li>• Drop y add an ier for comparatives.</li><li>• Drop y add an iest for superlatives.</li><li>• Review doubling consonants of CVC words when adding the y suffix.</li><li>• Review of common exception words.</li></ul> <p><b><u>Grammar</u></b></p> <ul style="list-style-type: none"><li>• Use question marks and exclamation marks in independent writing.</li><li>• Accurately use apostrophes for omission.</li><li>• To confidently use a range of suffixes in their writing.</li></ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"><li>• To write a character description based upon the text 'Hermelin the Mouse Detective'</li><li>• To write a narrative based upon a the style of a familiar author - Nick Butterworth (Percy the Park Keeper series)</li><li>• To write a newspaper article about the events in the story of 'Jack and the Beanstalk'.</li></ul>
<b>Maths</b>	<p><b><u>Fractions</u></b></p> <ul style="list-style-type: none"><li>• Recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity and demonstrate understanding that all parts must be equal parts of the whole.</li><li>• Write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</li></ul> <p><b><u>Time</u></b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• Compare and sequence intervals of time.</li></ul>

	<p><b><u>Measurement - Temperature</u></b></p> <ul style="list-style-type: none"> <li>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); <b>temperature (°C)</b>; capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, <b>thermometers</b> and measuring vessels</li> <li>Read scales in divisions of ones, twos, fives and tens.</li> </ul> <p><b><u>Multiplication and Division</u></b></p> <ul style="list-style-type: none"> <li>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.</li> <li>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs.</li> <li>Solve word problems involving multiplication and division with more than one step e.g. which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet.</li> </ul>
Science	<p><b><u>Plants</u></b></p> <ul style="list-style-type: none"> <li>Observe and describe how seeds and bulbs grow into mature plants.</li> <li>Find out and describe how plants need water, light and suitable temperature to grow and stay healthy.</li> </ul> <p>(Continuing with work from Summer 1)</p>
P.E	<p><b><u>Games - Striking (Rounders)</u></b></p> <ul style="list-style-type: none"> <li>To use an appropriate striking technique</li> <li>To consider rules for game play.</li> </ul> <p><b><u>Athletics</u></b></p> <ul style="list-style-type: none"> <li>To practice and develop skills in athletics: Sprint/Distance/Throwing/Standing Long Jump Preparation for Sports Day Events</li> </ul>
History	<p><b><u>Challenge to those in power - English Civil War</u></b></p> <ul style="list-style-type: none"> <li>Explain why the English Civil War happened.</li> <li>Know who the Cavaliers and Roundheads were.</li> <li>Explain how England became a republic.</li> <li>Find out about the events and the significance of the Battle of Worcester.</li> </ul>

	<b>School Trip - The Commandery, Worcester</b>
<b>Geography</b>	Not covered this half term.
<b>R.E</b>	<p><b><u>What makes some places special to believers?</u></b></p> <ul style="list-style-type: none"> <li>• Where is a sacred place for believers?</li> <li>• Which place of worship is sacred for Christians/ Muslims/ Jews?</li> <li>• How are places of worship similar/different? Why are places of worship important to communities?</li> </ul>
<b>Music</b>	<p><b><u>Texture and following a score.</u></b></p> <ul style="list-style-type: none"> <li>• To use their voices in a variety of ways by following symbols.</li> <li>• To follow the symbol and sing at differing tempos and dynamics.</li> <li>• To create and follow their own visual score using symbols provided.</li> <li>• To select instruments to match a picture.</li> <li>• To create a piece of music with a few tunes or sounds playing at the same time.</li> </ul>
<b>P.S.H.E</b>	<p><b><u>Changing Me</u></b></p> <ul style="list-style-type: none"> <li>• I can recognise cycles of life in nature.</li> <li>• I can tell you about the natural process of growing from young to old and understand that it is not in my control.</li> <li>• I can recognise how my body has changed since I was a baby.</li> <li>• I can recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of the body are private.</li> </ul>
<b>Art</b>	Not covered this half term
<b>Design and Technology</b>	<p><b><u>Moving Monster</u></b></p> <ul style="list-style-type: none"> <li>• Identify the correct terms for levers, linkages and pivots.</li> <li>• Create functional linkages that produce the desired input and output motions.</li> <li>• Design monsters suitable for children, which satisfy most of the design criteria.</li> <li>• Evaluate their two designs against the design.</li> <li>• Select and assemble materials to create their planned monster features.</li> </ul>

	<p><b><u>Textiles - Pouches</u></b></p> <ul style="list-style-type: none"><li>• Sew a running stitch with regular-sized stitches and understand that both ends must be knotted.</li><li>• Prepare and cut fabric to make a pouch from a template.</li><li>• Use a running stitch to join the two pieces of fabric together.</li><li>• Decorate their pouch using the materials provided.</li></ul>
<b>Computing</b>	<p><b><u>Digital Media Modelling and Simulation</u></b></p> <ul style="list-style-type: none"><li>• To know that they can record sound using ICT that can be stored and played back.</li><li>• Independently use a range of tools to record sound.</li><li>• To use a range of basic simulations to represent real life situations and explore the effects of changing variables and the benefits of using the simulations.</li></ul>