

Year 2 Summer Term 1 Curriculum Map



This plan is intended to give you some insight into what your child is learning at school. We know that children do best at school when they are supported at home. You may wish to use this a prompt for some discussions about your child's learning. Your child should read every night as we know that reading is the single most important skill for academic success. Reading should be recorded in your child's reading record. Children should also focus on learning the spelling patterns set.

English

This half term we will be writing a narrative and biography based on texts being read in school. We will be using relevant strategies to develop our vocabulary and developing the skills of structuring our descriptions to engage the reader. We will continue to develop the skills of using punctuation correctly including capital letters and full stops and introduce additional punctuation including question marks, exclamation marks, commas in a list and apostrophes. We will be writing compound and complex sentences using conjunctions including and, but, so, or, because, if and when and using expanded noun phrases for description (e.g. the enormous, green troll).

In reading, we will continue to develop our comprehension skills using connected texts related to our foundation curriculum. We will encourage the children to make connections between class books and those they have read in the past together with their knowledge gained from other sources.

In spelling, we will be building on the children's phonic knowledge to understand spelling patterns and common exception words. We will be carrying out spelling investigations, finding patterns and analysing common errors.

Spellings

<i>Week 1</i> <i>WB: 15.04.24</i>	<i>Week 2</i> <i>WB:22.04.24</i>	<i>Week 3</i> <i>WB:29.05.24</i>	<i>Week 4</i> <i>WB:06.05.24</i>	<i>Week 5</i> <i>WB:13.05.24</i>	<i>Week 6</i> <i>WB:20.05.24</i>
<i>Suffixes</i> <i>The Rule: y changes to i</i> <i>when adding a suffix e.g.</i> <i>happy - happiness</i> <i>'y' making an 'ee' sound</i> <i>e.g funny</i>	<i>Adding y</i> <i>Suffixes -ing, -ed, -est, -er</i>	<i>Possessive Apostrophes</i> <i>e.g. Harry's</i> <i>'si' making the 'sh' sound</i> <i>e.g. television</i>	<i>Possessive apostrophes of</i> <i>proper nouns e.g. Harry's,</i> <i>Policeman's</i> <i>Suffix -tion, -sion e.g.</i> <i>tension, mention</i>	<i>Silent letter 'e' in 've'</i> <i>words e.g. have</i> <i>Alternate sounds for 's'</i> <i>e.g. talk</i>	<i>Suffix -ing and -ed</i> <i>Using a dictionary</i>

Maths

Please be mindful that lessons may need to be adapted where appropriate to suit the needs of the children. These units will be taught but the dates of when they are taught may differ.

<i>WB: 17.04.23</i>	<i>WB:24.04.23</i>	<i>WB:01.05.23</i>	<i>WB:08.05.23</i>	<i>WB:15.05.23</i>	<i>WB:22.05.23</i>
<i>Unit 13: Position and Direction</i>	<i>Unit 14: Statistics</i> <i>Fluency: Using the four</i>	<i>Unit 7: Multiplication and Division (1) (Textbook A)</i>	<i>Unit 7: Multiplication and Division (2) (Textbook B)</i> <i>Unit 12: Problem solving</i>	<i>Unit 12: Problem solving</i>	<i>Revisit Time and GD Time</i>

<i>Fluency: Counting in 10's from any number</i>	operations (arithmetic)	Division (2) (Textbook B) <i>Fluency: Multiplication facts and associated division for the 10, 5 and 2x table</i>	and efficient methods 11 lessons <i>Fluency: Using the four operations (arithmetic)</i>	and efficient methods <i>Fluency: Doubles of numbers to 10</i>	<i>Fluency: Counting in 3's</i>
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Science	Exploring materials and their properties performing simple tests to predict and conclude what we learn.
Geography	To compare the key features of the UK and Australia, including landmarks, capital cities, oceans, weather and wildlife.
History	Exploring what a rebel is and understanding the significance of famous rebels including Guy Fawkes and the Suffragettes and
R.E	How does visiting a Mosque make Muslims feel like they belong?
PSHE	Relationships: Exploring different types of families, keeping safe – exploring physical contact, friends and conflict (and how to manage this), secrets and when they are good or bad secrets and trust and appreciation.
PE	Send and Receive Hit, Catch, Run Using a bat effectively to send and receive accurately. To effectively field a ball and return it to base accurately. To throw (bowl) a ball underarm and overarm accurately. To know different roles within a team sport such as backstop, bowler or fielder.
Outdoor Learning	Natural Art
Art	Alberto Giacometti Design and creating sculpture based upon our chosen mood using Modroc as a medium.
DT	Design and make our own pasta salad using seasonal vegetables and revisit effective and safe cutting skills.
Music	Orchestral Music Identifying, analysing and creating music that match film and play scripts to create atmosphere and mood.
Computing	Spreadsheets