

Year 2 Curriculum Overview Cycle A, Summer 2, 2024

| Reading | Writing | Maths | Science | Geography |
|---|--|---|---|---|
| <p>Texts:</p> <ol style="list-style-type: none"> Spyder By Matt Carr The Dragon Machine by Helen Ward Anansi and the Golden Pot an African Folk Tale Gregory Cool by Caroline Binch The Egg by M.P Robertson Jack and the Flum-Flum Tree by Julia Donaldson <p>Key Learning: Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes Read accurately words of two or more syllables that contain the graphemes taught so far Read words containing common suffixes Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Answer questions Ask questions Extract information from the text and discuss orally with reference to the text. Recognise simple recurring literary language in stories and poetry. Participate in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say Discuss the sequence of events in books and how items of information are related Make simple inferences about characters' thoughts and feelings and reasons for actions Discuss favourite words and phrases</p> | <p>Text: Tinga Tinga Tales (African Folk Tales) Purpose: to entertain Audience: children Form: narrative Outcome: own version of a traditional tale</p> <p>Key Learning: Use capital letters, full stops, question marks and exclamation to demarcate sentences Use 'was' as a verb to introduce the past progressive tense Sequence ideas to give the reader information in a clear manner Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience Use expanded noun phrases to add detail to writing Spell plural forms</p> <p>Text: The Storm Whale/Dear Greenpeace Purpose: to inform Audience: pet owners Form: instructions Outcome: How to look after a...</p> <p>Key Learning: Use the suffixes -er, -est, in adjectives Link related sentences through the use of pronouns and adverbials where appropriate Use sentences with different forms: statement, question, exclamation, command Write commands using the imperative form Use apostrophes to mark singular possession in nouns Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience</p> | <p><i>The objectives taught may not follow this order but many of these key skills will be drawn upon when solving problems.</i></p> <p>Measurement Choose and use appropriate standard units to estimate and measure volume/capacity(ml,l) and temperature. Reading scales in 2s 5s 10s. Compare and order volume/capacity, and temperature and record the results using more (>) than, less than (<) and equals (=) Choose and use appropriate standard units to estimate and measure length / height in any direction (m / cm); Compare and order lengths and record the results using more (>) than, less than (<) and equals (=) Choose and use appropriate standard units to estimate and measure mass (kg/g) Compare and order mass and record the results using more (>) than, less than (<) and equals (=) 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> <p>Statistics Interpret and construct simple tally chart, block diagrams and tables. 'Ask and answer questions about totalling and comparing and categorical data.</p> <p>Shape Compare and sort common 2-D and 3-D shapes and everyday objects.</p> | <p>Enquiry Question: What are pushes and pulls and how do they change objects?</p> <p>Key Learning: Understand what pushes and pulls are Know what a force is Know that pushing or pulling harder makes an object move faster or more Know that a push needs to be harder to go up a slope or more gentle to go down.</p> <p>Skills: Asking questions Observing closely Identify and classify Using observations to suggest answers to questions Recording and presenting data</p> | <p>Enquiry Question: Is Kota Kinabalu a World Away from Us?</p> <p>Key Learning: Name and locate the world's seven continents and five oceans Understand geographical similarities and differences through studying the human and physical geography of a small area of a small area in a contrasting non-European country Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, vegetation, season and weather (words to embed will depend upon the features of your local area) Use basic geographical vocabulary to refer to: key human features, including: town, village, house, office and shop (words to embed will depend upon the features of your local area)</p> <p>Skills: Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage Use simple compass directions (North, South, East and West) and locational and directional languages [for example, near and far; left and right] to describe the location of features and routes on a map Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Use simple fieldwork and observational skills to study the geography of their school and its grounds</p> |

| | | | | |
|--|--|--|--|--|
| Identify how vocabulary choice affects meaning | | | | |
|--|--|--|--|--|

| RE | PSHE | DT | Computing | PE |
|--|---|--|--|---|
| <p>Concept: Protection</p> <p>Theme/Unit: Why is it important for Hindus to show protection at Raksha Bandhan?</p> <p>Key Learning Simply describe what has been taught about the concepts/words and how they are used in the tradition studied. In simple terms, discern something of the value of the concepts/words in the lives of those living in the traditions studied as well as for their own lives and communities. Express creatively, their response to their own experiences of the concepts/words introduced. Recognise (in a different way to Y1) how their responses relate to events in their own, and sometimes other people's, lives. Share their own experience of protection. Talk about ways in which protection is important to themselves and others. Understand that sometimes people do not feel protected. Know how and why protection is celebrated during the Hindu festival of Raksha Bandhan. Comment on the importance to Hindus of showing protection at Raksha Bandhan.</p> | <p>Unit Theme: First Aid</p> <p>Key Learning: What is First Aid? How can we give first aid? Begin to learn some basic first aid skills e.g. stopping bleeding.</p> <p>Unit Theme: Growing & Changing</p> <p>Key Learning: Understand that the body gets energy from food, water and air (oxygen); Recognise that exercise and sleep are important parts of a healthy lifestyle. Identify things they could do as a baby, a toddler and can do now; Identify the people who help/helped them at those different stages. Explain the difference between teasing and bullying; Give examples of what they can do if they experience or witness bullying; Say who they could get help from in a bullying situation. Understand some of the tasks required to look after a baby; Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding. Explain the difference between a secret and a nice surprise; Identify situations as being secrets or surprises; Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. Identify parts of the body that are private; Describe ways in which private parts can be kept private; Identify people they can talk to about their private parts.</p> | <p>Enquiry Question: How can free-standing structures be made strong and stable?</p> <p>Key Learning: Know that free-standing structures can be strengthened and stabilised in different ways e.g. by creating a wide base. Develop techniques to make a strong, stable, free-standing structure with joined parts. Design, make and evaluate a toy model swing, slide or climbing frame. Generate success criteria for a product. Evaluate a product against success criteria, identifying what went well and what could be improved.</p> <p>Knowledge and skills: Know and use technical vocabulary relevant to the project Explore playground equipment through observation and play. Gain experience of designing, making and evaluating products for a specified user and purpose. Develop cutting, rolling, folding and joining skills. Generate initial ideas and simple design criteria through talking and using own experiences. Develop and communicate ideas. Select from and use a range of tools and equipment to perform practical tasks. Select from and use a range of materials and components. Evaluate their ideas throughout and their products against original criteria.</p> | <p>Enquiry Question: What is data grouping and how do we use it?</p> <p>Key Learning: Understand how computers store and group data Count and group data Organise data Compare data Ask questions and use data to answer them</p> <p>Knowledge and Skills Use technology purposefully to create, organise, store, manipulate, and retrieve digital content Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> | <p>Unit: Athletics</p> <p>Key Learning: 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 competitive activities with their peers.</p> <p>Unit: Multi-skills</p> <p>Key Learning: Participate in team games, developing simple tactics for attacking and defending. Move with control and co-ordination. Copy, repeat and explore simple skills and actions with basic control and co-ordination. Begin to link skills and actions in ways that suit the activities explored. Show awareness of space, of themselves and of others. Describe and comment on own and others' actions.</p> |