



Year 2 Curriculum Overview Cycle B, Summer 2, 2023

Reading	Writing	Maths	Science	Geography
<p>Texts:</p> <p>Supertato – Sue Hendra and Paul Linnet The Scarecrow’s Wedding – Julia Donaldson George and the Dragon – Chris Wormell The Bear and the Piano – David Litchfield Mog the Forgetful Cat – Judith Kerr I’m in Charge – Jeanne Willis My Monster and Me – Nadiya Hussain</p> <p>Key Learning:</p> <p>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: Supertato by Sue Hendra Purpose: retell/entertain Audience: children Form: narrative Outcome: own superhero story</p> <p>Key Learning:</p> <p>Use capital letters, full stops, question marks and exclamation to demarcate sentences Use subordinating conjunctions (when/ if /that /because) Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience Use adventurous vocabulary appropriate to task Expanded noun phrases Spell plural forms</p> <p>Text: The River Purpose: to inform Audience: visitors to the water meadows Form: narrative/information text Outcome: A non-chronological report about the River Meon /a story about the journey of a fish down the river</p> <p>Key Learning</p> <p>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 Use apostrophes to mark singular possession in nouns Add suffixes to spell longer words –ment, –ness Form nouns using suffixes –ness, -er and by compounding e.g. whiteboard, superman</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</p> <p>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</p> <p>Interpret and construct simple tally chart, block diagrams and tables. Ask and answer questions about totalling and comparing and categorical data.</p> <p>Shape</p> <p>Compare and sort common 2-D and 3-D shapes and everyday objects.</p>	<p>Enquiry Question: How does the River Meon change in the summer? <i>(a longitudinal study)</i></p> <p>Key Learning:</p> <p>Identify and classify plants and animals in a local environment Understand how animals and their populations change during seasons Link change in seasons to change in habitats Identify seasonal changes</p> <p>Skills:</p> <p>Asking questions Observing closely Identify and classify Using observations to suggest answers to questions Measuring data Recording and presenting data</p>	<p>Enquiry Question: Are all rivers the same?</p> <p>Key Learning:</p> <p>What can we remember about rivers from previous visits? What do all rivers have? Where do rivers come from? Where do they go? What is their purpose? What questions do they have of their own about rivers? Where are the River Thames and the River Meon? What are the human and physical features of the River Thames and River Meon? What is the route to the River Meon from school? What observations and data can we make of the River Meon? What do these tell us? What are the similarities and differences between the River Thames and the River Meon?</p> <p>Skills:</p> <p>Ask a series of questions about places and environments. Explore and use picture maps, globes and a simple atlas. Use the 4-point compass directions and use directional language to describe location features. Carry out fieldwork and use observations to answer a question. Notice patterns and changes from carrying out fieldwork in their local area. Devise a simple map and use agreed realistic symbols to make a simple key.</p>

<p>Identify how vocabulary choice affects meaning</p>	<p>Use a range of prepositions (behind, before, above, along) Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience Spell plural forms</p> <p>Real Life Writing Opportunity: Purpose: to retell Audience: parents Form: recount Outcome: a retell of the trip to the Sea City museum</p> <p>Key Learning: Link related sentences through the use of pronouns and adverbials where appropriate Use sentences with different forms: statement, question, exclamation, command Use adventurous vocabulary appropriate to task Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience Use capital letters, full stops, question marks and exclamation to demarcate sentences Use subordinating conjunctions (when/ if /that /because) Expanded noun phrases</p>			
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RE	PSHE	ART	Computing	Music	PE
<p>Concept: Precious (Water)</p> <p>Theme/Unit: Why is water precious to people of different faiths?’</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 water. Talk about ways in which water is precious to themselves and others Understand that water is a symbol of purity, life and renewal. Know how water is used in Christian and Hindu ceremonies Comment on the preciousness of water for people of Hindu and Christian faiths</p>	<p>Unit Theme: Staying Safe</p> <p>Key Learning: Understand that medicines can sometimes make people feel better when they’re ill; Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; Explain simple issues of safety and responsibility about medicines and their use. Identify situations in which they would feel safe or unsafe; Suggest actions for dealing with unsafe situations including who they could ask for help. Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. Identify safe secrets (including surprises) and unsafe secrets; Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.</p>	<p>Enquiry Question: What is a sculpture?</p> <p>Key Learning: Create shapes and an effective sculpture with torn paper and paste. Discuss and develop ideas about how to create and attach. Use a range of tools to create a print Use a range of tools to create paper and paste sculpture. Use a sketchbook to plan and develop simple ideas Can select, sort and modify by, cutting, tearing with care before adding other marks and colour to represent an idea. Use adhesives to select and place cut and torn shapes onto a surface to convey an idea. In sculpture, develop skills in building layers and creating shape. Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Draw from observation, memory or imagination.</p>	<p>Enquiry Question: How do computer games work?</p> <p>Key Learning: Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Knowledge and Skills Understand what algorithms are Understand how they are implemented as programs on digital devices Understand that programs execute by following precise and unambiguous instructions</p>	<p>Enquiry Question: What songs can we sing to help us through the day?</p> <p>Key Learning: Move in time with a steady beat. Copy back simple long and short rhythms with clapping Have fun warming up your face, body and voice. Copy back singing simple high and low patterns Copy back the rhythmic words - you can say them and clap them. Listen and focus on the music together Walk, move and clap a steady beat with others Find the beat, perhaps use body percussion Change with the beat if the tempo changes. Begin to share thoughts and feelings about the music Begin to create personal musical ideas using the given notes. Know that improvisation is about making up your own tunes on the spot Know that when someone improvises, they make up their own tune that has never been heard before Improvise simple riffs using question and answer phrases</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</p>