



EXCELLENCE · RESPECT · RESPONSIBILITY · INTEGRITY · COMPASSION

## Year 2 Curriculum Overview

### Term 3 (Summer Term)

| English  | Maths   |
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| <p><b>Using a range of texts (including fiction, non-fiction and poetry) students will explore, read and write studying the following elements of English:</b></p> <ul style="list-style-type: none"><li>• Oral composition of sentences</li><li>• Capital letters and full stops</li><li>• Commas in lists</li><li>• Adjectives, nouns, verbs and adverbs</li><li>• Adjectives using suffixes (for example: -er, -est, -ful, -less)</li><li>• Adverbs ending in -ly</li><li>• Homophones</li><li>• Statements and Commands</li><li>• Chronological order</li><li>• Past tense verbs</li><li>• Headings and subheadings</li><li>• Use of senses and emotions</li><li>• Expanded noun phrases</li><li>• Progressive verbs (present and past)</li><li>• Compose a rhyming couplet</li><li>• Re-reading work to check, edit and redraft</li></ul> | <p><b>Fractions:</b></p> <ul style="list-style-type: none"><li>• Introduction to parts and whole</li><li>• Equal and unequal parts</li><li>• Recognise a half</li><li>• Find a half</li><li>• Recognise a quarter</li><li>• Find a quarter</li><li>• Recognise a third</li><li>• Find a third</li><li>• Find the whole</li><li>• Unit fractions</li><li>• Non-unit fractions</li><li>• Recognise the equivalence of a half and two-quarters</li><li>• Recognise three-quarters</li><li>• Find three-quarters</li><li>• Count in fractions up to a whole</li></ul> <p><b>Time</b></p> <ul style="list-style-type: none"><li>• O'clock and half past</li><li>• Quarter past and quarter</li><li>• Tell the time past the hour</li><li>• Tell the time to the hour</li><li>• Tell the time to 5 minutes</li><li>• Minutes in an hour</li><li>• Hours in a day</li></ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"><li>• Make tally charts</li><li>• Tables</li><li>• Block diagrams</li><li>• Draw pictograms (1-1)</li><li>• Interpret pictograms (1-1)</li><li>• Draw pictograms (2, 5 and 10)</li><li>• Interpret pictograms (2, 5 and 10)</li></ul> |



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|  | <b>Position and Direction:</b> <ul style="list-style-type: none"><li>• Language of position</li><li>• Describe movement</li><li>• Describe turns</li><li>• Describe movement and turns</li><li>• Shape patterns with turns</li></ul>  |
| <b>Science</b>   | <b>Physical Education</b>   |
| <p><b>Living Things &amp; Their Habitats</b></p> <ul style="list-style-type: none"><li>• Explore and compare the differences between things that are living, dead, and things that have never been alive.</li><li>• Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</li><li>• Identify and name a variety of plants and animals in their habitats, including micro-habitats.</li><li>• Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li></ul> <p><b>Plants</b></p> <ul style="list-style-type: none"><li>• Observe and describe how seeds and bulbs grow into mature plants and find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li></ul> | <p>In Physical Education, students will develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p><b>Students will be taught to:</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• Participate in team games, developing simple tactics for attacking and defending.</li><li>• Perform dances using simple movement patterns.</li></ul> <p><b>Students will cover a range of activities including:</b></p> <ul style="list-style-type: none"><li>• Invasion – Netball, Football, Basketball, Unihoc</li><li>• Net and Wall – Badminton, Volleyball, Pickleball</li><li>• Striking and Fielding – Quik Cricket, Softball, T-Ball</li><li>• Creative – Dance, Gymnastics</li><li>• Swimming – stroke work, water polo, water volleyball, water games and water safety.</li></ul> |



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|   | <ul style="list-style-type: none"><li>Athletic Activities – Track and Field</li></ul>   |
| <b>Computing</b>  | <b>Humanities</b>   |
| <p><b>Pictograms</b></p> <ul style="list-style-type: none"><li>Collecting data in tally charts and using attributes to organise and present data on a computer.</li></ul> <p><b>Programming Quizzes</b></p> <ul style="list-style-type: none"><li>Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.</li></ul>   | <p><b>History</b></p> <ul style="list-style-type: none"><li>Use words and phrases such as before/ after, past/ present, then/now.</li><li>Sequence up to 5 related events and artefacts in order.</li><li>Compare a feature of life in the past with the same feature in the present by describing what is the same and what is different.</li><li>Ask questions about objects, people and events to learn more information.</li><li>Answer questions using different information – objects, books, the internet.</li></ul> <p><b>Geography</b></p> <ul style="list-style-type: none"><li>Find where I live on a map of the UK</li><li>Name the continents of the world and the world's oceans and locate them on a map.</li><li>Name the seas surrounding the UK</li><li>Identify hot and cold areas of the world in relation to the North Pole, South Pole and Equator.</li><li>Describe the key features of a place from a picture using geographical words linked to my topics.</li></ul> |
| <b>Music</b>  | <b>Art</b>  |
| <ul style="list-style-type: none"><li>Sing a wider range of songs with greater pitch accuracy and dynamics.</li><li>Recognise and repeat simple rhythmic and melodic patterns.</li><li>Explore how sounds can be combined and organised to create music.</li><li>Identify simple forms (e.g., verse and chorus) in songs.</li><li>Begin to read basic graphic notation for rhythm and pitch.</li><li>Experiment with creating short sequences of sound.</li></ul> | <ul style="list-style-type: none"><li>Create a repeating pattern in print</li><li>Use different drawing media-graphite and charcoal-to create art.</li><li>Alter and manipulate materials (collage).</li><li>Create different colours with paint</li><li>Create tints with paint by adding white.</li><li>Create tones with paint by adding black</li></ul>   |



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## **PSHE - Personal, Social, and Health Education**

### **Physical health and Mental wellbeing (RSE)**

- Healthy food and nutrition; exercise and hygiene; sun safety; importance of sleep; keeping healthy and use of medicines; keeping teeth clean; feeling and asking for help.

### **Growing and Changing**

- Recognising what makes us unique/special; feelings; managing when things go wrong; growing older; using doctor/medical terminology to name parts of the body.

### **Keeping Safe**

- Safety in different environments; risks and safety at home; emergencies, moving class and year.