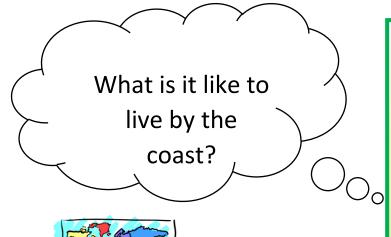
**Curriculum Map** – This document sets out what we will focus on over the next few weeks of Summer Term. It includes the key knowledge, skills and understanding that we will cover. Where possible we aim for our curriculum to be brought to life through visits, visitors and other educational experiences that make learning memorable. Some subjects lend themselves to cross-curricular work whereas others require a more discreet approach and will be taught separately.



# Our Learning Principles, & Values

- Child-centred excites, informs and inspires children to learn, know and remember.
- Inclusive ensures equal opportunities for all
- **Relevant** reflects the world in which we live and promotes sustainability
- Challenging ensures children achieve their best
- Literature rich placing reading at the heart of everything
- Enjoyable provides opportunities for children to be active, inquisitive, creative learners

Responsibility - Respect - Teamwork - Reflection



World

Continents

Map

Atlas

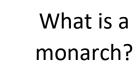
Compass

Oceans

Climate

Globe

Equator





Absolute monarchy

Constitutional monarchy

Anointment

**Battle** 

**Parliament** 

**Procession** 

Orb



# **Year Two Summer Term Curriculum Map**



- · Develop phonics until decoding is secure
- · Read words containing common suffixes and prefixes.
- · Compound words and plurals.
- · Read common exception words.
- Read & re-read phonic appropriate
- · Discuss & express views about fiction & non-fiction.
- · Become familiar with & retell stories.
- · Ask & answer questions; make predictions.
- · Begin to make inferences

- · Spell by segmenting into phonemes.
- · Learn to spell common exception words, compound words and plurals.
- · Spell using common suffixes and
- Use appropriate size letters & spaces.
- · Develop positive attitude & stamina for
- · Begin to plan ideas for writing.
- · Record ideas sentence by sentence.
- Make simple additions & changes after proof reading.

### Grammar

- · Use simple conjunctions.
- · Begin to expand noun phrases.
- Use.!?,
- Use some features of standard English.

### Speaking & Listening

- Articulate & justify answers.
- · Initiate & respond to comments.
- · Use spoken language to develop understanding.

### Maths -

- · Recognise equal groups
- Make equal groups
- Add equal groups
- Introduce the multiplication symbol
- Multiplication sentences
- Use arrays
- Make equal groups grouping
- Make equal groups sharing
- The 2 times table
- Divide by 2
- Doubling and halving
- Odd and even numbers
- The 10 times table
- Divide by 10
- The 5 times table
- Divide by 5
- The 5 and 10 times table

## Maths - Statistics

- Make tally charts
- Tables
- Block diagrams
- Draw pictograms (1-1)
- Interpret pictograms (1-1)
- Draw pictograms (2, 5 and 10)
- Interpret pictograms (2, 5 and 10)

Computing

### Maths - Measurement /Time

- O'clock and half past
- Quarter past and quarter to
- Tell time past the hour
- Tell time to the hour
- Tell the time to 5 minutes
- Minutes in an hour
- Hours in a day

### Geometry

- Language of position
- Describe movement
- Describe turns
- Describe movement and
- Shape patterns with turns

### **Science**

### **Animals including humans**

**Kev Scientific Skills** 

- Collecting evidence
- Asking questions
- Carrying out experiments
- Making comparisons
- Fair testing

Animals, including humans, have offspring which grow into adults.

The basic needs of animals, including humans, for survival.

The importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

# times of change, loss and bereavement and growing up.

How do we recognise our feelings? – feelings: mood,

PSHE & C

**Health and Wellbeing** 

What can help us grow and stay healthy? – being

healthy: eating, drinking, playing and sleeping.

Geography What is it like to live by the coast?

• Name and locate the four countries, capital cities

and surrounding oceans of the United Kingdom

Physical features of the Jurassic coast and how

humans have interacted with this over time,

including land use, settlements and tourismj

- Exploring timbre, tempo and dynamics

Use maps, atlases and globes

Use simple compass directions

## **History**

### What is a monarch?

- Finding out the role of a monarch today and comparing with monarchy in the past
- Investigate how William the Conqueror became king and learn how he used castles to rule
- Study different types of castles

## **Design Technology**

- Design a purposeful, functional and appealing product
- · Generate, model and communicate ideas
- Use a range of tools and materials to complete practical tasks
- Evaluate existing products and own ideas
- Build and improve structure and mechanisms

### Music

- Exploring sounds

## **Creating Pictures**

- Using 2Paint a create art based on impressionist art
- Pointillist Art, Piet Mondrian, William Morris

### Presenting Ideas

- Presenting a story three ways
- · Presenting ideas as a quiz
- · Making a non-fiction fact file
- · Making a presentation

### PF

### **Gymnastics**

· Linking movements together

- Group games and inventing rules
- · Dribbling, kicking and hitting

### Dance

Who is Jewish and how do they live? (Double Unit)

RE

## **Art and Design**

- Use colour and marks to express mood
- · Experiment with water colours, colour washes, ready mix paint etc
- · Represent things observed, remembered or imagined, using colour and tools
- · Famous Artist Claude Monet