

Curriculum Overview for Year 2 Summer 2018-2019

<p>English</p> <p>Realistic Fiction</p> <p>Mill Girl</p> <p>Amazing Grace</p> <p>Stickman</p> <p>Fantasy</p> <p>Something Fishy</p> <p>Once Upon a Lifetime</p> <p>Instructions - Growing Plants</p> <p>Explanations - Wonders of the World</p> <p>Narrative Poem - Maggie and the Dinosaur</p>	<p>Vocabulary, Grammar and Punctuation</p> <p>I can use question marks and exclamation marks.</p> <p>I can use an apostrophe to show where some letters are missing from a word or to say when something belongs to someone.</p> <p>I can use apostrophes to mark singular possession in nouns.</p> <p>I can use coordination (or, and, but) and some subordination (when, if, that, because) to join clauses.</p> <p>I can add -ness and -er to the end of a word to make new words and I know some words (such as superman or whiteboard) are made by joining two different words together.</p> <p>I can add -ful and -less to words to make adjectives.</p> <p>I know what changes happen to the meaning of words when I add -er, -est and -ly to words.</p> <p>Composition</p> <p>I can write longer narratives about real things and things that have happened to me or other people.</p> <p>I can develop positive attitudes towards and stamina for writing by writing for different purposes.</p> <p>I like to write for different purposes, for example, for my teacher, myself or for a class assembly.</p> <p>I can write down brief descriptions about what I want to</p>	<p>include in my writing, before I begin.</p> <p>I can make changes in my writing by listening to what others have to say about it.</p> <p>I can make additions, revisions and corrections to my own handwriting by evaluating my writing with a teacher or a friend.</p> <p>I can evaluate own handwriting independently, with friends and an adult.</p> <p>Reading</p> <p>I can read words quickly because I know how to sound out all parts of a word.</p> <p>I read by blending together the sounds I know and can read out within a word.</p> <p>I can read words with two or more syllables.</p> <p>I can read words with common suffixes, such as -ing and -ed.</p> <p>I can read a range of common exception words.</p> <p>I can read most unfamiliar words quickly and accurately without overt sounding and blending.</p> <p>When I see a word I have not read before, I can sound out the word without undue hesitation and help from an adult.</p> <p>In age appropriate books I can read accurately and fluently building up fluency and confidence.</p>	<p>Science : How does your garden grow?</p> <ul style="list-style-type: none"> • Can they describe what plants need to survive? • Can they observe and describe how seeds and bulbs grow into mature plants? • Can they find out & describe how plants need water, light and a suitable temperature to grow and stay healthy? • Can they describe what plants need to survive and link it to where they are found? • Can they explain that plants grow and reproduce in different ways? 	<p>Science : Are you a mini master chef?</p> <ul style="list-style-type: none"> • Can they describe what animals need to survive? • Can they explain that animals grow and reproduce? • Can they explain why animals have offspring which grow into adults? • Can they describe the life cycle of some living things? (e.g. egg, chick, chicken) • Can they explain the basic needs of animals, including humans for survival? (water, food, air) • Can they describe why exercise, balanced diet and hygiene are important for humans? • Can they explain that animals reproduce in different ways?
<p>Maths</p> <p>Number and place value</p> <ul style="list-style-type: none"> • Recognise the place value of each digit in a two-digit number (tens, ones) • Compare and order numbers from 0 up to 100; use <, > and = signs <p>Addition/subtraction</p> <ul style="list-style-type: none"> • Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. • Solve problems with addition and subtraction, including those involving numbers, quantities and measures, applying their increasing knowledge of mental and written methods. <p>Geometry</p> <ul style="list-style-type: none"> • Compare and sort common 2-D and 3-D shapes and everyday objects. 	<p>Fractions</p> <ul style="list-style-type: none"> • Recognise, find, name and write fractions, and of a length, shape, set of objects or quantity. • Recognise the equivalence of and . <p>Measurement</p> <ul style="list-style-type: none"> • Choose and use appropriate standard units to estimate and measure length/ height in any direction (m/cm); mass (kg/ g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. • Compare and sequence intervals of time. • Tell and write the time to five minutes and draw the hands on a clock face to show these times 	<p>Multiplication and division</p> <ul style="list-style-type: none"> • Solve problems involving multiplication and division, using arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. <p>Geometry—Position and Direction</p> <ul style="list-style-type: none"> • 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>Statistics</p> <ul style="list-style-type: none"> • Interpret and construct bar charts • Ask and answer questions about totalling and comparing categorical data. 	<p>PE</p> <p>Physical</p> <ul style="list-style-type: none"> • I can perform a range of skills with some control and consistency. • I can perform a sequence of movements with some changes in level, direction or speed. <p>Health and Fitness</p> <ul style="list-style-type: none"> • I am aware of why exercise is important for good health. • I can say how my body feels before, during and after exercise. • I use equipment appropriately and move and land safely. • I can explain why we need to warm up and cool down. 	<p>RE</p> <p>Who is an inspiring person?</p> <ul style="list-style-type: none"> • Children will explore why some people inspire others and learn about inspiring people in religion. <p>What can we learn from sacred books?</p> <ul style="list-style-type: none"> • Children will explore the links between stories and teaching and peoples actions.
<p>History</p> <p>How has industry changed in Bolton?</p> <ul style="list-style-type: none"> • I can describe things by using words and phrases like: before I was born, when I was younger, 'before', 'after', 'past', 'present', 'then' and 'now'; in my historical learning. • I can recall the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later. • I can compare/contrast how my local area was different in the past. • I can recognise things that are different in my life from that of my grandparents when they were young. • I can give reasons about why Britain has a special history by recalling some famous events and some famous people. • I can answer questions by selecting a specific source, such as an information book. • I can research the life of a famous Briton from the past, selecting different resources to help them. • I can research a famous event that happens in Britain and give reasons why it has been happening for some time. • I can use research to summarise the life of someone who used to live in my area using the Internet and other sources to find out about them. 	<p>Geography</p> <p>What are the seven wonders of the world?</p> <ul style="list-style-type: none"> • I can label a diagram or photograph by selecting some geographical words. • I can find out about a locality by observing different sources of evidence.. • I can give reasons about what makes a locality special. • I can describe some places which are not near the school. • I can describe a place outside Europe using geographical words. • I can describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley. • I can identify ways that people spoil the environment. • I can identify ways that people try to make the area better. • I can recall the continents of the world and find them in an atlas. • I can recall the world's oceans and find them in an atlas. 	<p>Music</p> <ul style="list-style-type: none"> • Singing songs and speaking chants/rhymes. • Create,select & combine sounds using voices, tuned & untuned instruments. • Playing tunes in varying styles on the glockenspiel-'I Wanna Play in a Band' –a rock song for children • Listen to 'Carnival of the Animals' by Saint-Saens. 	<p>Computing</p> <p>Information Technology</p> <ul style="list-style-type: none"> • I can describe why other people's work belongs to them. • I can recognise that content on the internet may belong to other people. • I can log on and off the school network using my individual username and password and save my work to Purplemash or the school network • I can explain the difference between my school network set up to my home computer set up • I know the difference between physical, wireless and mobile networks. • I can use a variety of sources to find, sort and select information appropriate to my class work including using the internet • I can refine my searches to limit search results using an internet search engine. 	
		<p>Art</p> <p>Textiles</p> <ul style="list-style-type: none"> • I can sort threads and fabrics. • I can group fabrics and threads by colour and texture. • I can weave with fabric and thread. <p>3D</p> <ul style="list-style-type: none"> • I can add texture by using tools. • I can make different kinds of shapes. • I can cut, roll and coil materials such as clay, dough or plasticine. 	<p>Design</p> <p>Textiles</p> <ul style="list-style-type: none"> • I can measure textile. • I can join textiles together to make something. • I can cut textiles. • I can explain why I chose a certain textile. <p>Construction</p> <ul style="list-style-type: none"> • I can make sensible choices as to which material to use for my constructions. • I can develop my own ideas from initial starting points. • I can incorporate some type of movement into models. • I can consider how to improve my construction. 	