

# Year Two Curriculum Information

Summer Term 2016

English	Text work	Fiction	Children read two longer, humorous stories, building up their reading stamina. They use drama techniques to explore and empathise with the characters, role-playing scenarios and considering how characters change over the course of longer stories. They revise their knowledge of commands and apply these in the short writing tasks: writing an advert and writing a set of instructions. Finally, they write their own story using a selected story as a model.
		Non fiction	<p>Children explore poems with themes and language that are funny and engaging. They enjoy reading a range of poetry, including jokes and tongue twisters, and listening to a poem being read by the poet. They learn poems by heart, experimenting with sound and pattern as they recite and perform their poems. They explore alliteration, onomatopoeia, repetition and rhyme, comparing poems and responding to humour and word play. They create, edit and evaluate stanzas and poems based on models.</p> <p>Children explore books to find out information and explore the features of non-fiction text. They will use class books and e-books.</p>

Grammar work: Use apostrophes for contractions and singular possessive nouns, commas in lists, suffixes: ly, er, est

Maths	<p>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Organise data into list and tables and identify key information to answer simple questions. Represent and read data using pictograms where the scale is in 1s, 2s, 5s, 10s. Pupils solve problems involving comparing or combining more than one piece of data. Collect, sort and represent data to answer questions and pose and respond to new questions.</p> <p>Solve problems involving counting and estimating. Use Place Value to solve problems. Use addition and subtraction facts to 20 and derive related facts to 100 to solve problems. Solve missing number calculations using inverse operations. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. Use the four operations to solve more complex problems.</p>
-------	---

Science	<p>Habitats: Children will have been introduced to the terms 'habitat' (a natural environment or home of a variety of plants and animals) and 'micro-habitat'. They will have identified that most living things live in habitats to which they are suited and have described how different habitats provide for the basic needs of different kinds of animals and plants. Children will have explored their immediate local environments. They will have identified local and global habitats and recognised, in simple terms, those which are similar in scale or diversity. They will have recognised how differences between places close to each other result in a different range of plants and animals being found. They will have identified and named a variety of plants and animals in their habitats including micro-habitats and have described habitats in terms of their physical conditions.</p>
---------	--

	<p><b>Use of Materials:</b> In this unit children will name, identify and hunt for everyday materials including wood, metal, plastic, glass, rubber, brick, rock, paper, fabric and card. They will list properties of different materials such as hardness, strength, flexibility and shininess. They will learn that the properties of materials are important to the object they are made from. They will identify suitable and unsuitable materials for different objects and will be able to explain why.</p> <p>Working scientifically, children will classify materials sorting them into groups in a variety of ways. They will use reference materials to find out some fascinating facts about a type of material. They will compare the strength of different types of paper predicting which will rip when pulled by their hands. They will learn what absorbency means and explore the absorbency of different types of materials. They will examine different ways to record results and select an appropriate way to record the results of an investigation about waterproof materials. They will apply the findings from these investigations to design a nappy.</p>
RE:	<p>Children will think about special places that they enjoy. They will collect pictures of churches and discuss why they think the Church is a special place. They will explore why and when do people go to Church. Children will visit St Anne's Church and explore Church furniture, vestments, artefacts and services.</p> <p>They will explore places of worship for other faiths.</p>
Computing	<p>'We are Zoologists': The children use the web and books to research different types of bugs and their habitats. They will use classification keys to identify bugs. The children will record which bugs they find and where they find them using tally charts and photographs. These photographs will then be edited, enhanced and recorded on a digital map. The children will produce simple pictograms and charts.</p> <p>'We are Astronauts': In this unit, the children will use a computer program such as Scratch to program a sprite (such as a spaceship) to move around the screen. This unit acts as a springboard for programming in Year 3.</p>
PE	<p>Multi skills/ Games - using individual skills such as throwing and catching and then using these skills within teams.</p> <p>Orienteering.</p>
History	<p>How did the first flight change the world? (National events beyond living memory and significant individuals). Children will learn the story behind the first aeroplane flight, and explore the impact that the aeroplane has had on the world. Children will learn: that the Wright brothers were the first people to fly a successful aeroplane; know that the first aeroplane flight took place over 100 years ago; identify differences and similarities between early and modern aeroplanes and describe one way in which aeroplanes are used in the modern world. Children will be able to: retell the story of the first aeroplane flight; locate the date of the first aeroplane flight on a timeline; compare aeroplanes from different eras and describe some changes the aeroplane has brought.</p>
Geography	<p>What are the seven wonders of our world? Children will revise the human and physical geography of the local area and identify the UK's wonders. They will identify and describe the world's highest wonder and give reasons why it is a physical wonder.</p>

	They will identify the major rivers and desert areas in different continents of the world. Identify ancient world wonders and compare them with the wonders built in the last hundred years. Children will explain and describe the wonders they have learned about.
Art	<p>Linked with our Science topic children will be using plants, flowers, seeds and bulbs as a stimulus for their artwork. Some work will be 3D and the art will include sketching, painting, printing and clay modelling.</p> <p>Some observational drawing and sketching will include observing living things such as mini beasts in their natural habitat in the 'Living Things' and 'Habitats' units of work.</p>
French	Numbers to 39. Learn Mini beasts' song. Explore the foreign environment and the Seaside (A la Plage) More classroom instructions.
Music	Recap and further explore duration, tempo, dynamics, pitch and timbre. Continue to develop listening and performing skills. Use voices and instruments to perform a new class song with accurate timing. Use an increasing range of related vocabulary.