

Year 2 Curriculum Map: Summer 1

English	<p><u>Spellings:</u></p> <ul style="list-style-type: none">• Suffix ment with no change to the root• Suffix ly with no change to the root• Suffix ful with no change to the root• Suffix less with no change to the root• Adding ly after another suffix ful/less• Suffix ness after another suffix ful/less• Suffix ness with no change to the root <p><u>Grammar</u></p> <ul style="list-style-type: none">• Use question marks and exclamation marks accurately.• Use apostrophes to show possession and omission.• Use of the correct tense in their writing.• Use a range of conjunctions to extend sentences.• Use of commas to separate items in a list. <p><u>Writing</u></p> <ul style="list-style-type: none">• To write a recount of their trip to Bishops Wood.• To write a persuasive letter based upon the text 'That Pesky Rat'.
Maths	<p><u>Measurement - Capacity</u></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 order lengths, mass, volume/capacity and record the results using >, < and =• Read scales in divisions of ones, twos, fives and tens• Read scales where not all numbers on the scale are given and estimate points in between.• Add and subtract capacity. <p><u>Addition and subtraction</u></p> <ul style="list-style-type: none">• Solve problems with addition and subtraction applying his/her increasing knowledge of written methods and mental methods where regrouping may be required.

	<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. • Use estimation to check that his/her answers to a calculation are reasonable e.g. knowing that $48 + 35$ will be less than 100. • Solve missing number problems using addition and subtraction. <p><u>Statistics</u></p> <ul style="list-style-type: none"> • Ask and answer questions about totalling and comparing categorical data. • Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. (Steps of 2, 5 and 10)
Science	<p><u>Plants</u></p> <ul style="list-style-type: none"> • Observe and describe how seeds and bulbs grow into mature plants. • Find out and describe how plants need water, light and suitable temperature to grow and stay healthy. <p><u>School trip</u></p> <ul style="list-style-type: none"> • To Bishops Wood to investigate habitats and living things covered in Spring 2.
P.E	<p><u>Games - Invasion skills</u></p> <ul style="list-style-type: none"> • To move with the ball. • To use space when passing and receiving. • To use throwing and catching to pass and receive. • To know how to create or deny space when attacking and defending in a game. • To use attacking and defending skills in a game. <p><u>Dance</u></p> <ul style="list-style-type: none"> • To develop balance and co-ordination. • To perform dances using simple movements patterns created with a partner in the context of plants growing in the garden. • To work with a partner to create a dance based on plants.
History	Not covered this half term
Geography	<p><u>Local area</u></p> <ul style="list-style-type: none"> • Identify features of a location. • Identify map symbols. • To use, read and create a simple key. • To use aerial photographs, maps and plans

R.E	<p><u>What is the good news Christians say Jesus brings?</u></p> <ul style="list-style-type: none"> • To know about the concept of Gospel and the good news of forgiveness, that Christians believe Jesus brings. • To know the instructions Jesus gives in the bible and how Christians follow these instructions. • To consider whether these instructions are helpful to non-Christians.
Music	<p><u>Timbre and dynamics.</u></p> <ul style="list-style-type: none"> • To be able to recognise a change of tempo within a piece of music. • To tap the beat correctly to changes in tempo and to explain how the tempo has changed.
P.S.H.E	<ul style="list-style-type: none"> • To know that there are lots of forms of physical contact within a family. • To know how to stay stop if someone is hurting them. • To know there are good secrets and worry secrets and why it is important to share worry secrets. • To know what trust is, know that everyone's family is different. • To know that families function well when there is trust, respect, care, love and co-operation, know some reasons why friends have conflicts. • To know that friendships have ups and downs and sometimes change with time. • To know how to use the Mending Friendships or Solve it together problem-solving methods.
Art	<p><u>Art, map it out</u></p> <ul style="list-style-type: none"> • To investigate maps as a stimulus for drawing. • To experiment with a craft technique to develop an idea. • To develop ideas and apply craft skills when printmaking. • To present artwork and evaluate it against a design brief.
Design and Technology	<p><u>Making a Moving Monster</u></p> <ul style="list-style-type: none"> • Identify the correct terms for levers, linkages and pivots. • Create functional linkages that produce the desired input and output motions. • Design monsters suitable for children, which satisfy most of the design criteria. • Evaluate their two designs against the design. • Select and assemble materials to create their planned monster features.

Computing

Microbits

- To be able to explain that an **ALGORITHM** is a set of instructions (recap from previous unit)
- To be able to explain that a Microbit is a small programmable computer
- To be able to identify some of the components on a Microbit (LED lights, buttons, power connection, usb connection)
- Understand the microbit is a tiny computer which needs instructions in code to make it work.
- Understand that computers have inputs and outputs
- Know the microbit has an LED display output which it can use to show words (as well as numbers and pictures).
- Children can explain that inputs are data sent to a computer; children can explain that outputs are data sent from a computer.