



Loughton Manor First School
Curriculum Termly Overview for Year Two 2020-21

	Summer 1	Summer 2
Topic	Go wild! 	
English	Writing narratives about personal experiences Writing for different purposes - postcard writing, non-fiction fact file Using expanded phrases to describe Writing down key ideas and key words Saying out loud what they want to write about Form lower case letters of the correct size relative to each other Learn how to use question and exclamation marks Using apostrophes for possession and contractions Using commas in a list Reading words containing common suffixes Read Year 2 common exception words and begin to spell some of them Identify and discuss new vocabulary	Writing for different purposes - instructional writing, character description, letter writing Writing down key ideas and key words Saying out loud what they want to write about Form lower case letters of the correct size relative to each other Learn how to use commas Use question and exclamation marks within independent writing Listen and discuss a range of poems Using time connectives to indicate time Read Year 2 common exception words and spell most of them Able to tell the difference between fiction and non-fiction books Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Make simple additions, revisions and corrections to their own writing Distinguishing between homophones and near-homophones Add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly
Reading	Comprehension 1. develop pleasure in reading, motivation to read, vocabulary and understanding by: a) listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently b) discussing the sequence of events in books and how items of information are related c) becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales	

	<p>e) recognising simple recurring literary language in stories f) discussing and clarifying the meanings of words, linking new meanings to known vocabulary g) discussing their favourite words and phrases</p> <p>2. understand both the books that they can already read accurately and fluently and those that they listen to by: a) drawing on what they already know or on background information and vocabulary provided by the teacher b) checking that the text makes sense to them as they read and correcting inaccurate reading c) making inferences on the basis of what is being said and done d) answering and asking questions e) predicting what might happen on the basis of what has been read so far</p> <p>3. participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p>	
<p>Maths (Curriculum Focus)</p>	<p>Measurement: Time Compare and sequence intervals of time Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times Know the number of minutes in an hour and the number of hours in a day. Tell the time on analogue clocks, recording it</p> <p>Number: Fractions</p> <p>Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, and $\frac{3}{4}$ of a length, shape, set of objects or quantity Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.</p> <p>Count in fractions up to 10, starting from any number and using the $\frac{1}{2}$ and $\frac{2}{4}$ equivalence on the number line (for example, $1\frac{1}{4}$, $1\frac{2}{4}$ (or $1\frac{1}{2}$), $1\frac{3}{4}$, 2). This reinforces the concept of fractions as numbers and that they can add up to more than one.</p>	<p>Geometry: Position and Direction Order and arrange combinations of mathematical objects in patterns and sequences 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 anticlockwise).</p> <p>Multiplication and division: Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p>

Science	<p>I can notice that animals, including humans, have offspring which grow into adults</p> <p>I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>I can observe and describe how seeds and bulbs grow into mature plants</p> <p>I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p>
DT	<p>Cooking</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes and understand where food comes from.</p> <p>Cheese scones - rubbing in, weighing.</p> <p>Chocolate Chip Fairy Cakes - combining ingredients, spooning mixture into cases.</p> <p>Pizza muffins - designing, creating pizza.</p> <p>Flapjacks - melting, spreading.</p> <p>Thumb print cookies - cookie dough, filling.</p> <p>Celebration Cooking - links to the time of year.</p> <p>Sewing</p> <p>To be able to recognise binca as a material and be able to draw around the template of choice.</p> <p>Threading of needle, start off and create a running stitch.</p> <p>To create a back stitch.</p> <p>Design, make and evaluate a moving picture using a lever.</p> <p>Design, make and evaluate a sliding mechanism.</p>	
Computing	<p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p> <p>Understand that programs run by following clear instructions</p>	<p>Uses technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Use technology purposefully to create digital content comparing the benefits of different programs</p> <p>Able to save and open their own work</p>
Art	<p>observing and creating patterns from nature</p>	<p>The study of a famous artist and their techniques - David Hockney landscapes.</p> <p>The study of a famous artist - Guiseppe Arcimboldo - the growing of vegetables (CC links to science).</p>
Geography	<p>Our changing environment - Global warming, climate change, plastic pollution.</p>	
History	<p>The study of a significant individual within living memory - Greta Thunberg and David Attenborough. CC links to geography/science</p>	
PE	<p>Athletics:</p>	<p>Fitness:</p>

	<p>To be able to run quickly towards a target. To demonstrate a controlled change of speed when running. To perform a combination of jumps with control. To demonstrate different ways of leaving floor to gain height. To be able to throw objects using different styles to gain distance. To demonstrate ability to throw an object to a target. To follow instructions to complete an athletics circuit. To score activities accurately.</p> <p>Country dancing: Link actions; remember and repeat dance phrases. Perform short dances, showing an understanding of expressive qualities. Describe the mood, feelings and expressive qualities of dance. Describe how dancing affects their body. Know why it is important to be active.</p>	<p>To copy & refine a partner's moves. To know what the heart does and what exercises help it. To perform basic rope skills. To name muscles being exercised. To keep moving for 5 minutes. To perform core exercises safely and with control.</p> <p>Dance: Perform body actions with control and coordination. Choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling. Link actions; remember and repeat dance phrases. Perform short dances, showing an understanding of expressive qualities. Describe the mood, feelings and expressive qualities of dance. Describe how dancing affects their body. Know why it is important to be active.</p>
Music	<p>Learn how to play a tuned instrument; 'cello, violin, trumpet, descant recorder. Singing in tune, to a rhythm, as a group.</p>	<p>Learn how to play a tuned instrument; 'cello, violin, trumpet, descant recorder. Use knowledge to sing in canon, rounds and partner songs Sing with a sense of phrase and awareness of technique</p>
PSHE/SMSC	<p>Keeping safe skills – wherever you go. Key skills for keeping safe whatever the situation. Recognising personal responsibility. Understanding feelings can be hurt as well as bodies. Medicines and drugs. Concepts of all medicines are drugs but not all drugs are medicines.</p>	
RE	<p>Judaism including a Judaism Day!</p>	
Values	<p>Resilience</p>	<p>Co-operation</p>
Visitors/Trips	<p>Virtual trip to Chester Zoo to visit the meerkat enclosure - links to English.</p>	
Whole School		