



SUMMER CURRICULUM MAP

YEAR 2

2020/2021



ENGLISH

<p>Summer</p>	<p>Stories by the same author: Anthony Browne Essential books: <i>Willy the Wimp, Gorilla, Silly Billy and The Night Shimmy All</i> by Anthony Browne Grammar includes: Using past tense consistently; using subordination and co-ordination writing sentences with two main clauses or with subordinate clauses; using expanded noun phrases; using familiar and new punctuation correctly.</p>	<p>Information texts Essential books: <i>Harry and The Bucketful of Dinosaurs</i> by Ian Whybrow <i>Nana, what is an information text?</i> By Ruth Merttens. Hamilton Group Reader <i>Tyrannosaurus Drip</i> by Julia Donaldson Grammar includes: Learning how to use past and present tense correctly including the progressive form; learning how to use familiar and new punctuation.</p>	<p>Favourite poems Essential books: <i>A selection of classic poems is provided in resources</i> Grammar includes: Using a variety of end of sentence punctuation; using capital letters for the start of lines in poems; beginning to use commas correctly.</p>
	<p>Quest and Adventure stories Essential books: <i>Lost and Found and The Way Back Home</i> by Oliver Jeffries <i>We're going on a bear hunt</i> by Michael Rosen The Quest Hamilton Group Reader Grammar includes: Identifying and using sentences with different forms; using and distinguishing past and present tense; learning how to use familiar and new punctuation.</p>	<p>Recounts Essential books: <i>Maisie's Dragon</i> by Philippa Danvers Grammar includes: Using subordination and co-ordination writing sentences with two main clauses or with subordinate clauses; punctuating questions with question marks and sentences with full stops and exclamation marks; using grammatical terminology.</p>	<p>Really looking! Poems about birds Essential books: <i>None: selected websites and poems in resources</i> Grammar includes: Using expanded noun phrases in writing descriptions; using familiar and new punctuation correctly.</p>



MATHS

Number

1. Count from 0 in steps of 2, 3, 5 and 10. / 2. Count on and back in 10s from any number.
3. Identify any number on 1-100 grid; understand that each is a multiple of ten and some ones.
4. Locate any 2-digit number on a 1-100 grid or a landmarked line; use this to order and compare numbers with $<$, $>$ and $=$ signs.
3. Read and write numbers to at least 100 in numerals; make recognisable attempts to write in words.
4. Use place value and number facts to solve problems, e.g. $60 - \square = 20$

Addition and subtraction

5. Know securely number pairs for all the numbers up to and including 20, e.g. pairs which make 15 (7+8, 6+9, 5+10, 4+11, 3+12, 2+13, 1+14, 0+15).
6. Know different unit patterns when adding or subtracting, first when not crossing a ten and then when crossing a ten, in numbers up to 100.
7. Add two or three single-digit numbers, using number facts and counting up.
8. Add a two-digit no. and tens; add two 2-digit nos that total < 100 by counting on in 10s & 1s.
9. Count back in ones or tens or use number facts to take away, e.g. $27-3 =$ or $54-20 =$.
10. Begin to count up to find a difference between two numbers with a small gap, e.g. $42-38$.
11. Show that addition of 2 numbers can be done in any order (commutative) and subtraction cannot.
12. Recognise that addition and subtraction are inverse operations; use addition to check subtractions and solve missing number problems.
13. Solve problems involving addition and subtraction of numbers, quantities and measures, using recall of number facts and appropriate models and images.

Multiplication and division

14. Know $2x$, $5x$ and $10x$ tables, and related division facts, e.g. saying how many 10s in 40; use \times and \div signs correctly.
15. Understand equivalence in simple calculations: $3 \times 4 = 6 \times \square$
16. Double and halve numbers up to 20 and multiples of 5 to 50; recognise odd & even numbers.
17. Write multiplications and divisions, using \times , \div and $=$ signs; calculate answers.
18. Understand that multiplication can be done in any order (commutative) and division cannot.
19. Solve multiplication/division problems in context, using recall of \times / \div facts, doubling, halving, arrays, 'clever counting'.
20. Count in halves and quarters, recognising fractions as numbers.

Fractions

21. Begin to recognise the equivalence of $2/4$ & $1/2$ on the number line & in other practical contexts.
22. Understand $1/2$, $1/4$, $1/3$, $3/4$, $2/3$ as fractions of quantities in a practical context; solve problems using shapes, objects, quantities.

Shape, measure, position and direction

23. Choose/use appropriate standard units to estimate and measure length/height, mass, temperature and capacity to the nearest appropriate unit using rulers, instruments.
24. Compare and order objects according to length, (mass) weight and capacity using suitable units, and record the results using $>$, $<$ and $=$.
25. Recognise/use symbols for pounds (£) & pence (p); combine amounts, find different combinations of coins that give the same amount.

26. Solve simple problems in a practical context; add and subtract pence & pounds, including finding and giving change.
27. Tell/write the time on digital/analogue clocks to $\frac{1}{2}$ past, $\frac{1}{4}$ past & $\frac{1}{4}$ to the hour; draw hands on a clock face to show these times;
28. Begin to tell and write the time on digital and analogue clocks to the nearest 5 minutes.
29. Know number of minutes in an hour & hours in a day; use it to compare/ sequence intervals of time.
30. Identify/describe common 2-D shapes, referring to properties including on the surface of 3-D shapes; compare/sort 2-D shapes
31. Recognise symmetry in a vertical line
32. Identify/describe common 3-D shapes, referring to no. of edges, vertices, faces (curved and flat); compare/sort 3-D shapes.
33. Order and arrange combinations of mathematical objects in patterns and sequences.
34. Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line.
35. Distinguish between rotation as a turn and in terms of right angles for quarter, half & three-quarter turns (clockwise & anti-clockwise).
36. Construct simple tables, pictograms, tally charts, block diagrams where unit scale is labelled in 1s or multiples of 2; interpret, ask & answer appropriate questions.

Data

37. Construct simple tables, pictograms, tally charts, block diagrams where unit scale is labelled in 1s or multiples of 2; interpret, ask & answer appropriate questions.



SCIENCE

Block	Key NC Science Objectives
Summer 1 Plants	<p>Plants (2P)</p> <ul style="list-style-type: none"> i) observe and describe how seeds and bulbs grow into mature plants. ii) find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <p>Working scientifically (KS1 WS)</p> <ul style="list-style-type: none"> i) asking simple questions and recognising that they can be answered in different ways ii) observing closely, using simple equipment. iii) performing simple tests. iv) identifying and classifying v) using their observations and ideas to suggest answers to questions
Summer 2 Habitats	<p>Plants (2P)</p> <ul style="list-style-type: none"> i) identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. ii) identify and name a variety of plants and animals in their habitats, including microhabitats. iii) describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

COMPUTER SCIENCE

Programming Turtle Logo and Scratch



Understand and enable children how to create and debug algorithms. Following on from the earlier Year 2 unit on Preparing for Turtle Logo, the children use the basic commands in Logo to move and draw using the turtle on screen, and then further develop algorithms using the "repeat" command.

HUMANITIES



History: Nurturing Nurses

• Provide some criteria about what makes a person significant in history. • Talk about what they know about Florence Nightingale, Mary Seacole and Edith Cavell. • Know how Florence Nightingale, Mary Seacole and Edith Cavell have helped and influenced nursing and hospitals today

Geography: Wonderful World

• Understand that the world is spherical. • Name the seven continents and five oceans of the world correctly. • Use an atlas to accurately locate the continents and oceans of the world. • Locate continents, oceans including their own continent and country using a world map • Know that journeys can be made around the world and begin to follow a simple journey line using key vocabulary. • Locate hot and cold areas of the world. • Use and follow simple compass directions (NESW). • Follow routes on a map. • Use aerial photographs and satellite images to recognise basic human and physical features • To ask geographical questions - Where is it? What is this place like? How near/far is it?

RELIGIOUS STUDIES



In Religious Studies this term we will be learning to:

Places of Worship

- Identify and reflect on special places and discuss a place that is special to them. Understand what a place of worship is and what happens there. Understand what they might see in a mosque, a gurdwara and a Buddhist temple and they will gain an understanding of how a visitor should behave in each of these places of worship. They will also develop an understanding of why places of worship are so important to the people who attend them. Understand and explore similarities and differences between the places of worship they have been learning about and will apply their knowledge and understanding about places of worship by working with others to design a non-religious special place.

PSHE

Following the PSHE Association's scheme of work, we will be learning about:

Islamic Etiquettes

Understand that Islam has rules of etiquette and an ethical code involving every aspect of life. Understand adab as good manners, courtesy, respect, and appropriateness, covering acts such as helping others, (charity) thinking good about others and trust.

Relationships

Understand and explores the Very Important Persons (VIPs) in children's lives and the ways in which they can develop positive relationships with them.

Understand why families and friendships are important and to understand that although these units are different for everyone, there are things they can do to resolve differences and build healthy and positive relationships within them.

Understand the importance of cooperation and how to show the special people in their lives that they care, as well as the positive impact of doing this.

ART

Fabricate

- Children will learn to paper weave and fabric weave.

Nature Sculptures

- Understand the concept of nature sculpture, they will have the opportunity to learn about different kinds of nature sculptures and to explore the work of Andy Goldsworthy and other environmental artists. Understand and focus on different technique using natural materials; model making, observational drawing, collecting material, ephemeral land art and group sculpture building.

ISLAMIC STUDIES

- Zakah: The third pillar.
- The benefits of Zakah.
- Zakah is an 'Ibaadah'.



Arabic

- Joining Arabic Alphabets' Joining letters
- Learning about different animals.
- Talking about family members.
- Count up to 1-30.
- Using demonstrative pronouns.
- Writing and reading short sentences.

QURAN

Silent letters
Hamzatul wasl
Shaddah

