

## YEAR 2 SUMMER CURRICULUM OVERVIEW 'Wriggle and Crawl'

<p><b><u>English Writing</u></b></p> <p><b><u>Fiction – Traditional tales – myths/creation stories</u></b> Write a creation story based on one read</p> <p><b><u>Non-fiction –</u></b></p> <p><b><u>Instructions</u></b> Write a series of fiction based instructions</p> <p><b><u>Explanations</u></b> Produce a flow chart, with clear sequencing</p> <p><b><u>Poetry-</u></b> Take one poet – Poet appreciation</p>	<p><b><u>English Reading</u></b> Be introduced to non-fiction books that are structured in different ways. Become increasingly familiar and retell a wide range of stories. Discuss the sequence of events in books and how items are related. Ask and answer questions. Draw on what they already know or on vocabulary provided by the teacher.</p>	<p><b><u>Computing:</u></b></p> <p><b>Visual information:</b> To understand visual information. To collect and represent data. To organize information in different ways.</p>
<p><b><u>MATHS</u></b> Locate, order and compare 2-digit numbers on 0-100 landmarked lines and on the 1-100 square; use &lt; and &gt; signs; locate numbers on an empty 0-100 line; introduce numbers 101 to 200 and count in 100s to 1000; add 2-digit numbers by counting on in 10s and 1s; subtract 2-digit numbers by counting back in 10s and 1s</p> <p>Use doubles and number bonds to add three 1-digit numbers; use number facts to 10 and 20 in number stories; find complements to multiples of 10; understand subtraction as difference and find this by counting up; find small differences either side of a multiple of 10</p> <p>Add and subtract 1-digit numbers to and from 2-digit numbers; subtract 2-digit numbers by counting back in tens and ones; add two 2-digit numbers by counting in 10s, then adding 1s; add 2-digit numbers using 10p and 1p coins (partitioning, answers less than 100); add 2-digit numbers using place-value cards (partitioning, answers more than 100)</p> <p>Measure weight using standard or uniform non-standard units; draw a block graph where one square represents two units; weigh items using 100g weights using scales marked in multiples of 1kg or 100g; measure capacity using uniform non-standard units; measure capacity in litres and in multiples of 100ml</p> <p>Double multiples of 10 and 5 (answers less than 100); double 2-digit numbers ending in 1, 2, 3 or 4 (answers less than 100); find a quarter of numbers up to 40 by halving twice; begin to find 3/4 of numbers; find 1/2 1/4 and 1/3 of amounts (sharing); spot patterns and make predictions when finding a third of numbers</p>	<p><b><u>Art and Design-</u></b></p> <p><b><u>Draw detailed sketches of minibeasts</u></b> - Use line and tone to draw shape, pattern and texture.</p> <p><b><u>Make an army of ants</u></b> - Choose appropriate materials and techniques for a given project.</p> <p><b><u>Design and Technology –</u></b></p> <p><b><u>Make a 3D model of a minibeast</u></b> - Choose appropriate materials and suggest ways of manipulating them to achieve a desired effect.</p>	<p><b><u>Geography –</u></b></p> <p>Draw simple maps or plans using symbols for a key.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>
<p><b><u>Science What's in your habitat? –</u></b></p> <p><b><u>WORKING SCIENTIFICALLY:</u></b> Using observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions.</p> <p><b><u>CURRICULUM</u></b> 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. To explore and compare the differences between things that are living, things that are dead and things that have never been alive. 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.</p>	<p style="text-align: center;"><b><u>MFL</u></b></p>	<p style="text-align: center;"><b><u>History –</u></b></p>
<p style="text-align: center;"><b><u>P.E</u></b></p> <p><b><u>Dance</u></b> - Perform dances using simple movement patterns. Make a short dance phrase that expresses feeling and shows control and co-ordination. Know that need to warm up and cool down and how they feel after exercise.</p>	<p style="text-align: center;"><b><u>Music</u></b></p> <p><b><u>Peter and the Wolf by Sergei Prokofiev, Carnival of the Animals by Camille Saint-Saens</u></b> - Describe how an instrument has been used to represent a sound or object (e.g. a flute for a bird or a drum for thunder).</p>	