



OVERCHURCH INFANT SCHOOL

YEAR TWO SUMMER TERM CURRICULUM 2020-21

As Speakers and Listeners:

- ask relevant questions to extend my understanding and knowledge.
- use different strategies to build vocabulary.
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing my feelings.
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- speak audibly and fluently with an increasing command of Standard English.
- participate in discussions, role play and debates

As Readers:

- read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes
- read words containing common suffixes and common exception words
- discuss the sequence of events in books
- recognise that non-fiction books are structured in different ways
- discuss and clarify the meanings of words
- recite poems learnt by heart, with appropriate intonation
- make inferences and predictions on the basis of what is being said and done in a book

As Writers:

- form lower-case letters of the correct size
- demonstrate stamina for writing
- write narratives about personal experiences and those of others (real and fictional)
- write about real events and for different purposes
- write poetry
- use capital letters and full stops accurately
- use exclamation marks and question marks accurately
- use commas to separate items in a list
- use an apostrophe for contractions
- use an apostrophe for possessive singular nouns
- use sentences with different forms (statement, question, command, exclamation)
- use expanded noun phrases to describe and specify
- use the past tense and progressive past tense correctly
- use the present tense and progressive present tense
- use subordination in sentences (when, if that, because)
- use co-ordination in sentences (or, and, but)
- segment spoken words into phonemes and represent these by graphemes, spelling many correctly
- spell common exception words
- spell more words with contracted forms
- spell words with singular possessive apostrophe
- spell homophones/near-homophones
- add suffixes to spell longer words (-ment, -less, -ful, -ly)

As Mathematicians:

Fractions

- 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 $\frac{1}{2}$

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 number of hours in day

Measure

- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}$ 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 =

The following units will also be re-visited to further develop and embed learning.

Place Value

- recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning

Addition & Subtraction

- add & subtract within 100 by applying related one-digit addition & subtraction facts: add and subtract any 2 two-digit numbers

Multiplication & Division

- recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables
- relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotative division)

Shape

- use precise language to describe the properties of 2D and 3D shapes, and compare shapes by reasoning about similarities and differences in properties

<p>As Scientists: *observe and describe how seeds and bulbs grow into mature plants. *find out about and describe how plants need water, light and a suitable temperature to grow and stay healthy</p>	<p>As Computing Scientists: Control and Programming Code Studio Codel with El Chavo A.L.E.X Scratch Jnr Box Island Human Crane Activity Modelling, Simulating and Data logging Google Earth Plant Identifier Digital Literacy Growing Simulation Graphing Online Research</p>	<p>As Historians: *learn about individuals from the past who have inspired and influenced others (Armstrong, Jemison) *develop an awareness of the past using common words and phrases relating to the past (timeline) *ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events *understand how we find out about the past and identify different ways in which it is represented *compare and contrast space travel in different periods</p>	<p>As Geographers: *understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (Manaus, Brazil) *name and locate the world's seven continents and five oceans *use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied</p>	<p>As Musicians: *able to use their voices expressively and creatively by singing songs and speaking chants and rhymes *able to listen with concentration and understanding to a range of high-quality live and recorded music *play tuned and untuned instruments musically *able to experiment with, create, select and combine sounds using the inter-related dimensions of music</p>
<p>Key Vocabulary: leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud, plant, wild flowers, common flowers, petals, blossom, root, bud, bulb, trunk, branches, deciduous, evergreen, fruit, vegetables, light, shade, sun, warm, cool, water, grow, growth, temperature, germination</p>	<p>Key Vocabulary: digital literacy, modelling, simulation, code, coding blocks, program, import, edit, green screen, voice-over, multimedia</p>	<p>Key Vocabulary: timeline, decade, century, past, present, before, during, after, similarities, differences, Space, Solar System, space station, mission, lunar</p>	<p>Key Vocabulary: human/physical features, weather, seasons, continents (names), oceans (names), atlas, globe, map, sea, ocean, United Kingdom, city, capital, river, world, England, Northern Ireland, Scotland, Wales and capitals, Brazil, South America, Manaus, Amazon, rainforest</p>	<p>Key Vocabulary: pitch, pulse, rhythm, dynamics, tempo, timbre, texture, structure, intro, verse, outro, chorus, Baroque, Romantic, Classical, 20th Century</p>
<p>As Artists: *mix colours and shades for a purpose *describe colours *overlap and overlay to create effects *add texture and 3D using papers to artwork *use different techniques to print *use Van Gogh's Starry Night painting as a stimulus *work with fabric confidently *critically evaluate their own and other's artwork Additional Art during Children's Art Week Summer 2</p>	<p>For spiritual and moral development, children will be learning about: *Myself, my family, my friends - Who am I? What does it mean to belong? What do we belong to and how do we show it? Do rules show that we belong, why do we have rules? Who are friends? What sort of a friend do you think you are? Who were the Friends of Jesus? Was it easy being a friend to Jesus? How was Jesus a friend to others? Who were friends in the Bible and how did they show it? Who is in my family? What is it like to be part of a family? Bible families.</p>	<p>Enhancements, Visits & Key Dates World Book Night - 23rd April National Share a Story Month - May Children's Book Week - 3rd May NSPCC Number Day - 7th May Pyjamarama Reading Day - 14th May Walk to School Week - 18th May Garden Wildlife Week - 31st May World Environment Day - 5th June World Oceans Day - 8th June Overchurch Celebrating Writing - 21st June Children's Art Week - 28th June Clean Beaches Week - 1st July</p>	<p>As Respectful Responsible Citizens: *being safe in our environment – boundaries, privacy, feeling safe, asking for help, when to say 'yes, 'no' *sun safety and medicines and how diseases can be spread and be controlled *how the RNLI can support us in keeping ourselves safe. *the importance of protecting our environment and how we can keep this clean</p>	<p>As Design Technologists: * design purposeful products based on design criteria (moving Space vehicle) *generate, develop, model and communicate ideas through mock-ups, drawing, talking and ICT *select from a range of tools to perform practical tasks explore and use wheels and axles *evaluate their vehicle against criteria *evaluate a range of existing food products *design an appealing food product *select and use from a range of ingredients *select and use a range of equipment</p>
<p>Key Vocabulary: shade, tone, overlap/overlay, texture, relief print, impressed image</p>	<p>Key Vocabulary: family, belonging, rules, friends, Jesus, disciples, Bible, changes, moving on</p>	<p>Key Vocabulary: safe, secrets, sharing, hygiene, cleanliness, unclean, decay, drown, sunburn, UV radiation, protection, lifeboat, lifejacket, nature, recycling, biodegradable, composting, global warming, 3 R's</p>	<p>Key Vocabulary: safe, secrets, sharing, hygiene, cleanliness, unclean, decay, drown, sunburn, UV radiation, protection, lifeboat, lifejacket, nature, recycling, biodegradable, composting, global warming, 3 R's</p>	<p>Key Vocabulary: culture, utensils, ingredients, design, make, evaluate, mock-up, wheel, axle, design criteria</p>