



Eversfield Preparatory School

Year 2

Curriculum Design 2023-2024

Compassion Aspiration Respect Endeavour



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Year 2 Annual Overview 2023-24

Year 2	English	Mathematics	Science	History	Geography	Digital Literacy	RE
Michaelmas 1	Stories with familiar settings Poetry: related to seashores and Harvest	Number and place value Length and mass/weight Addition and subtraction 2-D and 3-D Shape	Materials	Seashores of the past		We are detectives: communicating clues: email and e-Safety	Caring and sharing
Michaelmas 2	Instructions Seasonal stories	Counting, multiplication and sorting Statistics Fractions, capacity and volume Money Time	Animals including humans		Mapping skills	We are painters: illustrating eBooks	Celebrations
Lent 1	Traditional stories from other cultures Dictionaries and glossaries	Number and place value Mass/weight 2-D and 3-D shape Counting and money Multiplication Division	Investigations	Famous people and events in the past		We are journalists: word processing and photography	Stories that Jesus told
Lent 2	Non-chronological reports Significant author	Length and mass/weight Addition and subtraction Fractions Position and direction Time	Electricity		An island home	We are time travellers: animating history	Easter
Summer 1	Explanations Grammatical awareness Humorous stories	Number and place value, statistics Addition and subtraction Capacity and volume, temperature Fractions Position, direction and time 2-D and 3-D shape	Plants	History detectives		We are coders: on-screen programming	Judaism
Summer 2	Humorous verse and Word play Significant author poetry	Time Multiplication and division Statistics including finding the difference Measurement Sorting	Living things and their habitats		Distant locations Mapping skills – cities and countries	We are zoologists: collecting and analysing data	

Year 2	Philosophy Skills	PSHE	Games	PE	Art and Design	Music	MFL
Michaelmas 1	Enquiry	Special people	Tag rugby	Health related fitness	Art: Matisse, mixed media DT: pop-up cards	Exploring instruments: sounds & symbols	Spanish: my family
Michaelmas 2		Relationships	Hockey	Gymnastics	Art: Miro visual analysis, drawing and painting	Exploring pitch: taking off	
Lent 1	Caring thinking	Living in the wider world	Netball	Swimming	Art: Hokusai – <i>The Great Wave</i>	Exploring performance: Easter production	French: numbers and greetings
Lent 2	Collaborative thinking	Keeping safe	Football		DT: cutting and sewing	Exploring performance: Easter production	French: days and months
Summer 1	Clarifying ideas	Keeping healthy	Athletics	Swimming	Art: masks Mayan Masks Picasso	Exploring composing: patterns and melody	French: saying the date
Summer 2	Creative thinking	Working together	Cricket		DT: 3D construction of masks Kimmy Cantrell	Exploring celebrations: Open Day/Thanksgiving	French: come to my party

Year 2 Michaelmas Term Curriculum Design 2023-24

Subject	Topic	Termly Objectives
ENGLISH	Reading and comprehension	Example Texts: <ul style="list-style-type: none"> • <i>Lucy and Tom at the Seaside</i> – Shirley Hughes • <i>Dogger</i> – Shirley Hughes • <i>Beach counting</i> – Tony Mitton • <i>Seaside Sounds</i> – John Foster • <i>Grandma’s Seaside Bloomers</i> • <i>Asha in the Attic</i> (big book) • <i>Foiled Again</i> (big book) • <i>The Elves and the Shoe Maker</i> • <i>’Twas the Night Before Christmas</i>
		<ul style="list-style-type: none"> • find the answers to questions in non-fiction, stories and poems • answer referral questions in full sentences • use simple inference about character’s feelings • discuss authorial techniques used throughout the story • re-tell a story, including the main events and important characters • make sensible, relevant predictions about events and characters • discuss and clarify the meaning of words, linking new meanings to known vocabulary • explain where a story is set by referring to specific details • recite a poem by heart • read aloud clearly and with developing expression • read with confidence to an audience • self-correct reading if necessary
	Writing - composition	Narratives <i>Stories with familiar settings</i> <i>Seasonal stories</i>

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		Non-fiction Writing related to historical events Instructions	<ul style="list-style-type: none"> • write a postcard in first person • use key words to describe an event • explain the importance of special events e.g. Remembrance Day • write clear instructions • organise writing correctly in different genres • explain how diagrams help to make instructions clearer • write a non-chronological report using key historical features • present information in the fact file in an interesting way, including key information
		Poetry Related to seashores and Harvest	<ul style="list-style-type: none"> • read a poem aloud with clear projection of voice • reflection about how information in poems relates to information learnt in history • create a poem based on the senses • use descriptive phrases in a poem • use similes in poems
	Writing - vocabulary, grammar and punctuation		<ul style="list-style-type: none"> • punctuate simple sentences with capital letters and full-stops • accurately write questions using question marks correctly • identify nouns, adjectives and verbs from a text • use a range of adjectives • use simple connectives (e.g. also, as, because, but) to link ideas logically • identify direct speech in a text • write out sentences to include direct speech • attempt to use paragraphs (MA) • identify key words relating to different topics • use a dictionary effectively to find the meanings of words • use the present and past tenses correctly
	Writing - handwriting and presentation		<ul style="list-style-type: none"> • use spacing between words that reflects the size of the letters • use diagonal and horizontal strokes needed to join letters
	Speaking and listening		<ul style="list-style-type: none"> • speak with expression and fluency on familiar subjects to the class • partake in role play within English and topic work • listen and respond to others appropriately during class discussions • reflection about improvements that could be made to improve work
MATHEMATICS	Number - place value		<ul style="list-style-type: none"> • read and write numbers to at least 100 in numerals and in words

		<ul style="list-style-type: none"> • recognise the place value of each digit in a two-digit number (tens, ones) • identify, represent and estimate numbers using different representations, including the number line • compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs • round numbers to at least 100 to the nearest 10 • use place value and number facts to solve problems • count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward • find 1 or 10 more or less than a given number • partition numbers in different ways (for example, $23 = 20 + 3$ and $23 = 10 + 13$) • identify, represent and estimate numbers using different representations, including the number line • use place value and number facts to solve problems
	<p>Number - addition and subtraction</p>	<ul style="list-style-type: none"> • show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot • recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 • add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers • solve problems with addition and subtraction: <ul style="list-style-type: none"> - use concrete objects and pictorial representations, including those involving numbers, quantities and measures - apply their increasing knowledge of mental and written methods • recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 • recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems • understand subtraction as take away and difference (how many more, how many less/fewer) • recognise and use symbols for pounds (£) and pence (p) • combine amounts to make a particular value • find different combinations of coins that equal the same amounts of money

		<ul style="list-style-type: none"> • add and subtract money of the same unit, including giving change • solve simple problems in a practical context involving addition and subtraction of money
	Number - multiplication and division	<ul style="list-style-type: none"> • count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward • understand multiplication as repeated addition • show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot • 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 (using repeated addition) within the multiplication tables and write them using the multiplication (\times) and equals (=) signs • compare and sort numbers according to their properties
	Number - fractions	<ul style="list-style-type: none"> • understand and use the terms numerator and denominator • understand that a fraction can describe part of a set • understand that the larger the denominator is, the more pieces it is split into and therefore the smaller each part will be • 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 • count on and back in steps of $\frac{1}{2}$ and $\frac{1}{4}$
	Measurements	<ul style="list-style-type: none"> • choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit using rulers • compare and order lengths, mass and volume/capacity and record the results using $>$, $<$ and $=$ • choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit using scales • choose and use appropriate standard units to estimate and measure capacity and volume (litres/ml) to the nearest appropriate unit using measuring vessels • 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

		<ul style="list-style-type: none"> compare and sequence intervals of time
	Geometry - properties of shapes	<ul style="list-style-type: none"> identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line identify 2D shapes on the surface of 3D shapes, (for example, a circle on a cylinder and a triangle on a pyramid) identify and describe the properties of 3D shapes, including the number of edges, vertices and faces compare and sort common 2D and 3D shapes and everyday objects
	Geometry - position and direction	
	Statistics	<ul style="list-style-type: none"> interpret and construct simple pictograms, tally charts, block diagrams and simple tables ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity ask and answer questions about totaling and comparing categorical data understand subtraction as take away and difference (how many more, how many less/fewer)
SCIENCE	Materials	<ul style="list-style-type: none"> test a variety of materials for a purpose identify materials that are more suitable than others for certain purposes investigate what happens when solids are added to water separate mixtures using techniques such as filtration, evaporation and sieving predict possible outcomes, investigate theories, and draw conclusions
	Animals, including Humans	<ul style="list-style-type: none"> identify the stages in the human life cycle sort food into the correct food groups identify and explore the importance of a balanced diet investigate the effect of exercise on the body name and label the main organs of the body
HISTORY	Seasides in the past <i>Chronological awareness</i>	<ul style="list-style-type: none"> use time-related vocabulary sequence artefacts and photographs to identify when events happened in the past identify similarities and differences between life now and the events studied
	<i>Depth and range of historical knowledge</i>	<ul style="list-style-type: none"> use a range of sources to investigate how holidays have changed over the last one hundred years, and whether anything has stayed the same

		<ul style="list-style-type: none"> enquire about the characteristics of a seaside holiday in the past, e.g. bathing machines, donkey rides, Punch and Judy show empathy about characteristic features of the past
	Understanding historical enquiry	<ul style="list-style-type: none"> use sources to enquire what, why, who, where and how use pictures to prove whether statements about seashores in the past are true or not write questions that will help to find out about the sources identify similarities and differences between sources
	Understanding historical interpretations	<ul style="list-style-type: none"> discuss the reliability of primary and secondary sources identify information that cannot be gleaned from the sources provided
GEOGRAPHY	Mapping skills	<ul style="list-style-type: none"> name the seven continents and five oceans on a world map locate hot and cold areas of the world in relation to the Equator and the North and South Poles use a map of the United Kingdom to identify the constituent countries, the main cities and the directions north, south, east and west identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas use a map of Europe to identify the constituent countries and the main cities identify natural and manmade features on maps use basic geographical vocabulary to refer to physical and human features
DIGITAL LITERACY	We are detectives - emailing and e-Safety Skills	<ul style="list-style-type: none"> know what to do and who to tell if they see something inappropriate online contribute ideas to class and group emails send an email using a subject heading develop an awareness of appropriate language to use in email open and reply to an email from a known person contribute to a blog, journal or forum
	Knowledge and awareness	<ul style="list-style-type: none"> understand that some emails may be malicious or inappropriate and begin to understand when an attachment may be unsafe to open understand that personal information should not be shared either online or offline, without a trusted adult's permission recognise situations where they don't feel safe know not ask to meet anybody from the online and offline world

		<ul style="list-style-type: none"> • know to tell a trusted adult immediately if asked to meet somebody from the online world in the offline world • understand that messages can quickly be sent electronically over distances and that people can reply to them • understand that an email must be sent to a unique email address and the need for accuracy in typing the address • talk openly about the online communication in school and at home • know the schools internet rules
	We are painters - illustrating an eBook Skills	<ul style="list-style-type: none"> • use ICT to source, generate and amend ideas for work • begin to use paint packages to edit/change an image • save, print, retrieve and amend work • use ICT to source, generate and amend ideas • present work to an audience
	Knowledge and awareness	<ul style="list-style-type: none"> • understand the differences between a graphics package and paper based art activities • understand there are a variety of tools in a graphics package • talk about use of graphics package and choice of tools • understand there are a variety of tools in a graphics package (Book Creator) • know that there are various ways of capturing still and moving pictures • understand the need to frame an image or scene and keep the camera still
RE	Caring and sharing	<ul style="list-style-type: none"> • explore the religions and festivals of Hinduism and Judaism • celebrate the festival of Harvest • explore symbols of Christianity
	Celebrations	<ul style="list-style-type: none"> • identify messages from stories from the Old Testament • develop an understanding of different religious celebrations and ways that significant events to families are commemorated
PHILOSOPHY SKILLS	Enquiry	<ul style="list-style-type: none"> • revisit ground rules for enquiry • take part in full enquiries • identify and explore concepts and ask questions • continue to agree and disagree with others • share thoughts with the group and give reasons for their ideas
PSHE	Special people	<ul style="list-style-type: none"> • contribute effectively to discussions • identify a special person in your life

		<ul style="list-style-type: none"> • understand the effect that my actions can have on others • recognise feelings, knowing how they affect your body
	Relationships	<ul style="list-style-type: none"> • understand the importance of setting personal goals • understand why rewards are important • know what makes a good friend • identify what makes us all special • know that there are different types of family and identify common features of family life • know some strategies to resolve arguments between friends
GAMES	Tag rugby Skill development	<ul style="list-style-type: none"> • carry the ball correctly using both hands • pass the ball to a moving target, from the left and right side • create a target to pass to
	Knowledge and understanding	<ul style="list-style-type: none"> • know that you must run forward with the ball to score • understand that the ball must be passed backwards once tagged
	Applying tactics	<ul style="list-style-type: none"> • play a small sided game (4v4), where the ball is passed once a tag is made
	Hockey Skill development	<ul style="list-style-type: none"> • control the ball whilst moving • shoot the ball from a static position • shoot the ball from a moving position
	Knowledge and understanding	<ul style="list-style-type: none"> • play a small sided game with reduced numbers • find space in the game to move the ball in to
	Applying tactics	<ul style="list-style-type: none"> • move the ball forward to score a goal
PE	Health related fitness	<ul style="list-style-type: none"> • explore effects of exercise on the body • explore how to stay healthy • create exercises to increase your heart rate
	Gymnastics	<ul style="list-style-type: none"> • put a series of movements in a sequence • use apparatus and equipment in a sequence • tuck jumps • straddle jumps • forward rolls
ART AND DESIGN	Miro	<ul style="list-style-type: none"> • to know about the artist – his influences, style of work, and method for creating his artwork • to use a viewfinder

		<ul style="list-style-type: none"> to develop skills in using media to create a background to understand the symbolism and practise visual language to produce a final outcome inspired by the art of Miro to reflect and make improvements
	Matisse	<ul style="list-style-type: none"> to know about the artist – his influences, style of work, and method for creating artwork visually analyse the artist work to develop skills in using media use collage to express sown ideas to produce a final pop-up outcome inspired by the art of Matisse to reflect and make improvements
MUSIC	Exploring instruments - sounds and symbols	An exploration into wooden, metal and skinned percussion instruments
	Composing	<ul style="list-style-type: none"> choose instruments and sounds to represent part of the story in a cartoon strip
	Performing	<ul style="list-style-type: none"> <i>Make Your Sound Like Mine</i> song perform <i>The Jamoquaks</i> perform <i>The Cartoon Strip</i>
	Appraising	<ul style="list-style-type: none"> Sextet – mime the instruments heard how are sounds produced? The Sound Puzzle game identify metal, wooden and skinned percussion instruments The Jamoquak game
	Exploring pitch – taking off	An exploration into pitch and the difference between high and low pitched notes
	Composing	compose missing notes to <i>The Pudding Song</i>
	Performing	<ul style="list-style-type: none"> perform <i>High and Low</i> perform <i>The Pudding Song</i>
	Appraising	<ul style="list-style-type: none"> watch <i>Clara's High and Low Notes</i> video clip reinforce the concept of high and low watch <i>Name That Music Pattern</i> Step and Leap game
MFL	Spanish – my family	<ul style="list-style-type: none"> learn the words for brothers and sisters use the verb 'tener' to talk about how many brothers and sisters they have

		<ul style="list-style-type: none">• form simple sentences to write about their family
		<ul style="list-style-type: none">• learn to talk about eye and hair colour• understand that the adjective comes after the noun• develop an awareness of adjective agreements• write a simple description of themselves• talk about how Christmas is celebrated in Spain

Year 2 Lent Term Curriculum Design 2023-24

Subject	Topic	Termly Objectives
ENGLISH	Reading and comprehension	Example Texts: <ul style="list-style-type: none"> • <i>Aesop's Fables</i> • <i>Yeh Shen</i> (big book) • <i>Cinderella</i> • <i>The Enormous Crocodile</i> – Roald Dahl • <i>The Animals' Wishes</i> (big book) • <i>Katie Morag Stories</i> – Mairi Hedderwick • Shakespeare plays in Shakespeare week
		<ul style="list-style-type: none"> • read a range of texts including stories from around the world, stories by a significant author, poetry, explanations, glossaries, dictionaries and other alphabetically ordered texts • use a range of decoding strategies • read familiar words quickly, without needing to sound them out • read aloud with confidence and expression • recognise key themes and ideas within a text • identify and talk about interesting words and phrases • make simple inferences about thoughts and feelings of characters and reasons for their actions • answer questions in full sentences • recognise that other people may have different points of views • participate in discussion about books, poems and other works
	Writing - composition	Narratives <i>Traditional stories from other cultures</i> <i>Stories by a significant author</i>

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		<ul style="list-style-type: none"> develop understanding and use of paragraphs show a clear beginning, middle and ending use similes to describe characters write own story based on a story by a significant author e.g. the enormous crocodile use interesting adverbs to describe actions create a character study about a character from a text read plan a story based on Little lost Ted create a descriptive introduction to explain the settings and characters write a structured descriptive story based on a story by a significant author e.g. Mairi Hedderwick establish a viewpoint self-assess writing against success criteria and set a new target
	Non-fiction Non-chronological reports	<ul style="list-style-type: none"> organise writing correctly in the format of a non-chronological report note down key vocabulary
	Poetry	
	Writing - vocabulary, grammar and punctuation	<ul style="list-style-type: none"> correctly demarcate sentences with capital letters and full-stops include exclamation and question marks accurately, when necessary identify direct speech in a passage use speech marks accurately when direct speech is included use expanded noun phrases to add description (e.g. the blue butterfly) use the present and past tenses consistently and appropriately
	Writing - handwriting and presentation	<ul style="list-style-type: none"> write capital letters and lower-case letters of the correct size, orientation and relationship to one another
	Speaking and listening	<ul style="list-style-type: none"> develop the confidence to talk at greater length to an audience on subjects of interest participate effectively as speakers and listeners in class and small group discussions take part in role play situations within the classroom
MATHEMATICS	Number - place value	<ul style="list-style-type: none"> count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward read and write numbers to at least 100 in numerals recognise the place value of each digit in a two-digit number (tens, ones)

		<ul style="list-style-type: none"> • identify, represent and estimate numbers using different representations, including the number line • find 1 or 10 more or less than a given number • round numbers to at least 100 to the nearest 10
	Number - addition and subtraction	<ul style="list-style-type: none"> • show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot • recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 • add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers • solve problems with addition and subtraction: <ul style="list-style-type: none"> - using concrete objects and pictorial representations, including those involving numbers, quantities and measures - applying their increasing knowledge of mental and written methods
	Number - multiplication and division	<ul style="list-style-type: none"> • understand multiplication as repeated addition • recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • understand the connection between the 10 multiplication table and place value • calculate mathematical statements for multiplication (using repeated addition) within the multiplication tables and write them using the multiplication (\times) and equals (=) signs • solve problems involving multiplication, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts • understand division as sharing and grouping • show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot • 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 division within the multiplication tables and write them using the division (\div) and equals (=) signs
	Number - fractions	<ul style="list-style-type: none"> • understand and use the terms numerator and denominator

		<ul style="list-style-type: none"> • understand that a fraction can describe part of a set • understand that the larger the denominator is, the more pieces it is split into and therefore the smaller each part will be • 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 • count on and back in steps of $\frac{1}{2}$ and $\frac{1}{4}$ • write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$
	Measurements	<ul style="list-style-type: none"> • measure mass (kg/g) to the nearest appropriate unit using scales • recognise and use symbols for pounds (£) and pence (p) • combine amounts to make a particular value • find different combinations of coins that equal the same amounts of money • add and subtract money of the same unit, including giving change • solve simple problems in a practical context involving addition and subtraction of money • choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit using rulers • choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit using scales • 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 • compare and sequence intervals of time
	Geometry - properties of shapes	<ul style="list-style-type: none"> • identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line • identify 2D shapes on the surface of 3D shapes, (for example, a circle on a cylinder and a triangle on a pyramid) • identify and describe the properties of 3D shapes, including the number of edges, vertices and faces • compare and sort common 2D and 3D shapes and everyday objects
	Geometry - position and direction	<ul style="list-style-type: none"> • order and arrange combinations of mathematical objects in patterns and sequences

		<ul style="list-style-type: none"> 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 anti-clockwise)
	Statistics	
SCIENCE	Investigations	<ul style="list-style-type: none"> ask questions and appreciate that they can be answered in different ways make suggestions for how to conduct an investigation make predictions suggests ways to make investigations fair gather and record data
	Electricity	<ul style="list-style-type: none"> construct simple circuits draw simple circuit diagrams know that solar energy can be converted into electrical energy develop skills of prediction and reasoning, observing closely, recording results and drawing conclusions investigate which materials conduct electricity investigate the effect of changing the components in a circuit
HISTORY	Famous people and events in the past Chronological awareness	<ul style="list-style-type: none"> sequence pictures about famous people and events produce a timeline about the famous events studied identify similarities and differences between life now and the famous people and events studied (e.g. Florence Nightingale, Mary Seacole, Grace Darling etc)
	Depth and range of historical knowledge	<ul style="list-style-type: none"> show empathy about reasons for people's actions in the past use a range of sources to find out about characteristic features of the past
	Understanding historical enquiry	<ul style="list-style-type: none"> use a range of sources to enquire what, why, who, where and how about events studied (e.g. Samuel Pepys' diary) use sources to enquire about the similarities and differences between famous people studies (e.g. Florence Nightingale and Mary Seacole)
	Understanding historical interpretations	<ul style="list-style-type: none"> identify the reliability of different sources (e.g. a diary source of evidence) explain if all sources of information can be trusted

GEOGRAPHY	An island home	<ul style="list-style-type: none"> • use maps to identify features of the Hebridean island of Coll • compare and contrast Coll and Solihull • identify the physical and human features of a small area of the United Kingdom • use aerial photographs and plans to recognise landmarks to devise a simple map including a key • to use the four compass directions to describe the location of features on a map
DIGITAL LITERACY	We are journalists - word processing and photography <i>Skills</i>	<ul style="list-style-type: none"> • develop correct use of the keyboard • use both hands for typing • create simple presentations for different purposes using templates for support • make simple changes to text • word process short texts, working directly at the computer rather than 'copying up' written work • navigate around text in a variety of ways when editing work • select text using an appropriate method • select appropriate images to add to work • save work
	<i>Knowledge and awareness</i>	<ul style="list-style-type: none"> • know that multimedia includes sound, text and graphics • know that ICT can be used to communicate ideas in different ways • know that text can be different colours, sizes and styles and that these can be changed • talk about use of text, graphics and sound, including how the mood of a piece can be changed • understand that images, sounds and text can be subject to copyright
	We are time travellers - animating history <i>Skills</i>	<ul style="list-style-type: none"> • know how stop-gap animation is made • use a storyboard to plan a short animation • create a sequence of images to form a short animation using mixed media • correctly frame images • present an animation to peers
	<i>Knowledge and awareness</i>	<ul style="list-style-type: none"> • understand that animation is a sequence of still images • understand that some software packages enable images to be animated

		<ul style="list-style-type: none"> understand the restraints of stop-gap animation
RE	Stories that Jesus told	<ul style="list-style-type: none"> learn about the teachings of Jesus, through Bible stories and examples from history identify main messages from Bible stories ask questions to enhance their understanding of the stories
	Easter	<ul style="list-style-type: none"> understand what Lent means to Christians explore themes and messages in the Easter story explain the main events connected with Easter
PHILOSOPHY SKILLS	Caring thinking	<ul style="list-style-type: none"> focus on and develop caring thinking able to agree and disagree
	Collaborative thinking	<ul style="list-style-type: none"> ask open questions explore concepts from stimulus able to agree and disagree with others focus on and develop collaborative thinking skills
PSHE	Living in the wider world	<ul style="list-style-type: none"> understand the importance of our environment know ways to look after our environment identify risks around school and at home give strategies to minimize risk know when and how to make a 999 call
	Keeping safe	<ul style="list-style-type: none"> know when it is safe to keep a secret know some of the risks of online activity understand how actions can hurt other people's feelings know how to keep safe at the beach/ shopping centre/ park/ swimming pool etc know how to cross a road safely
GAMES	Netball Skill development	<ul style="list-style-type: none"> keep feet still when in possession of the ball pass the ball using a two handed or one handed pass shoot the ball using a one handed or two handed shot
	Knowledge and understanding	<ul style="list-style-type: none"> stay in your zone stop play when you hear the whistle
	Applying tactics	<ul style="list-style-type: none"> look for space move the ball towards the goal
	Football	<ul style="list-style-type: none"> improve the accuracy of passing, using both feet

	Skill development	<ul style="list-style-type: none"> improve the control of the ball from the air pass the ball with greater accuracy whilst moving
	Knowledge and understanding	<ul style="list-style-type: none"> understand that your team needs to score a goal to win know when to pass and when to run with the ball
	Applying tactics	<ul style="list-style-type: none"> move the ball forward look for space
PE	Swimming	<ul style="list-style-type: none"> water safety get in and out of the pool safely front crawl legs front crawl arms breathing while swimming on your front push and glides
		<ul style="list-style-type: none"> get in and out of the pool safely backstroke legs body position in the water on your back backstroke arms push and glides
ART AND DESIGN	Painting – watercolour Hokusai – <i>The Great Wave</i>	<ul style="list-style-type: none"> to develop skills in painting to know what the primary and secondary colours are to know how to mix primary and secondary colours to show understanding of the work of Hokusai to present work in a sketchbook to produce a final outcome to reflect and make adaptations
	DT: sewing – Japanese	<ul style="list-style-type: none"> to develop skills in creating applique basic stitches – running stitch, over stitch, threading a needle, knotting the thread cutting fabric following a pattern design skills
MUSIC	Exploring performance – Easter production Composing	<ul style="list-style-type: none"> An exploration of preparing for a public performance, culminating in a musical production of the Easter story

	Performing	<ul style="list-style-type: none"> learn and perform a selection of songs as part of a chosen Nativity musical
	Appraising	<ul style="list-style-type: none"> rhythm and pitch games to aid aural development introduce concepts of good breath control, use of dynamics and clear diction
MFL	French – numbers and greetings	<ul style="list-style-type: none"> count to 20 in French introduce themselves and talk about their age string several questions and answers together to form a simple conversation
	French – days and months	<ul style="list-style-type: none"> learn the days and months of the year develop an awareness of sound/spelling rules talk about how Easter is celebrated in France

Year 2 Summer Term Curriculum Design 2023-24

Subject	Topic	Termly Objectives
ENGLISH	Reading and comprehension	<p>Example Texts:</p> <ul style="list-style-type: none"> • <i>The Lighthouse Keeper's Stories</i> – David and Ronda Armitage • <i>Sunday in the Yarm Fard</i> by Trevor Millum • <i>Wriggly Squiggly</i> (big book) • <i>Amphibby Anne</i> (big book) • Explanation texts • Non-chronological reports
	Writing - composition	<p>Narratives Humorous stories</p> <p>Grammatical awareness</p>
		<ul style="list-style-type: none"> • read a range of texts including explanations, extended stories, stories by significant children's authors, riddles, tongue-twisters and humorous verse, and non-chronological reports • consolidate the language of books, e.g. front cover, fiction, non-fiction, publisher etc • develop and consolidate a range of reading strategies according to individual need and work to improve the expressive quality of reading • answer a range of questions about fiction and non-fiction texts, including both information retrieval and inferential, using evidence from the text • re-read own work for grammatical sense and spelling errors • identify how vocabulary choice affects meaning • comment on the purpose and likely audience of a text • make informed choices about which texts to read, based on prior reading experience • recite several poems learnt by heart
		<ul style="list-style-type: none"> • distinguish between facts and opinion • note down key vocabulary • change verbs from past to present text • describe the characteristic features of the characters in a story • identify the themes in stories • plan and write a story based on the text of the half term e.g. Amphibby Anne • write a story from a different viewpoint

Compassion Aspiration Respect Endeavour

			<ul style="list-style-type: none"> • use effective similes • self-assess writing against success criteria and set a new target
		Non-fiction Explanation texts	<ul style="list-style-type: none"> • identify the characteristics of an explanation text • organise writing correctly in an explanation text (general opening, chronological sequence and sub headed sections) • identify the differences between fiction and non-fiction texts • ask and answer questions
		Poetry Humorous verse and word play Significant author poetry	<ul style="list-style-type: none"> • discuss the effects that words have in a nonsense poem • identify word play in the poem • create own short poem involving word play (Spoonerisms) • explain how a tongue twister is created • read a tongue twister as a shared text • perform own tongue twister to the class • identify syllables in words • think of own phrase to match a number of syllables
		Writing - vocabulary, grammar and punctuation	<ul style="list-style-type: none"> • use commas when writing lists • use full-stops and capital letters appropriately • use question marks and exclamation marks correctly • use the correct tense • use speech marks to demarcate direct speech • develop understanding and use of paragraphs • use apostrophes for contracted forms and the possessive (singular)
		Writing - handwriting and presentation Speaking and listening	<ul style="list-style-type: none"> • develop a consistent cursive style of writing • retell personal news in a sequence of sentences, taking account of the needs of the listeners • participate effectively as speakers and listeners in class and small group discussions • take part in role-play situations within the classroom
MATHEMATICS	Number - place value	<ul style="list-style-type: none"> • recognise the place value of each digit in a two-digit number (tens, ones) • identify, represent and estimate numbers using different representations, including the number line • round numbers to at least 100 to the nearest 10 • use place value and number facts to solve problems 	

		<ul style="list-style-type: none"> count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward find 1 or 10 more or less than a given number partition numbers in different ways (for example, $23 = 20 + 3$ and $23 = 10 + 13$)
	Number - addition and subtraction	<ul style="list-style-type: none"> show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers solve problems with addition and subtraction: <ul style="list-style-type: none"> using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods
	Number - multiplication and division	<ul style="list-style-type: none"> understand multiplication as repeated addition understand division as sharing and grouping show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers understand the connection between the 10-multiplication table and place value calculate mathematical statements for multiplication (using repeated addition) and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts
	Number - fractions	<ul style="list-style-type: none"> understand and use the terms numerator and denominator understand that a fraction can describe part of a set understand that the larger the denominator is, the more pieces it is split into and therefore the smaller each part will be

		<ul style="list-style-type: none"> 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 count on and back in steps of $\frac{1}{2}$ and $\frac{1}{4}$ write simple fractions and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$
	Measurements	<ul style="list-style-type: none"> choose and use appropriate standard units to estimate and measure capacity and volume (litres/ml) to the nearest appropriate unit using measuring vessels compare and order length, mass, volume/capacity and record the results using $>$, $<$ and $=$ choose and use appropriate standard units to estimate and measure temperature to the nearest degree ($^{\circ}\text{C}$) using thermometers 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 compare and sequence intervals of time choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit using rulers Choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit using scales
	Geometry - properties of shapes	<ul style="list-style-type: none"> identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line identify 2D shapes on the surface of 3D shapes, (for example, a circle on a cylinder and a triangle on a pyramid) identify and describe the properties of 3D shapes, including the number of edges, vertices and faces compare and sort common 2D and 3D shapes and everyday objects
	Geometry - position and direction	<ul style="list-style-type: none"> 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 anti-clockwise)
	Statistics	<ul style="list-style-type: none"> interpret and construct simple pictograms, tally charts, block diagrams and simple tables ask and answer questions about totaling and comparing categorical data

		<ul style="list-style-type: none"> • understand subtraction as take away and difference (how many more, how many less/fewer) • recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 • add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers • recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems
SCIENCE	Plants	<ul style="list-style-type: none"> • explore how flowering plants produce seeds through investigating fruit and vegetables • identify the seed dispersal method for different plants • suggest ideas to make a test to find the best conditions in which to grow a plant from seeds • investigate how to set up a fair investigation of the conditions required for a plant to begin growing • grow plants from seed, bulb and cutting • identify common British trees
	Living things and their habitats	<ul style="list-style-type: none"> • develop knowledge of the different kinds of plants and animals to be found in the school grounds • develop awareness that there are different kinds of habitats to which plants and animals have adapted • make comparisons between the living things found in two different areas of the school grounds (garden and field) • explore different habitats and recognise that different animals are found in different habitats • explore the characteristics that make an animal suitable for its habitat • identify key differences between plants and animals • sort living things into food chains and ascribe the correct terminology
HISTORY	History detectives Chronological awareness	<ul style="list-style-type: none"> • sequence artefacts and photographs to identify what events happened in the past • use time-related vocabulary
	Depth and range of historical knowledge	<ul style="list-style-type: none"> • use a range of sources to find out how events have changed over the last one hundred years, and whether anything has stayed the same

		<ul style="list-style-type: none"> • show empathy for reasons for people’s action and events in the past
	Understanding historical enquiry	<ul style="list-style-type: none"> • use a range of sources to enquire what, why, who, where and how about events studied identify similarities and differences between sources of evidence about the same event
	Understanding historical interpretations	<ul style="list-style-type: none"> • give more than one effect of an event and give simple explanations • identify the reliability of different sources • explain if all sources of information can be trusted
GEOGRAPHY	Distant locations	<ul style="list-style-type: none"> • investigate distant and contrasting localities to Solihull, including Australia and Mexico • 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 • find out about some geographical features in Australia • discover what it would be like to live in Mexico and Australia
	Mapping skills - cities and countries	<ul style="list-style-type: none"> • label blank maps of Great Britain and the World and demonstrate current levels of knowledge of the location of countries and cities within them
DIGITAL LITERACY	We are coders - on-screen programming Skills	<ul style="list-style-type: none"> • give and follow commands to navigate other children around a course, including straight and turning movements • plan, generate and follow a sequence of commands to complete a given task • use simple programming tools to control a sprite • make predictions when controlling sprites and describe the effects
	Knowledge awareness	<ul style="list-style-type: none"> • understand that devices respond to commands • talk about devices in the home that are controlled by commands • understand that there are different ways to create or produce a sequence of commands • understand that prediction, trial and error are important considerations when controlling movement to achieve a specific outcome
	We are zoologists - collecting and sorting data Skills	<ul style="list-style-type: none"> • develop classification skills by carrying out sorting activities • use basic search tools in a prepared database • use simple graphing software to produce charts • interpret and draw conclusions from graphs • respond to and interpret a class survey

	Knowledge awareness	<ul style="list-style-type: none"> • understand that ICT can be used to sort items and information • understand that ICT can be used to create, display, add and change graphs quite easily • understand that unless data has been entered accurately it cannot be used to provide correct answers to questions
RE	Judaism	<ul style="list-style-type: none"> • find out where Judaism was founded • identify what the Torah is and why it is important • research the main Jewish beliefs including the 10 commandments • explore Jewish symbols and objects found in a Synagogue and identify why they are important • explore and find out facts about Jewish festivals
PHILOSOPHY SKILLS	Clarifying ideas	<ul style="list-style-type: none"> • move questions away from context to develop philosophical thinking • clarify ideas to others
	Creative thinking skills	<ul style="list-style-type: none"> • suggest ideas linked to their own experiences • focus on and develop creative thinking skills
PSHE	Keeping healthy	<ul style="list-style-type: none"> • know what is healthy/ unhealthy for our body • know why we have injections • know what medicine can be harmful if mis-used • know what makes you feel good • know that sometimes we need help with negative feelings and how to ask • practice some different ways to play, knowing when to take a breath from TV or online activity • understand the responsibility that we all have for keeping each other healthy
	Working together	<ul style="list-style-type: none"> • know why it is important to work with people that we don't always work with • celebrate the strengths of others and relate these to jobs that people could do in the wider world • discuss some of the jobs that people they know hold, or are held in the community and find out more about them • reflect on the successes of Form 2 • look forward to the new challenges of Form 3
GAMES	Athletics Skill development	<ul style="list-style-type: none"> • improve the ability to throw a ball for a longer distance and with greater accuracy • improve technique in long jump

	Knowledge and understanding	<ul style="list-style-type: none"> • know how to start a race • know how to take part in the different events
	Applying tactics	
	Cricket Skill development	<ul style="list-style-type: none"> • hit a moving ball • bowl with greater accuracy in line and length • throw the ball with greater accuracy when fielding
	Knowledge and understanding	<ul style="list-style-type: none"> • know the basic rules of cricket
	Applying tactics	<ul style="list-style-type: none"> • when fielding, think about run outs • when batting, decide when it is safe to run
PE	Swimming	<ul style="list-style-type: none"> • breaststroke legs • breaststroke arms • breathing in breaststroke and the timing of this with legs and arms • push and glide
		<ul style="list-style-type: none"> • refinement of the strokes that have been taught • water safety • jump in the pool safely
ART AND DESIGN	Portraits – Picasso Picasso – African masks Mayan Masks	<ul style="list-style-type: none"> • know how Picasso was influenced by African masks in his portrait work • develop understanding of other cultures • present page on the work of Picasso • visual analysis of Picasso portraits • develop own portrait in the style of Picasso • apply colour to portrait
	Mask making Kimmy Cantrell	<ul style="list-style-type: none"> • use portrait and make mask in the style of Kimmy Cantrell • develop skills in constructing a 3D (relief) outcome using cardboard • work safely with different art materials • use colour inspired by artists Kimmy Cantrell/Picasso on final mask
MUSIC	Exploring composing - patterns and melodies Composing	An exploration into what is meant by pattern and melody when composing <ul style="list-style-type: none"> • compose short rhythmic patterns • compose short melodic patterns using C,D,E,G and A
	Performing	<ul style="list-style-type: none"> • perform patterns using crotchets, minims and semibreves • perform patterns using C,D,E,G and A
	Appraising	<ul style="list-style-type: none"> • patterns and melody

		<ul style="list-style-type: none"> reinforce understanding of crotchet, minim, semibreve, melody and pentatonic
	Exploring celebrations - Open Day/Thanksgiving Songs Composing Performing	An exploration of what Open Day and Thanksgiving means in the life of the school, culminating in public performances of suitable songs
	Appraising	<ul style="list-style-type: none"> perform vocal warm-up pitched and rhythmic patterns learn and perform selected songs suitable for each occasion what is Open Day about? what is Thanksgiving about? reinforce concepts of good breath control, secure intonation, dynamics and clear diction
MFL	French – saying the date	<ul style="list-style-type: none"> learn the numbers up to 31 be able to read and identify important dates written in French be able to say their date of birth
	French – come to my party	<ul style="list-style-type: none"> be able to read and understand simple birthday invitations follow an example to produce their own simple birthday invitation be able to sing a birthday song