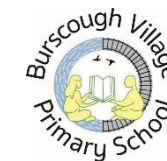




Burscough Village Primary School
Year 2
Summer Curriculum Overview



	Summer 1	Summer 2
Maths	<ul style="list-style-type: none"> ▪ Number and place value in the context of statistics ▪ Addition and subtraction ▪ Measurement (capacity/volume and temperature) ▪ Fractions ▪ Position, direction and time ▪ Geometry (2D and 3D shape) 	<ul style="list-style-type: none"> ▪ Measurement (time) ▪ Multiplication and Division ▪ Statistics including subtraction ▪ Measurement (length and mass/weight) ▪ Sorting
English	<p>Traditional Tales with a Twist (Little Red Riding Hood)</p> <ul style="list-style-type: none"> ▪ Read and discuss traditional LRRH and alternative stories ▪ Develop understanding of character thoughts and feelings through drama ▪ Write a letter and character description ▪ Innovate the traditional tale ▪ Create and orally rehearse a text map ▪ Independent write their own version ▪ Develop editing skills <p>Letter Writing- The Day the Crayons Quit</p> <ul style="list-style-type: none"> • Identify audience and purpose of letter writing • Identify features of a letter • Plan and write their own letter 	<p>Aladdin</p> <ul style="list-style-type: none"> • Read and respond to texts/film clips and explore new vocabulary • Share opinions about different characters • Write a diary and poem sharing thoughts and feelings • Create a persuasive poster • Make predictions • Explore inference and motivation through drama • Orally rehearse and write setting descriptions • Use noun phrases in independent writing <p>Additional writing opportunities to gather evidence of TAF writing standards for end KS1.</p>
Science	<p>Plants</p> <ul style="list-style-type: none"> ▪ Observe and describe how seeds and bulbs grow into mature plants. ▪ Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <p>To know that plants may grow from either seeds or bulbs. These then germinate and grow into seedlings which then continue to grow into mature plants. These mature plants may have flowers which then develop into seeds, berries, fruits etc. Seeds and bulbs need to be planted outside at particular times of year and they will germinate and grow at different rates. Some plants are better suited to growing in full sun and some grow better in partial or full shade. Plants also need different amounts of water and space to grow well and stay healthy.</p>	
PSHE	<p>What can help us grow and stay healthy?</p> <ul style="list-style-type: none"> ▪ Know that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest ▪ Understand that eating and drinking too much sugar can affect their health, including dental health ▪ Know how to be physically active and how much rest and sleep they should have everyday ▪ Understand that there are different ways to learn and play; how to know when to take a break from screen-time ▪ Know how sunshine helps bodies to grow and how to keep safe and well in the sun 	<p>How do we recognise our feelings?</p> <ul style="list-style-type: none"> ▪ Recognise, name and describe a range of feelings ▪ Identify what helps them to feel good, or better if not feeling good ▪ Understand how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) ▪ Identify how feelings can affect people in their bodies and their behaviour ▪ Know ways to manage big feelings and the importance of sharing their feelings with someone they trust ▪ Know how to recognise when they might need help with feelings and how to ask for help when they need it

<p>History</p>		<p>Famous People</p> <p>Who are the famous people that have made an impact on the world?</p> <ul style="list-style-type: none"> • Know about a famous person from outside the UK and explain why they are famous • Recount historic details from eye-witness accounts, photos and artefacts • Order dates from earliest to latest on simple timelines • Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time
<p>Geography</p>	<p>Mapping</p> <p>Locality: Which is the best route for Scaredy Squirrel to take to the library?</p> <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans covered at this stage. • 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. • Use aerial photographs and plan perspectives to recognise landmarks and basic human/ physical features; devise a simple map and use and construct basic symbols in a key. • Use simple compass directions (NESW) and locational and directional language (near/far/left/ right) to describe the location of features and routes on a map. 	
<p>RE</p>	<p>Christianity (Church)</p> <ul style="list-style-type: none"> ▪ What unites the Christian community? ▪ To identify and describe the features of a Church ▪ Identify symbols and actions used in Christian worship ▪ To know why Christian's worship God 	<p>Judaism</p> <ul style="list-style-type: none"> ▪ What aspects of life really matter? ▪ To retell the story of Moses being given the 10 commandments ▪ To know some of the commandments ▪ To understand what the Sabbath day is ▪ To know the Jewish tradition of Friday night dinner
<p>PE</p>	<p>Striking and Fielding</p> <ul style="list-style-type: none"> ▪ Aim: Improve and apply basic FMS in games; make simple choices and decisions; refine FMS and techniques and use to outwit others -Strike the ball off a tee -Strike with a drop feed -Catch -Overarm throw Use a simple tactic- strike the ball away from cones/fielders <p>OAA</p> <ul style="list-style-type: none"> ▪ Content: Trails and Team Building ▪ Aim: Explore the Great Outdoors and take part in simple trails and team building exercises 	<p>Athletics -Colour Match</p> <ul style="list-style-type: none"> ▪ Content: ALL FMS Aim: Experiment with different ways of travelling, throwing and jumping; take part in simple challenges and competitions -Running -Underarm throw -Overarm throw -Push throw -Jumping for distance As accurately as possible, throw equipment of different sizes from different distances; teams of thrower, scorer and collector <p>FMS end of KS1 assessment</p> <ul style="list-style-type: none"> ▪ Performance of skills: Perform FMS at a DEVELOPING level and start to MASTER some basic movements

Art		Be an architect <ul style="list-style-type: none"> • Exploring architecture and creating architectural models. • To use their sketchbook to help them look at architecture really carefully. • Share and evaluate their own artwork and their classmates'
Computing	Effective Searching <ul style="list-style-type: none"> ▪ Understand terminology within internet searching and search using the internet for a purpose. ▪ Presenting Ideas Explore and use different ways to present a story 	
DT		Textiles <ul style="list-style-type: none"> • Know that 3D textiles products can be assembled from two identical fabric shapes • Cut out shapes which have been created by drawing round a template. • Join fabrics using different techniques- running stitch, stapling, pinning, glue and tape • Explore different finishing techniques- sequins, buttons, ribbon and fabric paints • Know and use technical vocabulary relevant to the project
Music	Music that makes you dance <ul style="list-style-type: none"> ▪ How does music shape our lives? ▪ Songs: I wanna play in a band, Music is all around and Saying Sorry ▪ 	Exploring improvisation <ul style="list-style-type: none"> ▪ How does music connect us with the environment? ▪ Songs: The Sunshine Song, Four White Horses and Down by the Bay
Spanish	<ul style="list-style-type: none"> ▪ 	