



# St Barnabas

Church of England Primary Academy

A member of **CTDARI**

**'That they shall have life, life in all its fullness!'** John 10:10  
**'Achieving great things through learning and growing together in a love-filled Christian family'**

## Year 2 - Summer 2 Curriculum Overview

English	Maths	Science
<p><b><u>Narrative- Stories with familiar settings</u></b>            Key Learning:</p> <ul style="list-style-type: none"> <li>• To be able to use a range of talk and drama strategies to make inferences about characters and events, using evidence from the text.</li> <li>• To identify, discuss and collect new vocabulary.</li> <li>• To give opinions about a text or character and support with reasons.</li> <li>• To discuss and plan an innovative story, keeping many features from the original text.</li> <li>• To be able to sequence the events in a story.</li> <li>• To use subordination for time.</li> </ul>	<p><b><u>Consolidation and problem solving</u></b>            Key Learning</p> <ul style="list-style-type: none"> <li>• <u>Times table practice</u> 2s, 5s and 10s.</li> <li>• Mastering the four operations Addition, Subtraction, Multiplication and Division</li> <li>• <u>Place value</u> Tens, ones, exploring numbers within 100.</li> <li>• <u>Fractions</u> Identifying fractions of a number or shape and know that all parts must be equal parts of the whole.</li> <li>• <u>Shape</u> Name and describe properties of 2-D and 3-D shapes and explore lines of symmetry.</li> </ul>	<p><b><u>Animals including Humans- Growth</u></b>            Key Learning:</p> <ul style="list-style-type: none"> <li>• Learn the life cycle of birth, growth, reproduction, and death.</li> <li>• Learn about reproduction and growth in animals.</li> <li>• Learn how humans grow by looking at how babies grow into adults.</li> <li>• Describe the stages of life from adulthood to old age.</li> <li>• Compare generations of families to help understand how characteristics are inherited.</li> <li>• Know the life cycle of a frog.</li> </ul>

- To use subordination for reason.
- Suffixes- ly, ed, er and est.
- To use possessive apostrophes.

**Explanation Texts: Blackpool**

Key Learning:

- Identify how specific information is organised within a non-fiction text, e.g. sub-headings, contents, bullet points, glossary, diagrams. Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts.
- Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions.
- Use present tense for non-chronological reports.
- Plan and discuss what to write about e.g. text mapping, collecting new vocabulary, key words and ideas.
- Write about real events.

**Full stop, capital letter, finger space, exclamation mark, question mark,**

**Addition, subtraction, multiplication, division, tens, ones, word problem, whole, half, quarter, third, properties, vertices, sides, edges, diagram, pictogram,**

- Describe the life cycle of a butterfly.

**Life cycle, reproduction, growth, babies, adults, stages, adulthood, generations, characteristics, inheritance, families,**

<p>comma, apostrophe, subordination, character, setting, adjective, tense, 1st person, suffixes, possessive apostrophe, contractions, adverbs, noun phrase</p>		
History	Art	Religious Education (RE)
<p><b><u>Victorian Seaside</u></b> Key Learning:</p> <ul style="list-style-type: none"> <li>• What is the Seaside?</li> <li>• What activities did Victorian people do at the seaside?</li> <li>• Why did the Victorians go on holiday?</li> <li>• Why did the Victorians not go to Spain?</li> <li>• How are things different from the Victorian times to now?</li> <li>• What was the entertainment like at the seaside resorts?</li> <li>• Do we go to the seaside for the same reasons that people went 100 years ago?</li> <li>• How do we know what holidays were like 100 years ago?</li> </ul>	<p><b><u>Painting/Textiles</u></b> <b><u>Topic: At the Seaside</u></b> <b><u>Artist: David Hockney</u></b> By the end of the unit, the children will have designed and created their own beach paintings.</p> <p>Key Learning:</p> <p><b><u>Painting</u></b></p> <ul style="list-style-type: none"> <li>• To develop brush control and learn to use different types of paint and painting surfaces.</li> <li>• Describe colours and make as many tints as possible, using white poster paint. To darken colours using black poster paint to create shades.</li> </ul> <p><b><u>Textiles</u></b></p> <ul style="list-style-type: none"> <li>• To show awareness of contrasts in</li> </ul>	<p><b><u>Why is the church a special place for Christians?</u></b> Key Learning:</p> <ul style="list-style-type: none"> <li>• What makes a place special?</li> <li>• Where is your special place?</li> <li>• What do you think makes a Church a special place?</li> <li>• Why is the church a special place for Christians?</li> <li>• Why/when do people go to Church?</li> <li>• What happens in the Church?</li> <li>• What makes a place holy/scared?</li> <li>• Why do people of other faiths have their own special buildings?</li> <li>• Why do people build special places to meet and worship?</li> </ul>

<p><b>Piers, Holidays, Factories shut, Sea bathing, Sand castles, Bucket spades, Punch and Judy, Overcrowding, Beach, Sand, Donkeys, Food, Promenade,</b></p>	<p>textures and colours.</p> <ul style="list-style-type: none"> <li>To overlap and overlap materials.</li> </ul> <p><b>Experiment, texture, develop, skill, control, pressure, detail, tint, shades,</b></p>	<p><b>Church, Vicar, Minister, fews, font, alter, stained glass, worship, holy, sacred, Mosque, minaret, tower, Temple, ark, Gurdwara, langar,</b></p>
<p><b>Physical Education (PE)</b></p>	<p><b>Personal, Social &amp; Health Education (PSHE)</b></p>	<p><b>Junior Jam</b></p>
<p><b><u>Games</u></b>  <u>Key Learning:</u></p> <ul style="list-style-type: none"> <li>To demonstrate and underarm throw with some accuracy.</li> <li>To show catching a ball with control.</li> <li>To throw underarm with accuracy then move into a space.</li> <li>To show a simple tactic in a game.</li> <li>To pass a ball with some accuracy then move into a space.</li> <li>To focus on applying a tactic in a game to outwit an opponent.</li> </ul> <p><b><u>Fundamental Skills end of KS1 Assessment</u></b></p> <ul style="list-style-type: none"> <li>To throw as far as possible.</li> <li>To throw overarm accurately.</li> </ul>	<p><b><u>Health and Wellbeing</u></b>  <u>Key Learning:</u></p> <ul style="list-style-type: none"> <li>How to recognise, name and describe a range of feelings.</li> <li>What helps us to feel good, or better if we are not feeling good?</li> <li>How different things/ times/ experiences can bring about different feelings for different people (Including loss, chage and bereavement or moving on to a new class/year group).</li> <li>How feelings can affect people in their bodies and their behaviour.</li> <li>Ways to manage big feelings and the importance of sharing feelings with someone you trust.</li> </ul>	<p><b><u>Music</u></b>  <u>Key Learning:</u></p> <p>Pupils will focus on how they can create sound with their bodies, their voices and with instruments using ostinati. They will learn the difference between lyrics and instrumentals and look into the sounds of different instruments before creating soundscapes. Pupils will investigate body percussion and begin composing using these sounds. The class will learn about graphic scores and explore the different ways of interpreting them, as everyone is unique in their way of thinking. Pupils will improvise question and answer phrases and link this with their compositional skills.</p>

- To throw overarm for distance.
- To run as fast as possible.
- To throw using a push and two handed throw for distance.
- To jump for distance with control.
- To kick a ball for distance.
- To catch a ball.
- To complete an obstacle course.

- How to recognise when you might need help with feeling and how to ask for help when you need it.

### **Computing - iLite**

#### **Key Learning:**

Pupils will learn the fundamentals of internet and digital device safety. They will be introduced to different real-life scenarios and develop different strategies to stay clear of, or to deal with potential situations that could arise when online. Pupils will be reminded each lesson about the correct procedures to follow and who they can talk to should they have any concerns regarding e-safety.

### **Performing Arts**

#### **Key Learning:**

Pupils will learn how dance can increase fitness, promote flexibility, balance, coordination and rhythm. As well as this it increases self-confidence, performance skills, strength and creativity. This course will create opportunities for young people to show their own individual style, be unique and creative. This is a great way to release their energy in a positive way. During Key Stage 1 they will learn Street dance, Bollywood, Cheerleading

		and Zumba.
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## Reminders & Homework

### **Homework**

#### **Reading**

Homework in Year 2 will consist of reading at least three times per week at home. Please can all parents/carers ensure that the school reading records are signed, dated and page numbers added, so that when following up in class, we know where the children are up to.

The children will have the opportunity to change home reading books twice a week, on a Monday and a Thursday.

Each child in class will also be sent home with a library book each week and this can also be changed every Thursday.

#### **Spelling**

For spelling this term, we will be following a weekly spelling programme, where every Monday, the class will be introduced to a specific spelling focus for the week. For the rest of the week, each day the class will complete spelling sessions, based on the specific focus for the week. We will then complete a spelling quiz on Friday.

The class will receive a set of spellings every Monday, to take home and practice for the week. The spelling list will have a specific focus. I will also upload the spelling list onto class dojo every Monday, in case the children misplace spelling lists.

### **Reminders**

P.E

Our PE days for this half term will be on a Monday and a Thursday.

All children should come to school in full PE kit on these days. Hair which is past shoulder length must always be tied up and jewellery is not worn in school either.

- Children with long hair must have their hair tied up.
- All medicines, including lip balms must be sent to the office. Children are not allowed to administer the use of these by themselves.
- It is also beneficial for your children to practise their 2s, 5s and 10 times tables at home. Purple Mash and TTRockstars can be used to support your children with this. Their logins for these websites are glued into the front of their reading records.

### **Summer Trip!**

We have booked a class visit to Blackpool on **Tuesday 5th July 2022**. The children will leave at 9.15 and will arrive back in time for the end of the school day. The visit links in with our Summer 2 topic- Beside the Seaside! We will spend the morning on the beach, building sandcastles and playing games. We will have a picnic lunch on the beach, followed by a visit to The Blackpool Tower Circus to watch a performance!

The cost of the trip is £11.58 and it is now payable on parent pay.