

St Francis RC Primary School Curriculum Overview and Detail Summer Term Year 2

| Curriculum                     | Summer 1   | Summer 2  |
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| Creative Learning Project      | Land Ahoy! Coastlines/ Beach hut cont  | Wriggle and Crawl   |
| Focus                          | Geography/History/DT   | Science   |
| Trip/Visitor/Hook              | Meet a Pirate Coastline visit  | Minibeast hunt  |
| Writing Focus<br>Focus English | <p><b>Core Text:</b> Lila and the Secret of Rain by David Conway and Jude Daly</p> <p><b>Unit Written Outcomes:</b> Retell of story in more detail with a focus on developing character and setting</p> <p>Instructions – How to Save Water</p> <p><b>Application:</b> Recount<br/>Non-chronological report on Kenya and UK</p> <ul style="list-style-type: none"> <li>♣ Use a modelled or suggested planning format to map out ideas for writing.</li> <li>♣ Understand that writing needs an effective opening which will differ according to the purpose of the writing.</li> <li>♣ Understand that writing needs an effective ending which will differ according to the purpose of the writing.</li> <li>♣ Understand that writing, particularly non-narrative, needs organising into sections of related ideas. Begin to group related ideas into sections.</li> <li>♣ Evaluate effectiveness of writing.</li> <li>♣ Make changes following suggestions or with support.</li> </ul> | <p><b>Core Text:</b> Little Evie in the Wild Wood by Jackie Morris</p> <p>Dragonfly out in the Sun – David Windle</p> <p><b>Unit Written Outcomes:</b> Narrative with changed character<br/>Information text on aspects of local area including animals and plants - PowerPoint</p> <p><b>Application:</b> Recount - wood/park visit<br/>Instructions – How to grow a plant</p> <ul style="list-style-type: none"> <li>♣ Understand that writing, particularly non-narrative, needs organising into sections of related ideas.</li> <li>♣ Begin to group related ideas into sections.</li> <li>♣ Understand that writing needs an effective opening which will differ according to the purpose of the writing.</li> <li>♣ Begin to rehearse and write openings to writing.</li> <li>♣ Understand that writing needs an effective ending which will differ according to the purpose of the writing.</li> <li>♣ Begin to rehearse and write endings to writing.</li> <li>♣ Evaluate effectiveness of writing.</li> <li>♣ Make changes following suggestions.</li> </ul> |
| Cross curricular Maths         | <b>Mass, position, direction and movement</b>  | <b>Symmetry</b>   |

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| <p>Cornerstones</p>  | <ul style="list-style-type: none"> <li>♣ choose and use appropriate standard units to estimate and measure length/ height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.</li> <li>♣ 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).</li> <li>♣ Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</li> </ul> | <ul style="list-style-type: none"> <li>♣ Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</li> </ul>   |
| <p>Science<br/>Cornerstones and discrete</p>   | <p><b>Everyday materials</b></p> <ul style="list-style-type: none"> <li>♣ Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</li> <li>♣ Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>  | <p><b>Living things and their habitats, animals including humans, working scientifically</b></p> <ul style="list-style-type: none"> <li>♣ Identify and name a variety of plants and animals in their habitats, including micro-habitats.</li> <li>♣ Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</li> <li>♣ Ask simple questions and recognise that they can be answered in different ways.</li> <li>♣ Perform simple tests.</li> <li>♣ Use their observations and ideas to suggest answers to questions.</li> <li>♣ Notice that animals, including humans, have offspring which grow into adults.</li> </ul> |
| <p><b>Working Scientifically across Year 1 and 2</b></p> <ul style="list-style-type: none"> <li>♣ asking simple questions and recognising that they can be answered in different ways</li> <li>♣ observing closely, using simple equipment</li> <li>♣ performing simple tests</li> </ul> |   |  |

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| <ul style="list-style-type: none"> <li>♣ identifying and classifying</li> <li>♣ using their observations and ideas to suggest answers to questions</li> <li>♣ gathering and recording data to help in answering questions</li> </ul> |  |  |
| IT   | <b>Online Safety</b>   | <b>Espresso Coding</b>   |
| History<br>Cornerstones  | <p><b>Significant historical people – Captain James Cook, Grace Darling, famous pirates</b></p> <ul style="list-style-type: none"> <li>♣ Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</li> </ul>   |  |
| Geography<br>Cornerstones  | <p><b>Using and making maps, using and giving directions</b></p> <ul style="list-style-type: none"> <li>♣ Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</li> <li>♣ Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. Ge</li> <li>♣ Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</li> <li>♣ 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.</li> <li>♣ Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</li> </ul> | <p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>♣ 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.</li> </ul> |
| <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>♣ Use maps and globes to locate the UK. Name, locate and identify characteristics of the four countries and capital cities of the UK.</li> </ul>           |  |  |

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| ♣ Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. |  |  |
| Art and Design<br>Cornerstones  | <b>Observational drawing, printing</b><br>♣ Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.<br>♣ Use a range of materials creatively to design and make products.  | <b>Observational drawing, model making</b><br>♣ Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. ♣ Use a range of materials creatively to design and make products.                       |
| DT<br>Cornerstones  | <b>Mechanisms, structures</b><br>♣ Explore and use mechanisms (e.g. levers, Science sliders, wheels and axles), in their products.<br>♣ Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing).<br>♣ Build structures, exploring how they can be made stronger, stiffer and more stable.<br>♣ Evaluate their ideas and products against design criteria. | <b>Origins of food, selecting natural materials</b><br>♣ Understand where food comes from. ♣ Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. |
| Music<br>Cornerstones<br>Charanga   | <b>Sea shanties</b><br>♣ Use their voices expressively and creatively by singing songs and speaking chants and rhymes.   | <b>Play tuned and untuned instruments</b><br>♣ Play tuned and untuned instruments musically  |
| PHSCE<br>Cornerstones   | <b>Feeling positive</b><br>♣ Feel positive about themselves.   | <b>Feeling positive</b><br>♣ Feel positive about themselves (e.g. by having their achievements recognised and by being given positive feedback about themselves).  |
| Maths<br>Focus Maths  | ♣ Number and place value (use statistics)<br>♣ Addition and subtraction<br>♣ Measures Capacity & Volume/Temperature<br>♣ Fractions<br>♣ Geometry Position & Direction/2D & 3D shape  | ♣ Measures Time<br>♣ Multiplication and division<br>♣ Statistics, including finding the difference<br>♣ Measures Money<br>♣ Consolidate and assess   |
| English: Reading  | <b>Reading Focus: Core text</b>  | <b>Reading Focus: Core text</b>  |

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| <p>Class novel</p> <p>Focus English</p>   | <p>Bringing the Rain to Kapiti Plain<br/>Non-fiction texts about Kenya. –<br/>Discover Kenya by Paul Harrison, Kenya A-Z by<br/>Justine Fontes</p> <ul style="list-style-type: none"> <li>♣Recognise key ideas in a text.</li> <li>♣Make predictions about possible events and characters’ behaviour.</li> <li>♣Know what inference - “reading between the lines” - means.</li> <li>♣Find and explain inferences about characters’ feelings and thoughts.</li> <li>Give reasons for characters’ actions or behaviour.</li> <li>♣Use prior knowledge and reading experiences to understand text.</li> <li>♣Use the context to understand texts.</li> <li>♣Ask questions to clarify understanding.</li> <li>♣Find and discuss the setting or time in books or stories.</li> <li>♣Know that word choice affects meaning.</li> <li>♣Explain why a writer has chosen a word to affect meaning.</li> </ul> | <p><b>Other stories about wolves</b><br/><b>Simile poems</b><br/><b>Non-fiction texts on plants and animals</b></p> <ul style="list-style-type: none"> <li>♣Ask questions to clarify understanding.</li> <li>♣Find inferences about characters’ feelings and thoughts</li> <li>♣Explain inferences about characters’ feelings and thoughts.</li> <li>♣Give reasons for characters’ actions or behaviour.</li> <li>♣Make predictions about how characters might behave</li> <li>♣Use prior knowledge and reading experiences to understand text</li> <li>♣Use the context to understand texts.</li> <li>♣Explain why a writer has chosen a word to affect meaning.</li> <li>♣Find the setting or time in books or stories.</li> </ul> |
| <p>Phonics/Spelling/Grammar<br/>Letters and Sounds -<br/>Phonics Play<br/>Focus English</p> | <ul style="list-style-type: none"> <li>♣Know when to use and use different sentence types in writing.</li> <li>♣Evaluate whether sentences are used appropriately.</li> <li>♣Extend independent sentences (clauses) by adding a sentence (clause) starting with a subordinating conjunction.</li> <li>♣Use noun phrases in own writing to add detail.</li> <li>♣Evaluate the effectiveness of noun phrases used in</li> </ul>  | <ul style="list-style-type: none"> <li>♣Know when to use different sentence types in writing.</li> <li>♣Evaluate whether sentences are used appropriately.</li> <li>♣Use noun phrases in own writing to add detail.</li> <li>♣Evaluate the effectiveness of noun phrases used in own writing.</li> <li>♣Use the past and present simple and progressive tenses in own writing.</li> <li>♣Check that the tense in own writing is consistent.</li> <li>♣Extend independent sentences (clauses) by adding a sentence (clause) starting with a subordinating conjunction.</li> <li>♣Know which conjunctions to use for intended meaning.</li> </ul>  |

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|  | <p>own writing.</p> <ul style="list-style-type: none"> <li>♣ Use commas to punctuate sentences where there are items in a list.</li> <li>♣ Use apostrophes for singular possession correctly in own writing.</li> </ul>   | <ul style="list-style-type: none"> <li>♣ Decide whether changes are needed and make them.</li> <li>♣ Proof read writing for accurate use of learned punctuation.</li> </ul>   |
| Speaking and Listening<br>Focus English          | <ul style="list-style-type: none"> <li>♣ Give an opinion with a reason.</li> <li>♣ Listen to others' opinions.</li> <li>♣ Use Standard English to give an opinion.</li> <li>♣ Recite/perform own compositions.</li> </ul> | <ul style="list-style-type: none"> <li>♣ Give an opinion with a reason.</li> <li>♣ Listen to others' opinions.</li> <li>♣ Use Standard English to give an opinion.</li> <li>♣ Recite/perform own compositions.</li> </ul> |
| RE The Way, the Truth and<br>the Life<br>Caritas | <p>Eastertide<br/>Eid<br/>Finding my special job-my gift for the world.</p>   | <p>The First Christians<br/>Eid<br/>Making good choices-being responsible.</p>  |