

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

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

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

<ul style="list-style-type: none"> ♣ identifying and classifying ♣ using their observations and ideas to suggest answers to questions ♣ gathering and recording data to help in answering questions 		
IT	Online Safety	Espresso Coding
History Cornerstones	<p>Significant historical people – Captain James Cook, Grace Darling, famous pirates</p> <ul style="list-style-type: none"> ♣ 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. 	
Geography Cornerstones	<p>Using and making maps, using and giving directions</p> <ul style="list-style-type: none"> ♣ Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. ♣ 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 ♣ 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. ♣ 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 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. 	<p>Fieldwork</p> <ul style="list-style-type: none"> ♣ 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.
<p>Locational Knowledge</p> <ul style="list-style-type: none"> ♣ Use maps and globes to locate the UK. Name, locate and identify characteristics of the four countries and capital cities of the UK. 		

♣ 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 Cornerstones	Observational drawing, printing ♣ 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.	Observational drawing, model making ♣ 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 Cornerstones	Mechanisms, structures ♣ Explore and use mechanisms (e.g. levers, Science sliders, wheels and axles), in their products. ♣ Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing). ♣ Build structures, exploring how they can be made stronger, stiffer and more stable. ♣ Evaluate their ideas and products against design criteria.	Origins of food, selecting natural materials ♣ 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 Cornerstones Charanga	Sea shanties ♣ Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	Play tuned and untuned instruments ♣ Play tuned and untuned instruments musically
PHSCE Cornerstones	Feeling positive ♣ Feel positive about themselves.	Feeling positive ♣ Feel positive about themselves (e.g. by having their achievements recognised and by being given positive feedback about themselves).
Maths Focus Maths	♣ Number and place value (use statistics) ♣ Addition and subtraction ♣ Measures Capacity & Volume/Temperature ♣ Fractions ♣ Geometry Position & Direction/2D & 3D shape	♣ Measures Time ♣ Multiplication and division ♣ Statistics, including finding the difference ♣ Measures Money ♣ Consolidate and assess
English: Reading	Reading Focus: Core text	Reading Focus: Core text

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

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