



# Alice Ingham RC Primary School

## Year 2 – Curriculum Overview - Summer Term

	Summer: Half Term 1		Half Term	Summer: Half Term 2	
Religion	Other Faiths	Pentecost: Spread the Word		Reconciliation: Rules	Universal Church: Treasures
English	Poetry – Performance poetry			Poetry – Animals	
	Fiction	Fiction	Fiction	Non-Fiction	
	<p><b>Model Text</b></p> <p>Rapunzel – Beth Woolivin</p> <p><b>Genre</b></p> <p>Sequel to Traditional Tales</p> <p><b>Toolkit</b></p> <p>Action</p> <p><b>Writing outcome (innovation)</b></p> <p>New sequel to 3 Little Pigs</p> <p><b>Independent writing outcome</b></p> <p>Sequel to chosen traditional tale</p>	<p><b>Model Text</b></p> <p>Character description of a beast</p> <p><b>Genre</b></p> <p>Character description</p> <p><b>Toolkit</b></p> <p>Description</p> <p><b>Writing outcome (innovation)</b></p> <p>Description of the witch</p> <p><b>Independent writing outcome</b></p> <p>Description of their own ‘monster’</p>	<p><b>Model Text</b></p> <p>The Owl Who Was Afraid Of The Dark</p> <p><b>Genre</b></p> <p>Fear story</p> <p><b>Toolkit</b></p> <p>Suspense</p> <p><b>Writing outcome (innovation)</b></p> <p>The XX who was afraid of the XX</p> <p><b>Independent writing outcome</b></p> <p>Own fear story</p>	<p><b>Model Text</b></p> <p>The Owl...linked instructions for e.g. how to stop being scared</p> <p><b>Genre</b></p> <p>Instructions</p> <p><b>Toolkit</b></p> <p>Instructions</p> <p><b>Writing outcome (innovation)</b></p> <p>The xx who was afraid of the xx linked instructions</p> <p><b>Independent writing outcome</b></p> <p>Own instructions</p>	
	Cross curricular writing		Cross curricular writing		
	Recount		Persuasion		



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Maths	Position and Direction	Problem Solving and Efficient Methods	Time		Time	Weight, Volume and Temperature
	<ul style="list-style-type: none"> <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>• Describe position, direction and movement, including whole, half, quarter and three-quarter turns.</li> <li>• Recognise angles as a property of shape or a description of a turn.</li> <li>• Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle</li> <li>• Use place value and number facts to solve problems.</li> <li>• Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</li> <li>• Order and arrange combinations of mathematical objects in patterns and sequences.</li> <li>• Use place value and number facts to solve problems</li> <li>• Add and subtract amounts of money to give change, using both £ and p in practical contexts.</li> <li>• Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.</li> <li>• Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</li> </ul>				<ul style="list-style-type: none"> <li>• Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times</li> <li>• Measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time (hours, minutes, seconds).</li> <li>• 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.</li> <li>• Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.</li> <li>• Know the number of minutes in an hour and the number of hours in a day.</li> <li>• Compare and sequence intervals of time</li> <li>• Compare durations of events (for example to calculate the time taken by particular events or tasks)</li> <li>• Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half); mass/weight (for example, heavy/light, heavier than, lighter than); capacity and volume (for example, full/empty, more than, less than, half, half full, quarter); time (for example, quicker, slower, earlier, later).</li> <li>• Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =.</li> <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> </ul>	



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- Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds.
- Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
- Add and subtract one-digit and two-digit numbers to 20, including zero
- 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.
- Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.
- Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
- Write and calculate mathematical statements for multiplication and division using the multiplication tables that children know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.
- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times
- Measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time (hours, minutes, seconds).
- 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.



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	<ul style="list-style-type: none"> <li>• Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.</li> <li>• Know the number of minutes in an hour and the number of hours in a day.</li> <li>• Compare and sequence intervals of time</li> <li>• Compare durations of events (for example to calculate the time taken by particular events or tasks)</li> </ul>		
<b>Science</b>	<p style="text-align: center;"><b>Super Scientists</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> <li>• using their observations and ideas to suggest answers to questions</li> <li>• gathering and recording data to help in answering questions</li> <li>• describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul>		<p style="text-align: center;"><b>We are Scientists</b></p> <p>At Alice Ingham, the final Summer term is a term in which we allow children to build upon the skills they have learnt and developed this year and apply them.</p> <p>Children will use their skills through:</p> <ul style="list-style-type: none"> <li>• Sports Week, when the children will think about their bodies and the benefits of exercise.</li> <li>• Nutrition Week – when the children look at the importance of a healthy and balanced diet</li> <li>• Science week – during which the children will be able to take part in a variety of different investigations linking with our Science visitors</li> <li>• Space Week – children enjoy a whole week themed around space during which the children will have an opportunity to camp at school so they are able to observe the night sky (NB – this particular week may be held at an alternative time in the school calendar when the equipment is available to us).</li> <li>• Science Fair – when the children showcase their science work from the academic year for other classes and parents.</li> </ul>



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<b>Geography</b>	<p style="text-align: center;"><b>My World and Me</b></p> <p>Children will be taught to:</p> <ul style="list-style-type: none"><li>• name and locate the world’s seven continents and five oceans</li><li>• 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</li><li>• identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li><li>• use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li><li>• use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li><li>• use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li><li>• use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</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></ul>		
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<p><b>History</b></p>			<p style="text-align: center;">What was the Seaside like in the Past?</p> <p>Children will learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>To do this, they are going</p> <ul style="list-style-type: none"> <li>• To identify features of a seaside holiday.</li> <li>• To use photographs to find clues as to what seaside holidays were like in the past.</li> <li>• To find out when and how seaside holidays became popular.</li> <li>• To find out what seaside holidays were like 100 years ago.</li> <li>• To be able to order seaside holidays in chronological order.</li> <li>• To be able to identify similarities and differences between seaside holidays now and in the past.</li> </ul>
<p><b>Art</b></p>	<p style="text-align: center;">Giuseppe Arcimbaldo</p> <p>NC Objectives:</p> <ul style="list-style-type: none"> <li>• to use a range of materials creatively to design and make products</li> <li>• to use drawing to develop and share their ideas, experiences and imagination</li> <li>• to use painting to develop and share their ideas, experiences and imagination</li> <li>• to use sculpture to develop and share their ideas, experiences and imagination</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>		



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<p><b>Design Technology</b></p>			<p style="text-align: right;"><b>Textiles: Pouches</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Select from and use a range of tools and equipment to perform practical tasks</li> <li>• Design purposeful, functional, appealing products for themselves and other users</li> <li>• Select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics</li> <li>• Evaluate their ideas and products against a design criteria</li> </ul> <p><i>Cooking and Nutrition (A Balanced Diet)</i></p> <ul style="list-style-type: none"> <li>• Use the basic principles of a healthy and varied diet to prepare dishes</li> <li>• Understand where food comes from.</li> </ul>
<p><b>Computing</b></p>	<p style="text-align: center;"><b>iCommunicate: iSecure</b></p> <p>Children will learn the fundamentals of the 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. Children 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.</p> <ul style="list-style-type: none"> <li>• Pupils know what e-safety means</li> <li>• Pupils know why we use passwords</li> <li>• Pupils can name 2 pieces of personal information</li> <li>• Pupils know what to do if they encounter a pop up ad</li> <li>• Pupils know what stop, block and record means</li> <li>• Pupils can differentiate between bullying and cyber bullying</li> </ul>		<p style="text-align: right;"><b>iTech: iInvent</b></p> <p>iInvent focuses on how technology has progressed through the 19th and 21st centuries. This course aims to give children a better understanding of the technology they use every day both at home and in school. They will cover how to use technology safely and responsibly, as well as how to explain their uses to others.</p> <ul style="list-style-type: none"> <li>• Pupils can spot visual differences between photos taken today and in the 1800's</li> <li>• Pupils know that Morse Code is made from dots and dashes</li> <li>• Pupils understand how telephones have evolved since they were first invented</li> <li>• Pupils understand that television was originally in black and white, then moved to colour afterwards</li> <li>• Pupils know that the first computers could only solve math problems and break codes</li> </ul>



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	<ul style="list-style-type: none"> <li>• Pupils understand how their actions on the internet can have real life consequences</li> <li>• Pupils understand what makes a good password verses a bad one</li> <li>• Pupils understand why we shouldn't trust peoples avatars</li> <li>• Pupils know how they can minimise screens instead of closing them</li> </ul>		<ul style="list-style-type: none"> <li>• Pupils can explain how to safely use technology in a classroom</li> <li>• Pupils can give instructions on how to operate a piece of technology they have learnt about</li> <li>• Pupils can give an advantage or disadvantage about the popularity of smartphones</li> <li>• Pupils know the name of at least one inventor they have learnt about</li> <li>• Pupils understand how a phonograph records and plays back sound</li> </ul>
<b>Music</b>	<p style="text-align: center;"><b>Class Jam</b></p> <p>Class Jam, taught across Keystage 1 will build on pupil's musical skills using 5 different instruments: Chime bars, African Drums, Boomwhackers Keyboards and percussion. Pupils will have the opportunity to switch instruments each week, so they are able to feel confident in how to play all the instruments by the end of the course. Pupils on the Chime bars, and keyboards will play simple, 1 part melodies, pupils playing the boomwhackers will accompany them playing chords, and pupils on percussion will play varying rhythms underneath. The course aims to have pupils playing different songs as a class orchestra. This course builds pupil's confidence in reading and following music as well as learning the important skill of listening to others when playing. These two key skills will help them in all aspects of music throughout their musical education.</p> <ul style="list-style-type: none"> <li>• Pupils know the different instrument types.</li> <li>• Pupils know all the instrument names.</li> <li>• Pupils can play/clap along with simple rhythms or with a song.</li> <li>• Pupils know the proper technique for each instrument.</li> <li>• Pupils recognise when they should be playing.</li> <li>• Pupils can play along in time to the performance videos to an ok standard.</li> <li>• Pupils can respond well to the call and response tasks.</li> </ul>		<p style="text-align: center;"><b>Ukelele</b></p> <p>During this course, pupils will learn to play the Ukulele. Pupils will learn the correct names of the different parts of the instrument and the notation values of the strings. Pupils will be shown how to correctly hold the instrument, the correct playing technique when plucking and strumming the strings, and how to hold down the strings correctly on the neck to change the pitch. Keystage 1 pupils will be shown how to play different rhythms and song both as a class and individually. Pupils will also use spend time within the lesson to understand the difference between pitch and rhythm.</p> <ul style="list-style-type: none"> <li>• Pupils know that the Ukulele comes from Hawaii.</li> <li>• Pupils know how to strum a Ukulele correctly.</li> <li>• Pupils understand that pitch means how high or low a musical sound is.</li> <li>• Pupils know that a chord is 3 or more musical notes played at the same time.</li> <li>• Pupils know the difference between a rhythmic and pitch pattern.</li> <li>• Pupils can play a fretted note.</li> <li>• Pupils know the main parts of a Ukulele and what they are called.</li> <li>• Pupils know how to hold a Ukulele correctly.</li> <li>• Pupils can play a piece of music with some mistakes.</li> <li>• Pupils can play a C Major chord.</li> </ul>





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	<ul style="list-style-type: none"> <li>• Pupils can recognise that an accompaniment is something that backs up the melody part.</li> <li>• Pupils can play along in time to the performance videos to a great standard.</li> <li>• Pupils can play two notes on a keyboard at the same time.</li> </ul>		
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PE	Throwing and Catching	Cool Core		Active Athletics	Fitness Frenzy
	Pupils should be taught to: <ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> </ul>			Pupils should be taught to: <ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> </ul>	
<b>MFL (Spanish)</b>	Family, Stories and Conversation			Cultural Diversity and Revision	
	Pupils will be learning about family and how to introduce members of their family in Spanish whilst having the opportunity to watch Spanish stories and listen to native speakers. <ul style="list-style-type: none"> <li>• Pupils can say half of the family members covered in the unit.</li> <li>• Pupils can answer the question 'do you have any brothers or sisters?'</li> <li>• Pupils can say all the numbers 1-20 with inconsistent accuracy of pronunciation.</li> <li>• Pupils can say some of the tens between 20 and 50.</li> <li>• Pupils can say all family members covered in the unit.</li> <li>• Pupils can ask the question 'do you have brothers or sisters?' and answer in a sentence with low accuracy.</li> <li>• Pupils can accurately say all the numbers 1-20.</li> <li>• Pupils can say all the tens between 20 and 50 and some numbers in between them with inconsistent accuracy.</li> </ul>			Pupils will also continue to practise numbers and colours whilst revising everything that they have learnt so far this year. They will also learn about the culture of Spain. There will be more games and singing activities to aid learning. <ul style="list-style-type: none"> <li>• Pupils can say at least seven multiples of 10 between 0-100</li> <li>• Pupils can answer familiar questions in full sentences with inconsistent accuracy.</li> <li>• Pupils can say 6 or 7 of each of the familiar fruits, colours and animals.</li> <li>• Pupils can say two Facts about Spain.</li> <li>• Pupils can say most, if not all multiples of ten between 0-100.</li> <li>• Pupils can ask and answer familiar questions in full sentences with a good level of accuracy.</li> <li>• Pupils can say 8 or 9 of each of the familiar fruits, colours and animals.</li> </ul>	



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	<ul style="list-style-type: none"><li>• Pupils can accurately ask and answer the question 'do you have brother or sisters?' in full sentences.</li><li>• Pupils can say the numbers 20-50.</li></ul>		<ul style="list-style-type: none"><li>• Pupils can confidently and accurately ask and answer familiar questions in full sentences.</li><li>• Pupils can say all of the fruits, colours and animals covered.</li></ul>
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