
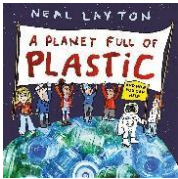
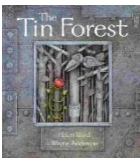
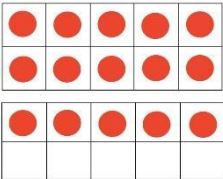
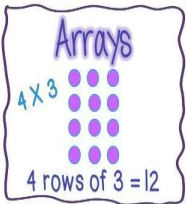
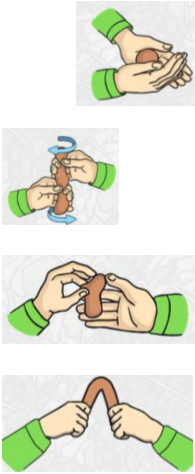






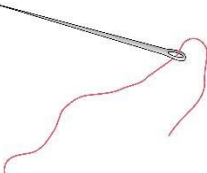
Our Year 2 Curriculum - Summer 2


Big Question 	Rights - should everyone have the same rights?
English  	<p>Text: The Tin Forest and A Planet Full of Plastic</p> <p>To spell common exception words correctly</p> <p>To apply spelling rules (The /ʌ/ sound spelt o, The /i:/ sound spelt -ey, The /ɒ/ sound spelt a after w and qu, The /ɜ:/ sound spelt or after w, The /ɔ:/ sound spelt ar after w)</p> <p>To sequence sentences to form a narrative.</p> <p>To demarcate sentence using full stops and capital letters</p> <p>start using some of the diagonal and horizontal strokes needed to join letters</p> <p>Make simple additions, revisions and corrections to their own writing by proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</p>
Maths  	<p>We will focus on securing all children's knowledge in the 4 calculations before they move onto Year 3.</p> <p>Addition and Subtraction</p> <p>Add a 2-digit and 1-digit number - crossing ten</p> <p>Subtraction - crossing 10</p> <p>Subtract a 1-digit number from a 2-digit number - crossing ten</p> <p>Add two 2-digit numbers - not crossing ten - add ones and add tens</p> <p>Add two 2-digit numbers - crossing ten - add ones and add tens</p> <p>Subtract a 2-digit number from a 2-digit number - not crossing ten</p> <p>Subtract a 2-digit number from a 2-digit number - crossing ten - subtract ones and subtract ten</p> <p>Multiplication and Division</p> <p>Multiplication sentences using the x symbol</p> <p>Multiplication sentences from pictures</p> <p>Read and draw arrays to represent multiplication sentences</p>

	<p>2 times-tables</p> <p>5 times-tables</p> <p>10 times-tables</p> <p>Make equal groups - sharing</p> <p>Make equal groups - grouping</p> <p>Divide by 2</p> <p>Odd and even numbers</p> <p>Divide by 5</p> <p>Divide by 10</p>
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<p>Science</p> 	<p>Materials</p> <p>Pupils will learn:</p> <p>That an object, its material and its use are 3 different things</p> <p>That a property is something about the material that we can measure, see or feel</p> <p>Some properties are seen to vary according to what the material has been made into, for example, wood is never stretchy but it can be flexible, especially if it is shaped into a thin ruler or dowel, or it can be rigid if made into a thick table top or door</p> <p>How to describe the properties of objects using stretch, bend, twist and squash (Know that applying forces to objects can change their shape)</p> <p>How to use the words flexible, rigid, stiff, elastic, dull, brittle, transparent and opaque.</p> <p>The difference between rigid (unable to bend) and stiff (unable to be stretched or squashed)</p> <p>To use two words to describe a property, eg, elastic and stretchy</p> <p>How to describe which materials would be suitable for objects, sometimes more than one, eg, a bike helmet will be made from different materials</p> <p>How to choose appropriate materials to build something</p> <p>How to say what properties make the material suitable</p>
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<p>Geography</p> 	<p>Sustainability</p> <p>How can recycling unite a society?</p> <p>Pupils will learn:</p> <p>How to locate Gambia in Africa</p> <p>How to locate Njau in Africa</p> <p>The geographical similarities and differences of Finchley and Njau</p> <p>Geographical vocabulary to compare and contrast Finchley and Njau</p> <p>How the human and physical features (city, village, sand, weather, season, shops, factory, farm) of both places affect how they recycle</p>
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	<p>To compare and contrast how the features (shop, office, harbor, factory, city, village, town, ocean, river, coast, weather) of both places impact their ways to recycle</p> <p>How to use a map to identify the two places.</p> <p>How to use aerial photographs (satellite images) to compare and contrast the two places</p> <p>How to recognise the human (buildings, houses, offices, factories, villages) and physical (vegetation, soil, ocean, river) features of both places</p>
<p>PSHE</p>	<p>Living in the Wider World</p> <p>Pupils will learn:</p> <p>How jobs help people earn money to pay for things they need and want</p> <p>About a range of different jobs, including those done by people they know or people who work in their community</p> <p>About a range of different jobs, including those done by people they know or people who work in their community</p> <p>How people have different strengths and interests that enable them to do different jobs</p> <p>How people use the internet and digital devices in their jobs and everyday life</p>
<p>Music</p> 	<p>Pupils will learn:</p> <p>How to recognise by sound and by sight, some of the instruments from the Orchestra (Woodwind, Brass, Strings and Percussion)</p> <p>How to describe the sounds that they make.</p> <p>The musical terms pulse and rhythm.</p> <p>To read, create and play own simple crotchet and quaver rhythm patterns</p> <p>How to read notes F, A, C, E and E, G and B on the staff.</p>
<p>D&T</p> 	<p>Textiles</p> <p>Pupils will learn:</p> <p>That a textile container is the name of any fabric bag - knitted or woven</p> <p>How simple textile containers can be designed and modified for different purposes and different users.</p> <p>That different fabrics have different purposes.</p> <p>How to design a product using textiles for a specific purpose.</p> <p>Draw up simple design specifications</p> <p>Make a plan of how to make the product</p> <p>Know how to make a paper pattern/template that uses a seam allowance</p>

	<p>Measure, tape, cut and join fabric with some accuracy</p> <p>How to cut rectangular patterns/templates and join fabrics by stitching</p> <p>A range of stitching methods - running stitch and back stitch for embroidery</p>
<p>Religious Education</p> 	<p>Religious Leaders and Special People</p> <p>Pupils will learn:</p> <p>What makes some people inspiring to others</p> <p>Names of religious leadership in the Sikh community today</p> <p>Why Jesus is special to Christians and explore what a bible story tells us about him (Zacchaeus story)</p> <p>To understand how leaders in the Christian community guide their followers in their beliefs and worship</p>