



YEAR TWO SUMMER TERM CURRICULUM 2020-21

As Speakers and Listeners:

- listen and respond appropriately to adults and peers
- ask relevant questions to extend understanding, knowledge and vocabulary
- adopt a range of drama conventions such as 'set the scene' to explore a setting; 'explore objects' to reveal clues about the characters in the book; 'character in role' and 'role play' to discuss characterisation; 'freeze frames' for sequencing; 'role on the wall' to discuss perspectives of other characters; 're-enact a story with props' to sequence the story; 'visualisation' to imagine what an amazing flying machine might look like;
- use a thesaurus to explore synonyms and antonyms for words found in the story books and examples texts of 'The king who banned the dark': 'Persuasive Letter' and 'The queen who banned the silence', and 'Rosie Revere': 'Frankie Flapper and the fantastic flying machine' and 'The fantastic flying machine.'
- Ensure there is explicit reference to the texts 'The King who banned the dark' and 'Rosie Revere' when answering questions and ask secondary questions to gain a greater depth in responses
- Discuss structure and language features of: a persuasive letter; alliteration poems; explanation texts; diary entry; explanatory letter; invention narratives

As Readers:

As Writers:

- continue to form lower case letters of the correct size relative to one another
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- continue to use horizontal joins and learn how to use diagonal joins
- write persuasive letters (The king who banned the darkness)
- write a banning narrative (The king who banned the darkness)
- write an alliterating poem about darkness (The king who banned the darkness) write a list poem about the dark (The king who banned the darkness)
- write an invention narrative for (Rosie Revere)
- write an explanation text for (Rosie Revere)
- write an explanatory letter for (Rosie Revere)
- write a diary entry for '(Rosie Revere)
- write a poem with a focus on -est suffix for (Rosie Revere)
- write a response to an explanation text in the form of a letter
- write a recount for '(Rosie Revere)
- PHASE 6

build on previous word level learning and focus on:

- formation of nouns using suffixes e.g. – ness, -er and by compounding
- formation of adjectives using suffixes e.g. – ful, -less
- use of the suffix -ly to turn adjectives into adverbs
- /le/ alternative graphemes at the end of words
- Adding suffixes -ing; -ed; -er; -est; -y to words ending in -e with a consonant before it; words of one syllable ending in a single consonant letter after a single vowel letter
- Use of suffix -ly to turn adjectives into adverbs

As Mathematicians:

Fractions

- working with parts and wholes
- make equal parts
- recognise and find a half, quarter, and a third
- unit and non-unit fractions
- equivalence of a half and 2 quarters
- find three quarters
- count in fractions

Measurement: Length and height

- compare lengths and heights
- measure lengths and heights
- measure length (cm and m)
- compare lengths and order lengths
- four operations with lengths
- problem solving with lengths

Geometry: Position and Direction

- Describe position
- Problem solving with position
- Describe movement and turns
- Making patterns with shapes

<ul style="list-style-type: none"> • read accurately by blending sounds in words, read common exception words, read aloud books at a suitable level • explore themes in the key texts 'The King who banned the dark' and 'Rosie Revere' • discuss understanding of books at a higher level than they can read independently • participate in 'book talk', discussing how and why writers make choices and how links can be made between books • read information texts and look at portraits of past and present monarchs and discuss appearance, clothing and attributes of a sovereign • read information texts about past and present monarchs (links to history) • use a thesaurus to explore synonyms and antonyms • read a persuasive letters; banning narratives; poems; invention narratives; diary entries; explanatory texts and recounts • continue to develop reading for pleasure through regular whole class reads and individual reading time • through shared reading continue to develop prediction and inference skills, e.g. display a range of items related to 'The king who banned the dark' text and ask questions: <i>What are these objects and how do they connect to each other? What do you think the quote has to do with the story?</i> • Examine the language features; writer's knowledge; vocabulary choices; and intended effect on the reader found in example texts that innovate the stories, e.g. 'The king who banned the dark': 'Persuasive Letter' and 'The queen who banned the silence'. 'Rosie Revere': 'Frankie Flapper and the fantastic flying machine' and 'The fantastic flying machine.' 	<ul style="list-style-type: none"> - Homophones 'they're; there; their - Use of alliteration and similes - Rule for when 'a' becomes 'an' <p>build on previous <u>sentence</u> level learning and focus on:</p> <ul style="list-style-type: none"> - expanded noun phrases for description and specification - subordination (using <i>when; if; that; because</i>) - co-ordination (<i>or; and; but</i>) - how grammatical patterns in a sentence indicates its function as a question, exclamation and statement - expanded noun phrases for description and specification <p>build on previous <u>text</u> level leaning and focus on:</p> <ul style="list-style-type: none"> - correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs <p>build on previous <u>punctuation</u> learning and focus on:</p> <ul style="list-style-type: none"> - use of capital letters, full stops, question marks, exclamation marks to demarcate sentences - apostrophes to mark singular possession in nouns - apostrophes for contraction - commas to separate items in a list 	
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<p><u>As Scientists:</u></p>	<p><u>As Computing Scientists:</u> <u>Computer Science</u></p> <ul style="list-style-type: none"> • Use logical reasoning to create, organise, store, manipulate and retrieve digital content • Recognise common uses of information technology beyond school 	<p><u>As Historians: Marvellous Monarchs</u></p> <ul style="list-style-type: none"> - Use the historical terms year, decade and century. • Sequence significant information in chronological order. 	<p><u>As Geographers:</u> <u>Geographical Skills and Fieldwork</u></p> <p><u>Coastline:</u></p> <ul style="list-style-type: none"> • Name, locate and explain the 	<p><u>As Musicians:</u></p> <ul style="list-style-type: none"> • Recognise echoing phrases by ear • Communicate the meaning of songs with good diction
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	<p>Information technology</p> <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content <p>Digital Literacy</p> <ul style="list-style-type: none"> Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies <p>Key Apps Purple mash 2Paint 2Sequence</p>	<ul style="list-style-type: none"> Describe how an aspect of life has changed over time Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it. Sequence significant information in chronological order. Use historical models to make judgements about significance and describe the impact of a significant historical individual. Describe the hierarchy of a past society. <p>Coastline</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. 	<p>significance of a place.</p> <ul style="list-style-type: none"> Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities Draw or read a range of simple maps that use symbols and a key. Use simple compass directions to describe the location of features or a route on a map. Describe how an environment has or might change over time. Collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and secondary sources (maps and books). Use simple fieldwork and observational skills to study the geography of their school and its 	<ul style="list-style-type: none"> Maintain a body percussion pattern accurately Recognise the structure of verse and chorus Play paired echo pieces based on the rhythms of a familiar song Perform actions while singing an echo song Use dynamic contrasts and different vocal effects to evoke an atmosphere Lead an echo song confidently as part of a small group
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grounds and the key human and physical features of its surrounding environment.

- 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 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.
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial

			<p>variation and change over time.</p> <ul style="list-style-type: none"> • <p>Place Knowledge</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. • 	
<p><u>Key Vocabulary:</u></p>	<p><u>Key Vocabulary:</u></p> <p>Background, undo, redo, zoom in and out, outline options, eraser, colour pallets, fill tool</p> <p>Open, save, share, change, delete, digital instrument</p>	<p><u>Key Vocabulary:</u></p> <p>Kings, queens, AD – Anno Domini, castle, century, chronology, decade, empire, future, government, hierarchy, kingdom, monarch, monarchy, palace, past, period, power, present, reign, royal, rule, ruler, sovereign, timeline, year, Alfred the Great, William the Conqueror, Henry VIII, Elizabeth I, Queen Victoria, Elizabeth II, absolute power, King John, baron, taxes, Magna Carta, parliament, borough, statue of proclamations, Charles I, executed, Oliver Cromwell, Charles II, Bill of Rights, William of Orange, Mary II constitutional monarchy, Great (King Aethelwulf) Osburh (wife)Significant people, Pope, Viking, Anglo-Saxon, Aethelred (King of Wessex), Command, Battles, defend</p>	<p><u>Key Vocabulary:</u></p> <p>royal residence, terrestrial marine, United Kingdom, Ashridge House, Balmoral Castle, Buckingham Palace, Caernarfon Castle, Osborne House, St James’s Palace, Tower of London, Continents, oceans, map globe atlas Atlantic Ocean North Sea Irish Sea English Channel England Ireland Scotland Wales north east south west, arch stack cave cliff beach lighthouse pier lifeboat station bay harbour wall café shop headland seawall amusement arcade fish and chip shop, direction near far left right features map compass key coastal erosion worn away erode natural process unstable dangerous overhang of rock rock falls</p>	<p><u>Key Vocabulary:</u></p> <p><u>Key Vocabulary:</u></p> <p>pitch, pulse, rhythm, dynamics, tempo, timbre, texture, structure, intro, verse, outro, chorus, improvise, compose,</p>

battlefield, King Guthrum, Viking, warlord, Somerset, Athelney, Battle of Edington Victory, Fortified, Towns or 'burhs', Bayeux Tapestry Battle of Hastings, Embroidered cloth, Norman, Conquest Edward the Confessor Harold Godwinson, invaded Throne, Hierarchy, Societies, Nobles, Lords, Landowners, Feudal system, Tenants, Peasants, Knights, Serfs, Vassals, Henry VIII, Field of the Cloth of Gold, Greenwich Palace Tudor Prince Arthur, Heir Anne Boleyn, executed Elizabeth I, Jane Seymour Catherine of Aragon Mary Edward, monasteries Roman Catholic Church Supreme head of the Church of England, Act of Union Statue of proclamations St George's Chapel Windsor Castle, explorers, Exploration Sir Francis Drake, Sir Walter Raleigh ColoniesThe Spanish Armada Privy Council Traditions British Empire Victorian era, Constitutional monarchy Kensington Palace Edward (Duke of Kent) George III Prince Albert Great Exhibition 1851 Mourning India Grandmother of Europe Osborne House

Coastline:

sea walls rip rap
rock sea sand soil rain river
waves flooding change
coastline movement,
human, physical Coastal
Whitby, similarities and
differences, RNLI, weather,
soil, river, mountain

		<p>Past, factory, jet worker, shipbuilding, Victorian, period, era, fisherman, herring girl</p>		
<p>As Artists: Marvellous Monarchs</p> <ul style="list-style-type: none"> • Make simple sketches to explore and develop ideas • Represent the human form, including face and features, from observation, imagination or memory <p><i>Coastline</i></p> <ul style="list-style-type: none"> • Use a range of materials creatively to design and make products. 	<p>For spiritual and moral development, children will be learning about: Me and Families and Friends</p> <p>Who am I?</p> <p>What does it mean to belong? What do we belong to and how do we show it?</p> <p>Do rules show that we belong, why do we have rules?</p> <p>Revisit codes of conduct.</p> <p>What/who am I to other people?</p> <p>Friends Who are friends? Are they just people our own age? What sort of a friend do you think you are? Why? What would your friends say about you? What would your teacher say about you?</p> <p>Who were the Friends of Jesus?</p> <p>Was it easy being a friend to Jesus?</p> <p>How was Jesus a friend to others?</p> <p>Who were friends in the Bible and how did they show it?</p>	<p>Enhancements, Visits & Key Dates:</p> <p>*Visits to St. Michael’s Church</p> <ul style="list-style-type: none"> • Trip to Ruthin Castle <p>*Trip to Hoylake Beach and RNLI station</p> <ul style="list-style-type: none"> • Infant Proms at Wallasey Town Hall <p>Queen’s Diamond Jubilee</p>	<p>As Respectful Responsible Citizens:</p> <p><u>Relationships</u> -Identify the different members of a family and understand their relationships with each of them and know why is important to share and co-operate -understand different forms of physical contact within a family and that some of this is acceptable and some is not -identify things that can cause conflict with friends -understand that sometimes it is good to keep a secret and when it is not -recognise and appreciate people who can help in family, in school and in the community -express appreciation for the people in their special relationship</p> <p><u>Changing Me</u> -recognise the cycles of life in nature -talk about the natural process of growing from young to old and understand that this is not in their control -recognise how bodies change since being a baby and on a continuum from young to old -recognise the physical differences between boys and girls, use the correct names for parts of the body and</p>	<p>As Design Technologists: Technical Knowledge</p> <ul style="list-style-type: none"> • <i>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</i> <p>Make</p> <ul style="list-style-type: none"> • <i>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</i> • Build structures, exploring how they can be made stronger, stiffer and more stable. • Select from and use a wide range of materials and components, including construction

	<p><u>Families</u> Who is in my family? What is it like to be part of a family - not always happy but that's life – full of ups and downs!</p> <p>What happened in some families in the Bible ?</p> <p>What is special to you? Draw together what has gone before in topic – things, me, family and friends.</p>		<p>appreciate that some parts are private -understand that there are different types of touch and can tell you which ones they like and don't like -identify what they are looking forward to when they are in Y3</p>	<p>materials, textiles and ingredients, according to their characteristics.</p> <ul style="list-style-type: none"> Evaluate their ideas and products against design criteria.
<p><u>Key Vocabulary:</u> Sketch, poses, portraits, facial expression, clothes, thumbnail sketch, line, Colour texture, Powder paints</p>	<p><u>Key Vocabulary:</u> Friends; belonging; Jesus; Bible; special; family;</p>		<p><u>Key Vocabulary:</u> Family; Different Similarities; Special Relationship; Important; Cooperate; Touch Physical contact; Communication; Hugs; Like; Dislike; Acceptable;Not acceptable; Friends; Conflict; Point of view; Positive; problem solving; Secret Surprise; Good secret;Worry secret;Telling; Adult Trust;Surprised; Happy; Sad ;Frightened; Trustworthy; Honesty; Reliability; Compliments Celebrate; Positive; Negative;Appreciate;</p> <p>Change; Grow; Life cycle; Control; Baby; Adult; Fully grown; Growing up; Old; Young; Change; Respect; Appearance; Physical; Baby Toddler; Child; Teenager; Adult; Independent Timeline ;Freedom ; Responsi;bilities Boy/male ;Girl/female; Vagina; Penis; Testicles ;Public; Private ; Touch; Texture ; Cuddle; Hug; Squeeze; Like</p>	<p><u>Key Vocabulary:</u> Structure, stiffer, stronger, stable; kit; tools; sharp metal blades (scissors);</p>

			Dislike; Acceptable; Unacceptable; Comfortable Uncomfortable; Change; Looking forward; Excited ; Nervous; Anxious; Happy	
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