

Year 2: Summer Curriculum Map 2022

Year Group 2	Summer 1			Summer 2	
Literacy	Reading: Continuing to use our phonic skills to decode successfully and read unfamiliar words	Writing: Writing to entertain: Stories with familiar settings/adventure. -Describing settings in detail (winter scenes) -Developing more sustained character descriptions	Half Term	Reading: Using our phonic skills to decode successfully and read unfamiliar words	Writing: Writing to entertain: Stories with familiar settings/ problem and resolution stories.
	Read aloud with an increased pace, fluency and expression	Writing to inform: letter writing to raise awareness of our 'plastic pollution problem' -Checking the consistency of our sentence structure -Use our increasing knowledge of the spelling rules taught in year two and applying it to out writing		Read aloud with an increased pace, fluency and expression	Writing to entertain: -Develop further understanding of character. -Continue to develop understanding of first person. Continual comprehension.
	Developing our retrieval and inference skills by using texts to gain meaning			Developing our retrieval and inference skills by using texts to gain meaning	-To continue to vary our sentence structure for different pieces of writing
	Use text analysis to make connections in our reading			Use text analysis to make connections in our reading to deepen understanding	
	Ongoing – Reading (word level, comprehension and analysis), Reading skills, Writing (transcription, handwriting, composition, vocabulary, spelling, grammar and punctuation) and Spoken language			Ongoing – Reading (word level, comprehension and analysis), Reading skills, Writing (transcription, handwriting, composition, vocabulary, spelling, grammar and punctuation) and Spoken language	

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Maths	-Deepening understanding of number value -Understand more about multiplication and division and understand the link between them -Become confident when finding a fraction of an amount and a shape -Solve problems by using pictorial / abstract approaches	-Use statistics to reinforce number concepts we have already learnt -Use logic problems to develop maths vocabulary and reasoning skills -Use problem solving to fully demonstrate understanding	-Understand the concept of time fully while telling and interpreting intervals of time -Use number value confidently to solve two-step problems	-Use number value confidently to solve two-step problems -Secure knowledge of the 4 number operations -Use measurement and geometry (2D and 3D shapes) problem solving to reinforce maths vocabulary
	Ongoing– Reasoning skills, Number (arithmetic, Key Instant Recall Facts, understanding mathematical vocabulary and basic times tables)		Ongoing– Reasoning skills, Number (arithmetic, Key Instant Recall Facts, understanding mathematical vocabulary and basic times tables)	
	Science: Materials, suitability and shape change - Children will learn about which everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard are suitable for particular uses. - Children will talk about materials and their everyday uses. - Children will compare the suitability of a variety of everyday materials for a particular use. - Children will think and talk about the properties of materials that affect their use. - Children will find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Ongoing– Focusing on our scientific enquiry types during investigations: -identifying, classifying and grouping -observing over time -pattern seeking -researching and using secondary sources		Science: Scientists that changed the world - Children will be able to describe, in familiar contexts, how science helps people do things. - Children will identify aspects of our lives, or of the work that people do, which are based on scientific ideas. - Children will learn to describe some simple positive and negative consequences of scientific and technological developments. - Children will know the names of some of the scientists who have changed the world and what the change is. - Children will be able to talk about some of the world-changing inventions and developments. Ongoing– Focusing on our scientific enquiry types during investigations: -identifying, classifying and grouping -observing over time -pattern seeking -researching and using secondary sources	

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Art: Theme: Tudors Skill: Painting/Drawing Element: Shape/Value Children will learn about Tudor portraits (looking at differences and similarities to modern portraits). The children will also explore famous portrait artists with different styles (like Vincent Van Gogh, Julian Opie, Frida Kahlo, Steve McQueen and Yayoi Kusama). They will design and create their own self-portraits in the style of a Tudor royal.	Design and Technology (D.T): Theme: A balanced diet Learn about the food groups (carbohydrates, proteins, etc.) to understand a balanced diet to develop, design, make and evaluate a healthy homemade wrap.
Computing: Presenting ideas – Children will use an app or program to present their ideas in the form of a quiz. They will also create their own non-fiction fact file.	Computing: Coding – learning what an algorithm is and creating a computer program using simple algorithms. Children will also be introduced to debugging.
History: The lives of the rich and poor people in Tudor Times (Local History- Epping Forest/ The Hunting Lodge): This will focus on the understanding of the lives of rich and poor people living during a different time period (The Tudors). The children will also learn about historical figures (including kings and queens) and significant events during this period.	Geography: A contrasting locality: Mugarameno Villiage in Zambia Children will explore the physical and human features of Zambia. They will have the opportunity to learn about the way of life in a village in Zambia and look closely at daily activities.
Religious Education (R.E): What can we learn from sacred books? To explore three of the sacred texts, the Torah, Bible and the Qur'an and their messages to their followers. All of our R.E. units are linked to values and beliefs found in everyday life.	Religious Education (R.E): Why do people think we should care for the Earth? To explore different views of why the world needs protecting in religious and non-religious contexts.
Personal, Social, Health Education (P.S.H.E): Keeping/Staying Safe and Fire Safety Children will focus on the modules Staying Safe, Road Safety and Tying Shoelaces and also a lesson on safe relationships (e.g. personal boundaries and privacy). Fire Safety will focus on Hoax calling and general fire safety (including the Fire Station).	Personal, Social, Health Education (P.S.H.E): Keeping/Staying Healthy Children will focus on the modules Healthy Eating and Washing Hands.
Physical Education (P.E): Physical skills (with a focus on Coordination- Sending and Receiving and Agility -Reaction / Response) with a variety of different equipment. The children will play different games	Physical Education (P.E): Health and fitness skills (with a focus on Agility- Ball Chasing and Static Balance-Floor Work). The children will develop their understanding sending and receiving a ball in a game

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	to develop an understanding of striking/fielding skills.		situation.
	Music: Charanga – Friendship Song This term we will continue to listen to a range of music and improve our singing, improvisation and composing skills. We will learn a song about being friends. Our Musicality performance- singing practise involving volume, pitch and keeping to a beat.		Music: Charanga – Reflect, Rewind and Replay The focus this term is to consolidate the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music. Our Musicality performance- involving volume, pitch and keeping to a beat.