

CURRICULUM OVERVIEW – SUMMER TERM

Welcome to Year 2

Your teachers are: Mrs Newbold (2N) and Miss Gorrige (2G)

In Writing....

- **Characters and setting descriptions**
- Continue looking at Charlie and the Chocolate Factory (1971 film) and text.
- Character descriptions for Charlie Bucket, Veruca Salt, Violet Beauregarde, Mike Teevee and Augustus Gloop – look at the characters' appearance and behaviour.
- Continue to use a range of adjectives, looking at more powerful, exciting adjectives. Also using conjunctions – because, so, but.
- Describe the setting of Charlie and the Chocolate Factory.
- **New text – Window by Jeannie Baker**
- Draw an image seen from any window, what can you see?
- What would it be like if Sutton Park had shops, houses, flats and factories built on it? What would happen to the animals homes?
- Write a letter to your local MP about deforestation and the effects it has on the environment.
- Remember to use correct punctuation, adjectives, conjunctions and past or present tense.

In Maths....

- **Fractions**
- Recognising a half, quarter and a third
- Finding a half, quarter and third of objects and amounts
- **Measurement: height and length**
- Measure in cm and m
- Comparing and ordering lengths
- **Geometry: position and direction**
- Describing movement and turns
- Matching patterns and shapes
- **Time**
- O'clock and half past
- Quarter past and quarter to
- Hours and days
- **Measurement: Mass, capacity and temperature**
- **(‘White Rose’ online has lots of resources)**

In Science....

- **Living Things and Their Habitats**
- Living, dead or never been alive e.g cat, fallen leaves, window – can children identify these in their environment?
- Local habitats – finding living things in different places, ponds, woods etc
- Micro-habitats – looking for insects such as woodlice, beetles under stones, logs, leaf litter.
- World habitats – comparing animals in familiar habitats with animals found in less familiar habitats e.g. on the seashore, in woodland, in the ocean, in the rainforest. – can children find any information
- Caring for the environment – design a poster to show how we can protect the environment.
- Food chains – being aware of the difference between omnivores, carnivores, herbivores – construct a simple food chain
- **Plants**
- Observe and describe how seeds and bulbs grow into plants – sow a seed and observe
- To know why plants need water, light and a suitable temperature to grow.
- To identify and describe the basic structure of a variety of flowering plants and trees – recognise leaf, flower, stem and root and know the functions of each part.

In Learning for Life....

Local History and Geography

- **Geography**
- Locate and name seven continents and five oceans – Can children find the continents and oceans on a map? Can children label a blank world map? Can children research the countries in the continents using the Ipads?
- Create a fact file on the Geography of our local area – Can children decorate a front page? Can children add to their fact file each week?
- Name, locate and identify characteristics of the 4 countries in the UK – Can children create a poster of what information they have found about the countries?
- Research capital cities in the UK – What are the main landmarks of the city? Are there any big parks?
- Learn directions – North, East, South and West
- Map reading – Where are the countries from where we are? Looking at co-ordinates and identifying landmarks on a map.
- Where we live – Landmarks? Parks? Location? Directions?
- **History**
- Create a fact file on the History of our local area – Can children decorate a front page? Can children add to their fact file each week?
- Identify similarities and differences – Can children look at photos of Sutton Coldfield now and then?
- Develop an awareness of the past using common words and phrases relating to the passing of time – can children look into the history of our school and where we live?
- History of Sutton Coldfield park – can children research into the local history of Sutton Coldfield park.
- Can children design their own park? Does it have any history? Identify similarities and differences between your park and Sutton Park.

In RE....

- **Being Silent and Attentive to, and Cultivating a Sense for, the sacred and Transcendence** - Listen to what is around us, how does it make us feel? - Why is quiet important? What do you think about when you are quiet? - Places of worship – the importance of being quiet.
- **Being reflective and Self-Critical** - What is perfection? How could you be perfect? Do you know that the behaviour will change? - Create two character profiles – one of a perfect person and other of a completely imperfect person. - How do Christians help people change for the better?
- **Being Imaginative and Explorative** - What do you see in your mind? – play games using imagination (101 uses for....toilet roll holder, box etc) What do you see when I say... birthday, dinner, holiday etc? – To explore different ideas of god – In Hinduism there are different forms of God, Brahman, who may be worshipped in the form of Shiva or Vishnu (research these, can you draw different parts of their personality) – In Islam God is described by the 99 beautiful names. Look at 3 (forgiving, hearer and merciful) what do you think these mean?

In PE....

Athletics

Sprinting
Obstacles
Develop agility and co-ordination
Throwing for distance and accuracy

Team Building

Following instructions
Develop communication skills with partner
Solve challenges
Group work used for problem solving

In Reading....

Within guided reading sessions we look at a variety of different texts to suit children's ability. We focus on word reading and comprehension within the texts in small groups. We will also focus some guided reading sessions on the text Hodgeheg, where we will be using our literal and inference skills.

Class story

2G – The Twits
2N – Fantastic Mr Fox

