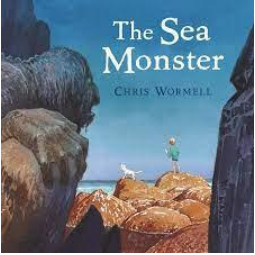


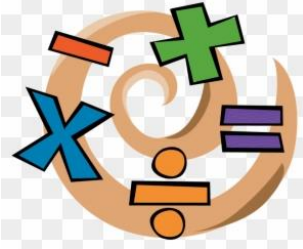










## Curriculum Information - Year 2 - Summer Term

<p><b>Class Texts</b></p> <p><b>English</b></p> <p><b>Reading and Writing</b></p>	<p style="text-align: center;"><b>The Sea Monster</b></p> <p style="text-align: center;">Retell narrative The Sea Monster Recount of our trip to Llanduno Poems about the sea</p> <p><b>In Year 2 children will understand what they read, in books they can read independently, by</b></p> <ul style="list-style-type: none"> <li>• Discussing the main events of the story.</li> <li>• Discussing the characters in the story.</li> <li>• Discussing the words that the author has used.</li> </ul> <p><b>In year 2 children will use Talk for Writing to immerse themselves in a class text by</b></p> <ul style="list-style-type: none"> <li>• Using story maps to internalise texts,</li> <li>• Take part in drama to help them to understand texts</li> <li>• Investigate text to use authorial devices.</li> <li>• Retelling and innovating texts.</li> </ul>	
<p><b>RE</b></p>	<p><u><b>Easter</b></u> Children will know a range of stories about the Resurrection and the Risen Jesus, the other characters involved and their reactions. Be able to identify the symbols used during the Easter Season and explain their significance.</p> <p><u><b>Pentecost</b></u> Children will know the story of Pentecost and understand that the Holy Spirit was the promised gift of Jesus. Recognise the role of the Holy Spirit in the lives of Christians today. Recognise that Confirmation is a celebration of the gift of the Holy Spirit.</p> <p><u><b>The Mass</b></u> Children will be able to recall some of the words and actions of the Mass and explain their meaning. Be able to join in some of the important responses during the Mass.</p> <p><u><b>Our Church</b></u> Children will know that the Church is the Family of God and that the church building symbolises the beliefs of the people. Be able to recognise the different roles and responsibilities of people in the parish community.</p>	 
<p><b>Maths</b></p>	<p>Statistics</p>	

	<p>Fractions Position and direction Time Problem Solving</p>	
<p><b>Science</b></p>	<p><u>Plants</u></p> <ul style="list-style-type: none"> <li>• observe and describe how seeds and bulbs grow into mature plants</li> <li>• find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul>	
<p><b>History</b></p>	<p><u>What was it like to be a soldier in the war?</u></p> <p>1914: War began 1916: Battles at Verdun and the Somme 1917: USA joined the war 1918: An armistice ended the fighting 1919: Treaty of Versailles</p> <p>The assassination of Archduke Franz Ferdinand, in the city of Sarajevo on 28 June 1914, started a chain of events that led to the first global war. Before the war started, many countries across Europe had agreed to help their allies (friends) if they were invaded. These treaties meant that countries across Europe were forced to enter the war. Great Britain, for example, only declared war against Germany after Belgium had been invaded by the German army. Soon after, most of Europe was at war.</p> <p>At the start of war, many people volunteered to fight. They felt they were doing a patriotic duty and that the war would be over in months. The war wasn't over quickly and soon everyone at home was working to support the war effort – this included women working in factories making weapons.</p>	
<p><b>Geography</b></p>	<p><u>How is Florida different to Llandudno?</u></p> <p>Know the main differences between a place in England and that of a small place in a non-European country. Scotland and Northern Ireland.</p>	

	<p>Identify the following physical features: mountain, hill, island, valley, ocean, coast, forest and beach.</p> <p>Explain some of the advantages and disadvantages of living in a city, town or village.</p>	
<p><b>Music</b></p>	<p><u>Charanga Music</u></p> <p><b>Friendship song</b> Pop, soul. Film, musicals</p> <p><b>Reflect, rewind and replay</b> Western classical music</p>	
<p><b>Computing</b></p>	<p><u>Presenting ideas</u> Understand that programs require precise instructions. Organise, retrieve and manipulate digital content. Know how technology is used in school and outside of school.</p> <p><u>Coding</u> Understand that algorithms are used on digital devices. Write a simple program and test it. Predict what the outcome of a program will be. Understand that programs require precise instructions. Organise, retrieve and manipulate digital content.</p>	
<p><b>PE</b></p>	<p><u>Athletics</u></p> <p>Children will develop their sprinting technique, their throwing technique, the technique of a long jump, hurdles and how to run a relay race!</p> <p><u>Fundamentals of movement</u></p> <p>Children will become increasingly competent in the Fundamentals of movement (Agility, Balance, Co-ordination) and will apply these skills in a variety of sports and activities_</p>	

<p><b>Art</b></p>	<p><u>What kind of art is made in Stoke-On-Trent?</u>          Know how to make a clay pot          know how to join clay when making finger pots          know how to create a printed piece of art by pressing, rolling, rubbing and stamping</p>	
<p><b>Design and Technology</b></p>	<p><u>Does fruit belong in a salad?</u>          Think of an idea and plan what to do next          Describe the ingredients that I am using          Measure or weigh using measuring cups or electronic equipment.          Assemble and cook ingredients          Use the basic principles of a healthy and varied diet to prepare dishes          Understand where food comes from.</p>	
<p><b>PSHE</b></p>	<p><u>In our PSHE sessions we will find out about:</u>          Appreciating happy experiences          The cycle of life          Three in one          Who is my neighbour?          The communities we live in          Expressing gratitude.          Performing acts of kindness          Vocations – careers and aspirations          Money          Taking mindful action in the world          Transition</p>	