



Curriculum Half Termly Overview



Magnificent Monarchs

Year group - 2

Term - Summer 1

Wow - Bowes museum

English text types	Wow - Bowes museum	
<p>Book read aloud to children The Paper Bag Princess - Robert Munsch & Michael Martchenko Week 1-3: The Brave Princess -Text type: Defeating the Monster. Focus: description. Children enjoy and learn verbally the story as well as adding actions. Emphasising the main parts and adapting them to create their own story. Week 4-5: Queen Elizabeth II should be the last monarch Text type: discussion / debate. Children understand the layout and key features of a debate and use this to create their own.</p>	<p>Ready to write</p> <ul style="list-style-type: none"> Use 'ly to turn adjectives into adverbs. Use of suffixes -er, -est in adjectives. Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. Learn how to use expanded noun phrases to describe and specify. Continue to develop understanding of speech marks. Use alliteration to interest a reader. 	<p>SPAG</p> <p>Use sub-ordination -when, if, that or because. Embellished simple sentences using adjectives. Learn how to use past and present tense correctly. VIPERS - vocabulary, infer, predict, explain, retrieve and sequence.</p>
Maths	Tables and Mental Maths	MFL
<p>Week 1-3: Place value, addition and subtraction, multiplication and division- recap on previous knowledge and extend their reasoning and problem solving. Week 4-5: Length and height -recognise units of measuring (cm and m). Compare lengths and heights as well as ordering them.</p>	<p>x2, x5 and x10 tables</p>	<ul style="list-style-type: none"> Little Learners. Children to learn a range of songs about the seaside. Learn the vocabulary about the seaside including food.
Science	PSHE	
<p>Awe and Wonder</p> <ul style="list-style-type: none"> Children will predict how to make the tallest tower using paper and carry out the investigation. Children will explore how to make a rain cloud in a jar. Children will work scientifically to make the strongest bridge using a range of materials. They will recognise how to charge a balloon to make it move and create rocket mice. 	<p>Relationships</p> <ul style="list-style-type: none"> Children will identify people in their family and understand that all families are different. They will begin to understand different close relationships and what makes them feel comfortable. To understand the importance of friends and how they can have a positive impact in their life. Children will explore trust and appreciation. 	
History	RE	PE
<p>All change? Holidays now and then.</p> <ul style="list-style-type: none"> Children Build on everyday knowledge of holidays, treats and leisure time. Links to ideas already shared that life in the past was different in some ways to our lives. This unit extends the chronological range beyond living memory to the Edwardian/ late Victorian era with comparison of a familiar experience of holidays and leisure. It builds on the wider chronology developed in other Y2 study units and prepares pupils to think about loner blocks of time. This unit contributes to pupils understanding of primary sources and knowing that there are different ideas about the past/ places and events. There may also be an opportunity to develop local historical knowledge and use oral history sources if available. 	<p>How Do Buddhists Show Their Beliefs?</p> <ul style="list-style-type: none"> Children explore the 8 spokes for the 8 rules of the Buddhist faith. They will research and identify how Buddhist home shrine contains rupa of Buddha, candle, food offerings, flowers, incense and possibly pillars/statues to remember family members who have died. Children will explain the use of se of meditation and the use of charity. They will describe the use of prayer flags, wheels and beads. And how prayer wheels contain mantras (prayers/kind thoughts). Discuss what a mandala means. The children will explore and explain how Buddhist spend their day. 	<ul style="list-style-type: none"> Tennis -children will have fun whilst improving striking a ball with a racket into a certain area. Participate in team games, developing simple tactics for scoring points by hitting the ball over the net. OAA - children will follow instructions and work with others. Listen to or read carefully the instructions, think about the information before completing the actions. Make a plan before beginning. They will co-operate and communicate in a small group to solve challenges. Decide with others on a plan to help you to complete the challenges. To communicate effectively and develop trust. Use clear, short instructions when guiding your partner.
Art	Music	Computing
<p>Portraits and Poses</p> <ul style="list-style-type: none"> Children will use a range of materials creatively to design and make products. They will use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Produce creative work, exploring their ideas and recording their experiences. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Evaluate and analyse creative works using the language of art, craft and design. 	<p>Friendship Song and Pop</p> <ul style="list-style-type: none"> Children will use their voices expressively and creatively by singing songs and speaking chants and rhymes. Children will play tuned and untuned instruments musically. Children will have the opportunity listen with concentration and understanding to a range of high-quality live and recorded music They will experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> Children will plan and use code and create an algorithm. They will communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school. They will explore a new application and create an animation. They will have the opportunity to use characters as buttons. They will be able to follow an and follow an algorithm.