

# St Luke's CE Primary – Curriculum Overview

Year 2 Summer 2



## Curriculum Aims

**The purpose of our curriculum is to:**

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens for the 21st century.

## Curriculum Approach

- Learning reviewed daily (retrieval practice);
- New content taught in small chunks;
- Effective teacher questioning;
- Lots of teacher modelling;
- Regular opportunities for children to think, apply and practise key skills and knowledge;
- Support for difficult tasks;
- Develop long term memory, whilst respecting the limitations of the working memory.

## Discrete Learning Subjects

### Main Learning Focus in English:

Range: Picture book A Lion in Paris, Non-chronological report Big Cats, Poetry Whatever the Weather

#### Speaking and listening.

Participation in class and group Discussions explaining and justifying Opinions about texts

#### Reading

Shared Reading – reading the class book

Guided Reading – reading with the teacher in small groups Individual reading (from the school schemes)

Using reading skills to obtain information

Reading comprehension



#### Writing

- I can plan my writing by writing down my ideas or talking about them.
- I can write the correct spelling and punctuation in simple sentences I hear my teacher say.
- I can use capital letters and full stops to show where sentences start and end and sometimes use question marks.
- I can write for different purposes, writing long and short pieces of work.
- I can write poetry.

#### Grammar and Punctuation

- Homophones
- Common exception words
- Adding suffixes

#### Spelling

- Read, Write Inc red words.
- I can break down spoken words into their sounds and write them mostly correctly and make good attempts at spelling words I do not know.

#### Handwriting

- Form lower-case letters of the correct size relative to one another using tails and flicks.

Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.

### Main Learning Focus in Mathematics:

Problem Solving and efficient methods

- Using number facts (and equivalence).
- Using a 100 square
- Missing numbers
- Mental addition and subtraction
- Solving problems

Position and Direction

- Describing movement
- Describing turns
- Describing movement and turns
- Making patterns with shapes

Weight, Volume and temperature

- Comparing Mass g and kg
- Comparing Volume
- Measuring volume in ml and l
- Measuring temperature using a thermometer
- Reading a thermometer



Turkey passport

**Main Learning Focus in Science:**

- What are the differences between solids, liquids and gases?
- What happens when you heat a solid?
- Which mixture makes the best bubbles?
- What happens when I mix a solid and liquid together?
- How can I separate a mixture?
- Are there some changes we can't reverse?

**Main Learning Focus in Computing: Presenting Ideas**

- Presenting a story three ways
- Presenting ideas, a quiz
- Making a non-fiction fact file
- Making a presentation

**Main Learning Focus in Religious Education: Who is a Muslim and what do they believe?**

- Recognise and describe the significance of particular objects and places to Muslims
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- to recognise how important the Qur'an is to Muslims and give an example of a way Muslims treat the Qur'an
- identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr
- respond sensitively to *what matters to Muslims and what matters to me*

**Main Learning Focus in PSHE: Rights and respect**

- Describe and record strategies for getting on with others in the classroom.
- Explain, and be able to use, strategies for dealing with impulsive behaviour.
- Identify special people in the school and community who can help to keep them safe.
- Know how to ask for help.
- Understand that people have choices about what they do with their money.
- Know that money can be saved for a use at a future time.
- Explain how they might feel when they spend money on different things.
- Identify what they like about the school environment.

**Main Learning Focus in Geography: Fieldwork**

- Human and physical features
- Directional language (compass work)
- Aerial mapwork
- Fieldwork and observational skills
- Art mapwork
- Environmental survey

**Main learning Focus in Music: Myths and Legends**

- To read and clap a rhythm based on a phrase from a story.
- To hear, write and clap rhythms based on a phrase from a story.
- To use a rhythm in different ways to demonstrate structure.
- To create a structure using rhythmic patterns.
- To perform a group composition.

**Main learning Focus in PE: Athletics**

- Using arms and keeping head still when exploring running patterns
- Throw in correct stance 'Usain Bolt position'
- Use arms to improve jumping technique – beating their own score
- Compete in a team in various running/obstacle games and working together to improve team performance
- Leaping over hurdles beginning to compete against self and others

**Main learning Focus in French: Superheroes**

- Recognise, recall, and remember the six colours presented in this unit in French.
- Recognise and remember the high frequency verbs 'I am called', 'I have', 'I live', 'I am' and 'I am able'.
- Present and describe ourselves as a superhero.

**Main learning Focus in Art: Craft and design – Map it out**

- Sort map images into groups, explaining their choices.
- Draw a map of their journey to school, including key landmarks and different types of mark-making.
- Follow instructions to make a piece of felt that holds together and resembles their map.
- Decide how to place 'jigsaw' pieces to create an abstract composition.
- Make choices about which details from their map to include in a stained glass.
- Cut cellophane shapes with care and arrange them into a pleasing composition.
- Design a print with simple lines and shapes, making improvements as they work.
- Follow a process to make and print from a polystyrene tile.
- Choose a favourite artwork, justifying their choice.
- Annotate their favourite artwork with relevant evaluation points.
- Take an active part in decisions around how to display their artworks in the class gallery.