



**Loughton Manor First School**  
**Curriculum Termly Overview for Year Two 2021-22**

	Summer 1	Summer 2
<b>Topic</b>	<b>Go wild!</b> 	
<b>English</b>	Writing narratives about personal experiences Writing for different purposes - postcard writing, non-fiction fact file Using expanded phrases to describe Writing down key ideas and key words Saying out loud what they want to write about Form lower case letters of the correct size relative to each other Learn how to use question and exclamation marks Using apostrophes for possession and contractions Using commas in a list Reading words containing common suffixes Read Year 2 common exception words and begin to spell some of them Identify and discuss new vocabulary	Writing for different purposes - instructional writing, character description, letter writing Writing down key ideas and key words Saying out loud what they want to write about Form lower case letters of the correct size relative to each other Learn how to use commas Use question and exclamation marks within independent writing Listen and discuss a range of poems Using time connectives to indicate time Read Year 2 common exception words and spell most of them Able to tell the difference between fiction and non-fiction books Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Make simple additions, revisions and corrections to their own writing Distinguishing between homophones and near-homophones Add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly
<b>Maths</b>	<b>Measurement: Length and Height</b> Compare lengths. Order lengths. Four operations with lengths. <b>Geometry: Position and Direction (links to Geography)</b> Describing movement. Describing turns.	<b>Measurement: Time</b> O'clock and half past. Quarter past and quarter to. Telling time to 5 minutes. Minutes in an hour, hours in a day. Find durations of time. Compare durations of time.

	Describing movement and turns. Making patterns with shapes. <b>Consolidation and Problem solving</b>	<b>Measurement: Mass, Capacity and Temperature</b> Compare mass. Measure mass in grams. Measure mass in kilograms. Compare capacity. Millilitres. Litres. Temperature. <b>Consolidation</b>
<b>Science</b>	I can notice that animals, including humans, have offspring which grow into adults I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air) I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	I can observe and describe how seeds and bulbs grow into mature plants I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy
<b>DT</b>	<b>Cooking</b> Use the basic principles of a healthy and varied diet to prepare dishes and understand where food comes from. Cheese scones - rubbing in, weighing. Chocolate Chip Fairy Cakes - combining ingredients, spooning mixture into cases. Pizza muffins - designing, creating pizza. Flapjacks - melting, spreading. Thumb print cookies - cookie dough, filling. Celebration Cooking - links to the time of year. <b>Sewing</b> To be able to recognise binca as a material and be able to draw around the template of choice. Threading of needle, start off and create a running stitch. To create a back stitch.  Design, make and evaluate a moving picture using a lever. <ul style="list-style-type: none"> <li>· design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>· generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>· explore and use mechanisms in their products.</li> <li>· explore and use mechanisms in their products.</li> <li>· evaluate their ideas and products against design criteria.</li> </ul>	

<b>Computing</b>	<p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p> <p>Understand that programs run by following clear instructions</p>	<p>Uses technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Use technology purposefully to create digital content comparing the benefits of different programs</p> <p>Able to save and open their own work</p>
<b>Art</b>	<p>Camouflage (links to Science)</p> <p>Select and modify by cutting using a range of materials and develop a wide range of art and design techniques.</p>	<p>Study of a famous artist (Van Gogh). Sunflowers (links to Science).</p> <p>Produce creative work.</p> <p>Learn about the work of a range of artists.</p> <p>Develop a wide range of art and design techniques.</p>
<b>Geography</b>		
<b>History</b>		
<b>PE</b>	<p><b>Physical literacy - Strikers</b></p> <p>Roll &amp; stop a ball with control.</p> <p>Throw underarm with control to a target.</p> <p>Throw a ball underarm to a partner.</p> <p>Catch a ball with 2 hands from short distance.</p> <p>Hit/strike a ball with a hand to a partner.</p> <p>Hit a ball using a bat/ racket.</p> <p>Use a simple scoring system.</p> <p>Work as a small group to play a game.</p> <p><b>Country dancing:</b></p> <p>Link actions; remember and repeat dance phrases.</p> <p>Perform short dances, showing an understanding of expressive qualities.</p> <p>Describe the mood, feelings and expressive qualities of dance.</p> <p>Describe how dancing affects their body.</p> <p>Know why it is important to be active.</p>	<p><b>Fitness (Outdoor plan) TBC</b></p> <p><b>Dance - Minibeasts TBC</b></p> <p>Perform body actions with control and coordination.</p> <p>Choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling.</p> <p>Link actions; remember and repeat dance phrases.</p> <p>Perform short dances, showing an understanding of expressive qualities.</p> <p>Describe the mood, feelings and expressive qualities of dance.</p> <p>Describe how dancing affects their body.</p> <p>Know why it is important to be active.</p>
<b>Music</b>	<p>Learn how to play a tuned instrument; 'cello, violin, trumpet, descant recorder.</p> <p>Singing in tune, to a rhythm, as a group.</p>	<p>Learn how to play a tuned instrument; 'cello, violin, trumpet, descant recorder.</p> <p>Use knowledge to sing in canon, rounds and partner songs</p> <p>Sing with a sense of phrase and awareness of technique</p>
<b>PSHE/SMSC</b>	<p><b>Health and Well-Being - Safety First (taught PSHE lessons)</b></p> <p>Keeping Safe</p> <p>Staying Safe at Home</p>	<p><b>Health and Well-Being - Think Positive (delivered via Assemblies, check ins, circle times)</b></p> <p>Think Happy, Feel Happy</p>

	<p>Staying Safe Outside</p> <p>Staying Safe Online (Link with Computing)</p> <p>The Underwear Rule</p> <p>People Who Can Help</p>	<p>It's Your Choice</p> <p>Go Getters</p> <p>Let It Out</p> <p>Be Thankful</p> <p>Be Mindful</p>
<b>RE</b>	<p>Judaism</p> <p>To learn what is special about Judaism.</p> <p>To make links between Christianity and Judaism.</p> <p>To explore special artifacts related to Judaism.</p> <p>To make links between Christianity and Judaism.</p> <p>To understand Shabbat and how it is celebrated.</p> <p>To understand Shabbat and artifacts associated with it.</p> <p>To understand the importance of the Jewish Torah.</p> <p>To know that the Torah scroll is a special book to Jewish people and to know how it should be treated.</p>	<p>Hinduism</p> <p>To be able to explain who founded Hinduism and where</p> <p>To be able to explain the main beliefs in Hinduism.</p> <p>To know which places are special to Hindus</p> <p>To be able to name and describe some special Hindu festivals.</p> <p>To know that Hindus have multiple holy books.</p> <p>To know the name and explain the meanings of Hindu symbols.</p>
<b>Values</b>	Resilience	Co-operation
<b>Visitors/Trips</b>		Parks Trust workshop in local area
<b>Whole School</b>		Sports Day