

## CURRICULUM SUMMARY - April to June 2010

SUBJECT: **English**

YEAR GROUP: Year 2

TEACHER: Caroline Walczyk-Belniak

Week	Learning objectives	Activities (in brief)
1-2	<p><b><u>Stories with familiar settings</u></b>                      To give some reasons why things happen or characters change.                      Revisit the framework and the features of a narrative: orientation, initiating event, complication, events resulting from the complication, resolution and conclusion.</p>	<p><b>Foiled Again</b>                      Talk about living in families; having brothers and/or sisters; being an only child; babysitting siblings; annoying siblings.                      Discuss how character change in the story.                      Construct a Plot Profile.                      Discuss tense, use of direct speech and the development of characters.</p>
3-4	<p><b><u>Playscript</u></b>                      Look at differences between play scripts and narratives.                      To investigate the role of the narrator and other characters.</p>	<p><b>Yeh Shen and the Magic Fish</b>                      Investigate the differences between plays and narrative stories, including the way dialogue is used and the role of the narrator.                      Look out for similarities and differences between the story of Yeh Shen and Cinderella story.                      Practice reading and acting out some of the scenes.                      Re-enact scenes from another viewpoint.</p>
5	<p><b><u>Instructional texts</u></b>                      To understand logical sequences.                      To understand the need for a particular order when writing instructions.                      To read carefully to aid understanding.</p>	<p><b>How to make masks</b>                      Read and discuss instructions.                      Write up a procedure framework and features for a procedure, to help with own writing.                      Rewrite instructions.                      Design a mask and write up instructions.</p>
6	<p><b><u>Poems and chants/ predictable and patterned language</u></b>                      To give reasons why things happen or why characters change.</p>	<p><b>Amphibby Anne</b>                      Complete a Character Profile sheet based on a character from the story.                      Writing poems about a selected character.                      Writing own versions of the story.                      To apply new words in description.</p>

7	<b>Green Camp Week</b>	
8	<p><b><u>Non-literary texts: labels lists and captions</u></b>          To use non-fiction books to find information          write reports          To find an item of information from an informational or reference text.</p>	<p><b>Fossils</b>          Exploring the way a non-fiction book is organized          Discussing the role of captions and labels in a text          Writing a report text          Comparing glossary definitions with dictionary definitions</p>
9-10	<p><b><u>Stories with familiar settings</u></b>          To show understanding of the following terms: author, title, character, setting the scene, poem, question mark, contents.          To use a comprehension strategy: making and confirming predictions.</p>	<p><b>The Great Chase</b>          Make a list of reasons the creatures are chasing one another.          Discuss how making and confirming predictions added to children's understanding of the book.          Find similes in the story.          Explain that when writers want to make a description interesting, they may use phrases that describe ordinary things in a different way.</p>
11	Revision and consolidation	<p>Year 2 high frequency words spelling test          Handwriting competition          Creative writing assignments on different topics          Summer vocabulary activities          Big Book parade- revisiting our favourite stories we read in class</p>

Week	Learning objectives	Activities (in brief)
1-2	<p><b>Addition and Subtraction to 100</b>            Extend understanding of the operations of addition and subtraction.            Use patterns of similar calculations.            Use known number facts and place value to add/subtract mentally.            State the subtraction corresponding to a given addition, and vice versa.            Use known number facts and place value to subtract mentally.</p>	<p>Addition of a teens number and a two-digit number; addition of three numbers            Adding three numbers            Adding and subtracting amounts of money            Introducing addition and subtraction of multiples of a hundred            Adding a single-digit number and a multiple of 100            Addition of a single digit and a two-digit number, with bridging            Subtracting a single digit, bridging 20</p>
3	<p><b>Multiplication</b>            Know by heart: multiplication facts for the 2 and 10 times-tables.            Ten times-table            Multiplication involving money.            Multiplication facts for 10 and 5.</p>	<p>Use known number facts and place value to carry out mentally simple multiplications.            Use simple multiplication to solve simple word problems involving numbers in 'real life'.</p>
4	<p><b>Division - dividing by 10</b>            Use known number facts and place value to carry out mentally simple divisions.            Understanding <math>\times</math> and <math>\div</math>            Mental calculation strategies (<math>\times</math> and <math>\div</math>).</p>	<p>Grouping and sharing problems.            Derive quickly division facts corresponding to the 2 and 10 times-tables; halves of multiples of 10 to 100.</p>
5	<p><b>Fractions - Halves and quarters</b>            Begin to recognize and find one half of small numbers of objects.</p>	<p>Folding in halves and quarters.</p>
6	<p><b>Time: durations</b>            Use units of time and know the</p>	<p>Sequencing times            'O'clock' and 'half past' digital times</p>

	relationships between them. Read the time to the hour, half hour or quarter hour on an analogue clock and a 12-hour digital clock, and understand the notation 7:30	Finding digital times 30 or 15 minutes after/before Finding times 30/15 minutes after/before
7	<b>Green Camp Week</b>	
8	<b>Shape and space</b> Use mathematical vocabulary to describe position, direction and movement, introduction to turning clockwise or anti-clockwise, introduction of right angle.	Visualise common 2-D shapes and 3-D solids Identify shapes from pictures of them in different positions and orientations. Sort, make and describe shapes, referring to their properties.
9	<b>Capacity</b> Measuring and comparing capacities using standard units Organising information using lists and tables	Use standard units to measure capacity of containers. Sort a set of containers according to whether they will hold a litre of water, less than a litre of water or more than a litre of water.
10-11	<b>Revision and consolidation :Securing number facts, relationships and calculating</b> Use the symbols +, -, ×, ÷ and = to record and interpret number sentences. Derive and recall all addition and subtraction facts for each number to at least 10, all pairs with totals to 20 and all pairs of multiples of 10 with totals up to 100.	Derive and recall multiplication facts for the 2, 5 and 10 times-tables and the related division facts Solve problems involving addition, subtraction, multiplication or division in contexts of numbers, measures or pounds and pence

Week	Learning objectives	Activities (in brief)
1	To observe and recognise some simple characteristics of animals and plants. Learn that the group of living things called animals includes humans.	<b>Grouping animals and plants</b> Decide whether a familiar living thing is an animal or plant and give a simple reason for the decision eg it has got leaves, it can move. Give a simple reason why humans are part of the animal group eg we walk, we grow.
2	Learn that humans are similar to each other in some ways and different in others. To explore human variation making observations and comparisons.	<b>Humans and other animals</b> Identify ways in which humans are similar to each other and ways they are different. Recognise that humans' appearance changes over time but others are difficult to change or cannot be changed eg colour, shape of face.
3	Learn that plants in the local environment are similar to each other in some ways and different in others. To make observations and comparisons of local plants.	<b>Different plants</b> identify parts common to plants and point out differences eg shape of leaf, colour of flower, thickness or woodiness of stem. Ask children to choose two different plants and make drawings of them, labelling parts eg stem, leaf, root, flower, branch and describing how these differ.
4	To raise questions about differences between themselves, test them and decide whether their predictions were correct.	<b>Measuring differences between children</b> Make accurate measurements of hand span. With help, produce a block graph showing the number of children with a particular hand span. Describe the shape of the block graph and explain what it shows, where appropriate, in response to simple questions.
5	To treat animals and the environment with care and sensitivity. To recognise hazards in working with soil. To observe and make a record of animals and plants found. To present results in a table.	<b>Plants and animals in the local environment</b> Visit the local park to identify where plants are growing and where there are animals. Identify a number of plants. Produce a record showing clearly the living things they saw and where they were found.

6	<p>To make predictions about the animals and plants found in different local habitats and to investigate these.</p> <p>To use drawings to present results and make comparisons saying whether their predictions were supported.</p>	<p><b>Looking for plants and animals</b></p> <p>Predict and then find out what animals and plants they can find in each and help them to describe, using drawing and writing, differences between the two areas.</p> <p>Suggest reasons for differences.</p> <p>Describe local habitats.</p>
7	<p><b>Green Camp Week</b></p>	
8	<p>To know that flowering plants produce seeds.</p> <p>Learn seeds come from the flower of a plant</p>	<p><b>Flowering plants</b></p> <p>Suggest fruits and seeds which could be added to the class collection.</p> <p>Recognise a variety of seeds from which plants grow.</p>
9	<p>To observe and make a day-by-day record of observations.</p> <p>To use the results to draw a conclusion about what seeds need to begin to grow and decide whether this is what they expected .</p>	<p><b>Growing seeds</b></p> <p>Plant seeds eg broad bean, sunflower in eg soil, potting compost, sand or paper.</p> <p>Suggest how they should plant seeds in eg soil or water and what they should see if they grow</p> <p>Discuss what we are going to look for eg shoots, roots.</p> <p>Make a day-by-day record of their observations.</p>
10	<p>That animals reproduce and change as they grow older.</p> <p>Recognise that animals in their local environment produce young</p>	<p><b>Animal reproduction and growth</b></p> <p>Describe how one animal changes as it grows.</p> <p>Write about, and illustrate, changes in one animal.</p>

Week	Learning objectives	Activities (in brief)
1	To recognise that the Torah is the holy book for Jews.	<b>TOPIC: What is the Torah and why is it important to Jewish people?</b> Talk about what words like 'special' and 'precious' mean. Describe our most precious possession, and think why it is so special to us. Discuss the picture of a Torah scroll and how it is handled and read in the synagogue.
2	To learn that the way in which the Torah is treated shows that Jews believe it is special. To learn about the content of the Torah and that it teaches Jewish people how to live.	Watch and discuss a video about the way people behave when the Torah scroll is taken out - standing up, bowing their heads to the Torah when it is walked around the congregation. Explain that the Torah teaches about these things too, and that it has rules or laws for living which guide the lives of Jewish people.
3	To investigate how a Sefer Torah is made and what this shows about its importance for Jews.	Show a video extract of Jewish children learning Hebrew in synagogue (shul). Show examples of Hebrew writing. Talk about how the letters are formed and that it is written from right to left. Make our own mini Torah scroll using letters from the Hebrew alphabet as decoration.
4	To learn that the Torah has a central place in the synagogue. To learn that it is important to respect other people's special places and the things which are precious to them.	Visit to a synagogue Children identify the ark where the scrolls are kept. Ask the children to do a careful drawing of something they like in the synagogue. Discuss appropriate behaviour in a place of worship.

Week	Learning objectives	Activities (in brief)
5	<ul style="list-style-type: none"> <li>▪ to relate specific human and physical features to a given place</li> <li>▪ to relate knowledge and understanding of their own locality to another area</li> <li>▪ compare their own locality with a different locality</li> <li>▪ to use secondary sources to find out information</li> <li>▪ to develop awareness of the wider world</li> </ul>	<p><b>What is the seaside like? Why do we like to go there? How is the seaside different from our locality?</b></p> <p>Discuss with the children why people like to go to the seaside and, using pictures, photographs elicit from the children the main features of the seaside.</p> <p>Ask the children to look at photographs and text and identify specific buildings found only at the seaside.</p> <p>Identify between six and eight seaside places around the world.</p> <p>Ask the children to talk about places they would like to visit.</p> <p>Compare their lifestyle at home with that of living by the sea</p>
6	<ul style="list-style-type: none"> <li>▪ to use maps and atlases</li> <li>▪ to use a variety of resources to find out information</li> <li>▪ to identify features of a ferry port</li> <li>▪ to compare different fishing boats and methods of fishing</li> </ul>	<p><b>Ferry Port</b></p> <p>Discuss the picture of the port in Dover in Kent, with the ferries being loaded and unloaded. Explain what a ferry is. Identify the physical as well as human features in the port. Describe the cliffs in the background. Identify the English channel on a map of the UK.</p> <p><b>Fishing boats</b></p> <p>Children study two very different kinds of fishing boats - a traditional seine net fishing boat and trawler.</p> <p>They describe the similarities and differences. They make a class chart.</p>
7	<b>Green Camp Week</b>	
8	<ul style="list-style-type: none"> <li>▪ to list features of a shingle beach</li> <li>▪ to describe the features of a seaside resort</li> <li>▪ to use aerial photographs</li> </ul>	<p><b>Shingle beaches</b></p> <p>Children learn about beaches made of shingle (accumulations of small, smooth, rounded pebbles). They look at pictures of a beach in Birling Gap in Sussex. Look at pictures of a <b>seaside town</b> - Tenby.</p> <p>Learn about the history of the town and the tourist attractions found there.</p> <p>List characteristic features of a seaside resort.</p> <p>Identify the harbor and the beaches on a map.</p> <p>Learn what a tide is.</p>

9	<ul style="list-style-type: none"> <li>talk about a seaside leisure activities, e.g. windsurfing</li> </ul>	<b>Windsurfers and other water sports</b> Discuss windsurfing; say that it is a popular sport, especially on exposed stretches of coast. Discuss history of windsurfing. Discuss the photographs; ask children to describe what it might feel like to windsurf.
10	<ul style="list-style-type: none"> <li>to compare features of different beaches</li> </ul>	People at Tenby beach, Tenby harbor, Penally Beach Children list the human features they can see in the photographs. They identify the features that might attract visitors to Tenby and Penally beach.
11	<b>Beach Day</b> Fun day full of seaside activities (arts and crafts, seaside vocabulary games). Children bring to school beach equipment and pretend that our classroom is a beach.	

SUBJECT: **Design & Technology**

YEAR GROUP: Year 2

TEACHER: Caroline Walczyk-Belniak

Week	Learning objectives	Activities (in brief)
1	Learn that there are different types of puppets Learn that puppets are made up of different parts	Examine a selection of hand puppets and finger puppets made from a variety of materials. Discuss with the children the types of puppets, the stories and how they make the characters come to life.
2	Learn a basic joining technique such as sewing	Practice basic sewing techniques <i>eg starting, ending, running stitch.</i>
3	Learn to use a template to mark out identical pieces of fabric	Demonstrate how to use a template to mark out identical pieces of fabric. Children practice this using paper.

4	<p>Establish that ideas for their own designs can be developed by looking at a selection of puppets</p> <p>To identify simple design criteria</p> <p>To model their ideas by making a paper mock-up</p>	<p>Use examples of puppets to talk about ideas that the children might use in their own designs.</p> <p>Show the children how they can adapt a template for the basic shape of their puppet.</p> <p>Use the design to make a paper mock-up.</p>
5	<p>To learn to join their fabric pieces effectively</p>	<p>Mark out, cut and join fabric pieces to make the main part of their puppet.</p>
6	<p>To use appropriate finishing techniques</p>	<p>Add features to puppets using appropriate materials and techniques.</p>
7	<p><i>Green Camp week</i></p>	
8	<p>To evaluate against design criteria</p>	<p>Talk about their finished puppet in relation to how well it works and how well it fulfils the design criteria.</p>