



YEAR TWO SUMMER TERM CURRICULUM

As Speakers and Listeners:

- listen and respond appropriately to adults and peers
- ask relevant questions to extend understanding, knowledge and vocabulary
- adopt a range of drama conventions such as 'set the scene' to explore a setting; 'explore objects' to reveal clues about the characters in the book; 'character in role' and 'role play' to discuss characterisation; 'freeze frames' for sequencing; 'role on the wall' to discuss perspectives of other characters; 're-enact a story with props' to sequence the story; 'visualisation' to imagine what an amazing flying machine might look like;
- use a thesaurus to explore synonyms and antonyms for words found in the story books and examples texts of 'The king who banned the dark': 'Persuasive Letter' and 'The queen who banned the silence', and 'Rosie Revere': 'Frankie Flapper and the fantastic flying machine' and 'The fantastic flying machine.'
- Ensure there is explicit reference to the texts 'The King who banned the dark' and 'Rosie Revere' when answering questions and ask secondary questions to gain a greater depth in responses
- Discuss structure and language features of: a persuasive letter; alliteration poems; explanation texts; diary entry; explanatory letter; invention narratives

As Readers:

As Writers:

- continue to form lower case letters of the correct size relative to one another
 - write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
 - continue to use horizontal joins and learn how to use diagonal joins
 - write persuasive letters (The king who banned the darkness)
 - write a banning narrative (The king who banned the darkness)
 - write an alliterating poem about darkness (The king who banned the darkness) write a list poem about the dark (The king who banned the darkness)
 - write an invention narrative for (Rosie Revere)
 - write an explanation text for (Rosie Revere)
 - write an explanatory letter for (Rosie Revere)
 - write a diary entry for '(Rosie Revere)
 - write a poem with a focus on -est suffix for (Rosie Revere)
 - write a response to an explanation text in the form of a letter
 - write a recount for '(Rosie Revere)
 - PHASE 6
- build on previous word level learning and focus on:**
- formation of nouns using suffixes e.g. – ness, -er and by compounding
 - formation of adjectives using suffixes e.g. – ful, -less
 - use of the suffix -ly to turn adjectives into adverbs
 - /le/ alternative graphemes at the end of words
 - Adding suffixes -ing; -ed; -er; -est; -y to words ending in -e with a consonant before it; words of one syllable ending in a single consonant letter after a single vowel letter
 - Use of suffix -ly to turn adjectives into adverbs

As Mathematicians:

Time: (continued)

- Tell the time past the hour
- Tell the time to the hour
- Tell the time to 5 minutes
- Minutes in an hour
- Hours in a day

Measurement: Length and height

- compare lengths and heights
- measure lengths and heights
- measure length (cm and m)
- compare lengths and order lengths
- four operations with lengths
- problem solving with lengths

Measurement: Mass and capacity

- compare mass and weight and volume and capacity
- measure mass and weight and volume and capacity
- measure using g, kg and ml and l
- compare and order mass/weights and volume/capacity
- four operations with weight and volume
- problem solving with weight and volume
- temperature

<ul style="list-style-type: none"> • read accurately by blending sounds in words, read common exception words, read aloud books at a suitable level • explore themes in the key texts 'The King who banned the dark' and 'Rosie Revere' • discuss understanding of books at a higher level than they can read independently • participate in 'book talk', discussing how and why writers make choices and how links can be made between books • read information texts and look at portraits of past and present monarchs and discuss appearance, clothing and attributes of a sovereign • read information texts about past and present monarchs (links to history) • use a thesaurus to explore synonyms and antonyms • read a persuasive letters; banning narratives; poems; invention narratives; diary entries; explanatory texts and recounts • continue to develop reading for pleasure through regular whole class reads and individual reading time • through shared reading continue to develop prediction and inference skills, e.g. display a range of items related to 'The king who banned the dark' text and ask questions: <i>What are these objects and how do they connect to each other? What do you think the quote has to do with the story?</i> • Examine the language features; writer's knowledge; vocabulary choices; and intended effect on the reader found in example texts that innovate the stories, e.g. 'The king who banned the dark': 'Persuasive Letter' and 'The queen who banned the silence'. 'Rosie Revere': 'Frankie Flapper and the fantastic flying machine' and 'The fantastic flying machine.' 	<ul style="list-style-type: none"> - Homophones 'they're; there; their - Use of alliteration and similes - Rule for when 'a' becomes 'an' <p>build on previous <u>sentence level</u> learning and focus on:</p> <ul style="list-style-type: none"> - expanded noun phrases for description and specification - subordination (using <i>when; if; that; because</i>) - co-ordination (<i>or; and; but</i>) - how grammatical patterns in a sentence indicates its function as a question, exclamation and statement - expanded noun phrases for description and specification <p>build on previous <u>text level</u> learning and focus on:</p> <ul style="list-style-type: none"> - correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs <p>build on previous <u>punctuation</u> learning and focus on:</p> <ul style="list-style-type: none"> - use of capital letters, full stops, question marks, exclamation marks to demarcate sentences - apostrophes to mark singular possession in nouns - apostrophes for contraction - commas to separate items in a list 	<p>Statistics</p> <ul style="list-style-type: none"> • make tally charts • tables • block diagram • draw pictograms (1:1) • interpret pictograms (1-1) • Draw pictograms (2,5, 10) • Interpret pictograms (2,5,10) <p>SATS</p> <p>Positon and Direction</p> <ul style="list-style-type: none"> • language of position • Describe movement • Describe turns • Describe movement and turns • Shape patterns with turns
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<p><u>As Scientists:</u> <u>Uses of Everyday Materials</u></p> <ul style="list-style-type: none"> • Objects, materials and living things can be looked at, compared and grouped according to their features. • Some objects and materials can be changed by squashing, bending, 	<p><u>As Computing Scientists:</u> <u>Computer Science</u></p> <ul style="list-style-type: none"> • Use logical reasoning to create, organise, store, manipulate and retrieve digital content • Recognise common uses of information technology beyond school 	<p><u>As Historians: Marvellous Monarchs</u></p> <ul style="list-style-type: none"> - Use the historical terms year, decade and century. • Sequence significant information in chronological order. 	<p><u>As Geographers:</u> <u>Geographical Skills and Fieldwork</u> <u>Coastline:</u></p> <ul style="list-style-type: none"> • Name and locate seas surrounding 	<p><u>As Musicians:</u></p> <ul style="list-style-type: none"> • Recognise echoing phrases by ear • Communicate the meaning of songs with good diction
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<p>twisting, stretching, heating, cooling, mixing and being left to decay.</p> <ul style="list-style-type: none"> • Bending is pulling or pushing a material until it is no longer straight. Stretching is pulling or pushing a material to make it thinner, longer or wider. Twisting is turning a material until it makes a spiral shape. Squashing is pushing a material so that it becomes flatter. • Tests can be carried out by following a set of instructions. A prediction is a guess at what might happen in an investigation. • Tests can be carried out by following a set of instructions. A prediction is a guess at what might happen in an investigation. • Data can be recorded and displayed in different ways, including tables, charts, pictograms and drawings. • Whether a material can be bent, stretched, twisted or squashed can determine its uses. For example, clay will bend, stretch, twist and squash, and it won't return to its original shape, making it ideal for sculpting. • A material's physical properties make it suitable for particular purposes, such as glass for windows and brick for building walls. Many materials are used for more than one purpose, such as metal for cutlery and cars. • Objects can be made from one material, more than one material or different materials with similar properties. • The results are information that has been found out from an investigation and can be used to answer a question. • Paper is made from wood. There are many types of paper, such as printer paper, newsprint and cardboard. Different paper types have different properties that make them suitable for specific purposes. • Questions can help us find out about the world. 	<p>Information technology</p> <ul style="list-style-type: none"> • Use technology purposefully to create, organise, store, manipulate and retrieve digital content <p>Digital Literacy</p> <ul style="list-style-type: none"> • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies <p>Key Apps Purple mash 2Paint 2Sequence</p>	<ul style="list-style-type: none"> • Describe how an aspect of life has changed over time • Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it. • Sequence significant information in chronological order. • Use historical models to make judgements about significance and describe the impact of a significant historical individual. • Describe the hierarchy of a past society. 	<p>the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe.</p> <ul style="list-style-type: none"> • Name the four cardinal points on a compass. • Follow a route from a set of directions. • Draw or read a range of simple maps that use symbols and a key. • Ask and answer simple geographical questions through observation or from simple data collected from fieldwork. • Collect and organise simple data in chart and tables from primary sources. 	<ul style="list-style-type: none"> • Maintain a body percussion pattern accurately • Recognise the structure of verse and chorus • Play paired echo pieces based on the rhythms of a familiar song • Perform actions while singing an echo song • Use dynamic contrasts and different vocal effects to evoke an atmosphere • Lead an echo song confidently as part of a small group
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<ul style="list-style-type: none"> • Earth provides natural resources, and humans need to ensure that these resources do not run out. Sustainability is looking after Earth for the future. We can live more sustainably by reducing, reusing and recycling. • Recycling is making old, used materials into new objects. Symbols are printed on some packaging to tell us whether or not they can be recycled. <p><u>Beachcombers</u></p> <ul style="list-style-type: none"> • A habitat is a place where a living thing lives. A microhabitat is a very small habitat. • Living things are those that are alive. Dead things are those that were once living but are no longer. Some things have never been alive. • Objects, materials and living things can be looked at, compared and grouped according to their features. • Animals need water, food, air and shelter to survive. Their habitat must provide all these things. • Some objects and materials can be changed by squashing, bending, twisting, stretching, heating, cooling, mixing and being left to decay. 				
<p><u>Key Vocabulary:</u> <u>Uses of Everyday Materials</u> Absorbency, property, absorbent, recycle, bend, rock, bendy, rough, cardboard, rubbish, clay, shape, fabric, smooth, glass, soft, hard, squash, man-made, strength, material, stretch, metal, stretchy, natural, strong, natural, resource ,sustainability, object, texture, opaque, transparent, paper, twist, plastic, waterproof ,pollution, wood.</p> <p><u>Beachcombers</u></p> Recycle, reuse, reduce, biodegradable, plastic, pollution, habitat, microhabitat, Earth, various materials/objects, ecosystem, biodiversity,	<p><u>Key Vocabulary:</u></p> Background, undo, redo, zoom in and out, outline options, eraser, colour pallets, fill tool Open, save, share, change, delete, digital instrument	<p><u>Key Vocabulary:</u></p> Kings, queens, AD – Anno Domini, castle, century, chronology, decade, empire, future, government, hierarchy, kingdom, monarch, monarchy, palace, past, period, power, present, reign, royal, rule, ruler, sovereign, timeline, year, Alfred the Great, William the Conqueror, Henry VIII, Elizabeth I, Queen Victoria, Elizabeth II, absolute power, King John,	<p><u>Key Vocabulary:</u></p> Continents, oceans, map ,globe, atlas ,Atlantic Ocean ,North Sea, Irish Sea, English Channel, England, Ireland, Scotland, Wales, north , east, south, west, northwest, northeast, southwest, southeast, key, symbols, physical features, human features, route, place,	<p><u>Key Vocabulary:</u></p> pitch, pulse, rhythm, dynamics, tempo, timbre, texture, structure, intro, verse, outro, chorus, improvise, compose,

<p>rubbish, , beachcomber, carnivore, crustacean, exoskeleton ,habitat, herbivore, microhabitat, omnivore, predator, prey.</p>		<p>baron, taxes, Magna Carta, parliament, borough, statue of proclamations, Charles I, executed, Oliver Cromwell, Charles II, Bill of Rights, William of Orange, Mary II constitutional monarchy, Great (King Aethelwulf) Osburh (wife) Significant people, Pope, Viking, Anglo-Saxon, Aethelred (King of Wessex), Command, Battles, defend battlefield, King Guthrum, Viking, warlord, Somerset, Athelney, Battle of Edington Victory, Fortified, Towns or 'burhs', Bayeux Tapestry Battle of Hastings, Embroidered cloth, Norman, Conquest Edward the Confessor Harold Godwinson, invaded Throne, Hierarchy, Societies, Nobles, Lords, Landowners, Feudal system, Tenants, Peasants, Knights, Serfs, Vassals, Henry VIII, Field of the Cloth of Gold, Greenwich Palace Tudor Prince Arthur, Heir Anne Boleyn, executed Elizabeth I, Jane Seymour Catherine of Aragon Mary Edward, monasteries Roman Catholic Church Supreme head of the Church of England, Act of Union Statue of proclamations St George's Chapel Windsor Castle, explorers, Exploration</p>	<p>compass points, human features, physical features, Wirral, West Kirby, Peninsula, Irish Sea, similar, different, coastal town, beach, sea wall, RNLI (rescue, boat, etc), sea defence, promenade, marine lake, human features (café, fish n chip shop), primary source and secondary sources.</p>	
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<p><u>As Artists:</u> <u>Mixed Media – Flowers</u></p> <ul style="list-style-type: none"> -Recognise what is mixed media -Discuss famous female artists and observe shape, line, tone, colour and pattern of flowers -Conduct observational drawings and evaluate drawings -Create mood boards -Use block painting techniques such as colour washing and blending -Create tonal charts -Paint drawings adding tone and shades of colour -Add textures to create a mixed media artwork 	<p><u>For spiritual and moral development, children will be learning about:</u></p> <p><u>Our World - What Responsibility Has God Given People for Taking Care of Creation?</u></p> <ul style="list-style-type: none"> -To know what the creation story is and where it is found. -To know what Christians and Jews believe about God, the creator. -To know how we can look after our world. -To question my own beliefs about creation and consider the beliefs of others. <p><u>How do people demonstrate their beliefs?</u></p>	<p><u>Enhancements, Visits & Key Dates:</u></p> <p>Trip to Hoylake Beach and RNLI station</p> <p>Beeston Castle</p>	<p><u>As Respectful Responsible Citizens:</u> <u>Relationships</u></p> <ul style="list-style-type: none"> -Identify the different members of a family and understand their relationships with each of them and know why is important to share and co-operate -understand different forms of physical contact within a family and that some of this is acceptable and some is not -identify things that can cause conflict with friends -understand that sometimes it is good to keep a secret and when it is not -recognise and appreciate people who can help in family, in school and in the community -express appreciation for the people in their special relationship 	<p><u>As Design Technologists: Technical Knowledge</u></p>

	<ul style="list-style-type: none"> -To know what a belief is. -To know why forgiveness is good news for Christians. -To know the difference religion can make to people’s lives. -To know about the beliefs of humanists. 		<p><u>Changing Me</u></p> <ul style="list-style-type: none"> -recognise the cycles of life in nature -talk about the natural process of growing from young to old and understand that this is not in their control -recognise how bodies change since being a baby and on a continuum from young to old -recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts are private -understand that there are different types of touch and can tell you which ones they like and don’t like -identify what they are looking forward to when they are in Y3 	
<p><u>Key Vocabulary:</u> Mixed Media, medium, layering, collage, texture, highlight, tone, mood board, line, shape, colour, Georgia O’Keefe, Rachel Buysch, Frida Kahlo, Sir Thomas Blake, Pablo Picasso, tonal chart, deeper, light and dark.</p>	<p><u>Key Vocabulary:</u> Creation, Bible, Torah , Old Testament, Christianity , Jew , Judaism , Church, belief, God , Creator , Maker, Genesis ,Adam , Eve, Garden of Eden, Natural world, Environment, Special, Respect</p> <p>God, Belief, Creator, Creation, Unique, God, Christian, Creation, Worship, Nature, Bible, Authority, Worship, Prayer, humanist, non-religious, natural, kindness, freedom, happiness, the Happy Human, potential, support, freedom</p>		<p><u>Key Vocabulary:</u></p> <p>Family; Different Similarities; Special Relationship; Important; Cooperate; Touch Physical contact; Communication; Hugs; Like; Dislike; Acceptable;Not acceptable; Friends; Conflict; Point of view; Positive; problem solving; Secret Surprise; Good secret;Worry secret;Telling; Adult Trust;Surprised; Happy; Sad ;Frightened; Trustworthy; Honesty; Reliability; Compliments Celebrate; Positive; Negative;Appreciate;</p> <p>Change; Grow; Life cycle; Control; Baby; Adult; Fully grown; Growing up; Old;</p>	<p><u>Key Vocabulary:</u></p>

			Young; Change; Respect; Appearance; Physical; Baby Toddler; Child; Teenager; Adult; Independent Timeline ;Freedom ; Responsi;bilities Boy/male ;Girl/female; Vagina; Penis; Testicles ;Public; Private ; Touch; Texture; Cuddle; Hug; Squeeze; Like Dislike; Acceptable; Unacceptable;Comfortable Uncomfortable; Change; Looking forward; Excited ;Nervous; Anxious; Happy	
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Books read in the wider curriculum. <i>*recommended books but not yet ordered</i>				
Summer 1	100 Facts Kings and Queens by Miles Kelly <i>Pop Up Crown Jewel.s*</i> <i>Pop Up Kings and Queens by Rachel Saunders.*</i> <i>The Usbourne Book Kings and Queens Picture Book by Sarah Courtauld and Kate Davies.*</i> <i>Kings and Queens: Queen Elizabeth II Edition by Tony Robinson.*</i> <i>Castles (DKfindout!) by Philip Steel.e*</i> <i>Royal London Picture book (Usbourne) by Struan Reid.*</i> <i>British History Makers: Alfred the Great.*</i> <i>People In History: Henry VIII by Stephen White- Thompson.*</i> <i>People In History: Elizabeth I by Stephen White- Thompson.*</i>	Non fiction	The Owl Who Was Afraid of the Dark by Jill Tomlinson. The Dark by Lemony Snickett. The magic paintbrush by Julia Donaldson. <i>Orion and the Dark by Emma Yarlett.*</i> <i>Can't You Sleep Little Bear? By Martin Waddell.*</i> <i>Don't cross the line by Isabel Minhos Martins.*</i> <i>The Accidental Prime Minister by Tom McLaughlin.*</i> <i>Horrid Henry meets the Queen by Francesca Simon.*</i> <i>The Emperor's New Clothes by various authors.*</i> <i>King Pig by Nick Bland.*</i> <i>Paddington at the palace by Michael Bond.*</i> <i>King Arthur and the knights of the Round Table by Marcia Williams.*</i> <i>George in the dark by Madeline Valentine.*</i>	Fiction

Books read in the wider curriculum. **recommended books but not yet ordered*

<p>Summer 2</p>	<p><i>How things work by Jason Conrad.*</i> <i>Wallace and Gromit Cracking Contractions by Derek Smith and Graham Bleatham.*</i> <i>Until I met Dudley by Roger McGough and Chris Riddle.*</i> <i>My Crazy invention sketchbook by Andrew Rae and Lisa Regi.n*</i> <i>Fantastically Great Woman who changed the world by Kate Pankhurst.*</i></p>	<p>Non-fiction</p>	<p>The Dot by Peter H Reynolds. <i>The Most magnificent thing by Ashley Spires.*</i> <i>The Dragon Machine by Helen Ward.*</i> <i>Violet the pilot by Steve Breen.*</i> <i>Audry the amazing inventor by Rachel Valentine.*</i> <i>The girl who never made mistakes by Matt Prett.*</i> <i>Izzy Gizmo by Pip Jones.*</i> <i>At the Seaside: What can you spot? By i-SPY.*</i> <i>Seashore: Explore nature with fun facts and activities.*</i> <i>Coasts – Let’s Explore Britain.*</i> <i>Exploring Coasts: A Benjamin Blog and his Inquisitive Dog by Anita Ganeri.*</i> <i>First book of the seashore (RSPB) by Derek Niemann.*</i> <i>Seaside Towns (Beside the Seaside) by Clare Hibber.t*</i> <i>Seaside Jobs (Beside the Seaside) by Clare Hibbert.*</i> <i>Your Local Area: Seaside by Ruth Thompson.*</i> <i>Lifeboat Crew Member (Here to Help) by Rachel Bount.*</i> <i>Lifeboat Crew (People who help us) by Nancy Dickma.n*</i> <i>Grace Darling (Collins Big Cat Progress) by Anita Ganeri.*</i></p>	<p>Fiction</p>
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