



Leagrave Primary School

‘Striving for Excellence, Learning for Life.’



Year 2 Curriculum Organiser
Summer Term: Land Ahoy!

English:

Unit 1 – The Night Gardener

Reading Knowledge & Skills

- Make predictions
- Make inferences from the text
- retrieve answers from the text



Writing knowledge and skills

- features of a letter
 - identify conjunctions
 - write a character description
 - identify features of a job advert
- Write a job advert

English:

Unit 2 –Instructions

Reading Knowledge and Skills

- retrieval skills
- prediction

Writing knowledge and skills

- identify synonyms and antonyms
- identify imperative verbs
- features of instructions

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Year 2 Basic Skills Coverage Summer Term One

Personal, Social, Health and Relationship Education:

- Know that the characteristics of friendships, include: mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interesting and experiences, support with problems and difficulties.
- Recall rules for keeping physically and emotionally safe.
- Recognise that a person's behaviour can directly affect the rights of others.

Maths:

Length and Height

- Choose and use appropriate standard units to estimate and measure length / height in any direction (m/cm) and mass (kg/g) to the nearest appropriate unit, using a ruler and scales.
- Compare and order lengths and mass and record the results using >, < and =

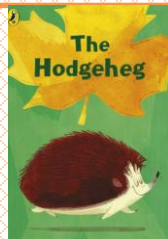
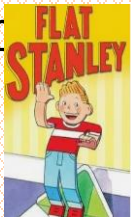
Time

- Tell the time to five minutes, including quarter past / to the hour and draw the hands on a clock face to show these times.
- Know the number of minutes in an hour and the number of hours in a day.
- Compare and sequence intervals of time

Capacity, Volume and Temperature

- Chose and use the appropriate standard units to estimate and measure capacity (l / ml) and temperature (oC) to the nearest appropriate unit, using thermometers and measuring vessels.
- Compare and order volume / capacity and record the results using >, < and =

Class Reader



Home Learning Focus

- Reading at home every day
- Continuing to learn the 2, 5 and 10 x tables
- Spelling the Year 2 common exception words
- Telling the time to the nearest 5 minutes
- Measuring lengths, heights and weights

Whole School Values Focus

FRIENDSHIP

English:

Unit1 – Recount

Reading Knowledge and Skills

- To sequence events
- Make inferences from the text

Writing knowledge and skills

- Identify conjunctions
- Write the 5 Ws
- rite a recount

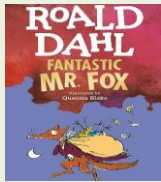
English:

Unit 2 –Shape poems

Writing knowledge and skills

- Identify features of shape poems
- Identify and use similes in context
- Write shape poems

Class Reader



Willa

Whole School Values Focus

KINDNESS

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Year 2 Basic Skills Coverage Summer Term Two

Personal, Social, Health and Relationship Education:

Knowledge and Skills

- Describe the effects of loss and change.
- Recognise that they belong to different communities.
- Discuss good and not so good feelings and develop simple strategies for managing feelings
- Recongnise what is fair and unfair, kind and unkind right and wrong.
- Identify the similarities and differences between people.

Spiritual, Moral, Social, Cultural Links

Maths:

Capacity, Volume and Temperature

- Chose and use the appropriate standard units to estimate and measure capacity (l / ml) and temperature (oC) to the nearest appropriate unit, using thermometers and measuring vessels.
- Compare and order volume / capacity and record the results using $>$, $<$ and $=$

Position and Direction

- Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)
- Order and arrange combinations of mathematical objects in patterns and sequences

Problem Solving

- A variety of investigations which link all of the learning the children have carried out this year.

Home Learning Focus

- Reading at home every day
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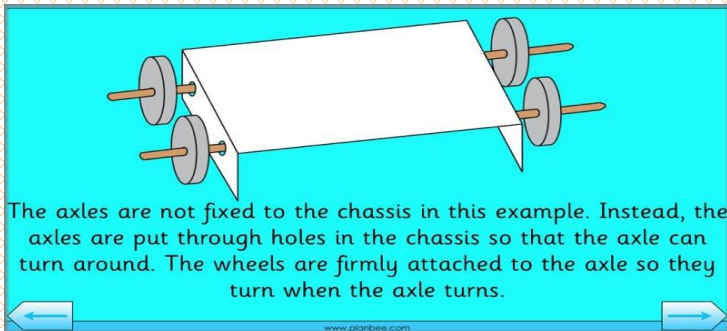
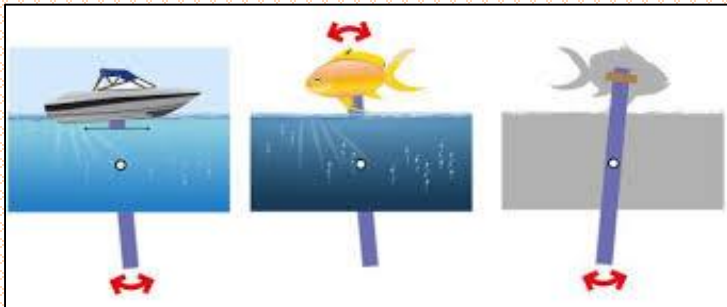
Year 2 Land Ahoy! Summer Term

Enrichment Opportunities

Wow Entry and Outcome: Pirate Day

Curriculum Corner assembly

Visits and Visitors: The Maritime Museum, London.



The axles are not fixed to the chassis in this example. Instead, the axles are put through holes in the chassis so that the axle can turn around. The wheels are firmly attached to the axle so they turn when the axle turns.

History

Describe and explain the importance of an individual's achievements.

- Important individual achievements include great discoveries and actions that have helped many people. eg How Christopher Columbus discovered America, and Captain Cook's mapping of newly discovered continents and islands and his circumnavigation of the Earth.
- The impact of significant historical individuals can include greater knowledge of the world, improvements to local or national life and personal achievements. Significant individuals include Captain Cook, Grace Darling and Christopher Columbus.

Design and Technology

Attach features to a vehicle (e.g. an axle and wheels or a sail and rudder). Join appropriately, with glue and / or tape, for different materials and situations.

- Understand that wheels and axles can be assembled in two different ways:
- The wheel is attached tightly to the axle and the axle is free to rotate
- The axle is fixed with the wheel free to rotate around it

Improve structures by making them stronger, stiffer and more stable

- Stability in structures can be improved by: making the base wider; putting more weight on the base
- Structures can be made stronger / stiffer by: folding paper / card; applying glue to the paper of card

Create and use wheels and axles, levers and sliders

- Understand that a wheel helps to move an object in a direction because it is round. That an axle is the object which joins the two wheels together.
- Understand that wheels and axles can be assembled in two different ways:
- The wheel is attached tightly to the axle and the axle is free to rotate
- The axle is fixed with the wheel free to rotate around it

Produce detailed, labelled drawings or models of products based on criteria design

- Understand what criteria will make their model or product successful

Children understand that labels can show:

- What material it is made out of
- What the part does

Investigate a range of existing products and say if they do what they are supposed to do.

- Identify what the successful criteria should be on an existing product
- Say how well the product meets the design criteria using either a numbered scale (1-5 (with corresponding key)) or with vocabulary such as excellently, well, not well or poor

Explain how closely, finished products, meet their design criteria and say what they could do better in the future.

- Understand that an evaluation should be made against the criteria design
- Say whether or not their final design was successful in achieving the intended criteria design

Art and Design

Use modelling materials to create an imaginary or realistic form

- That different materials (paper, cardboard, pipe cleaners, cellophane, sequins, string, straw, egg boxes etc) can be combined in different ways (glued, tied, punched through) to create different shapes

Cut and tear fabrics and papers, attaching them with different joining techniques

- The size of the cutting and the tearing is dependent upon the purpose (colour / shape) required
- Joining techniques include: gluing, stapling and threading

Create patterns using natural materials (e.g. pebbles, sticks, shells, leaves and petals)

- Natural materials are those that are not made by man such as: pebbles, sticks, shells, leaves and petals)

Geography

Name and locate the world's continents, seas and oceans on a world map or globe.

- The seven continents are Europe, Asia, North America, South America, Africa, Australasia, Antarctica
- An ocean is a large sea : Atlantic, Pacific, Indian, Southern, Arctic

Locate the equator and the North and South Poles on a world map or globe.

- The equator is an imaginary line that divides the world into the Northern and Southern Hemispheres.
- The North Pole is the most northern point on Earth.
- The South Pole is the most southern point on Earth.



Year 2 Subject Focus: Summer Term

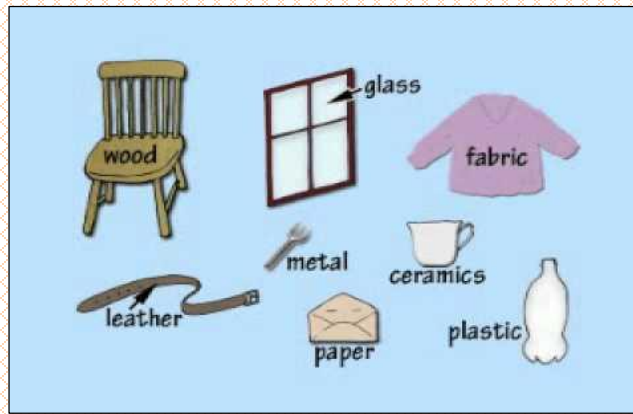
Science:

Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

- Squashing: to press or crush something so that it becomes flat or out of shape
- Bending: changing a straight object so that it becomes curved or bent
- Twisting: changing the shape of an object by turning it from one or both ends
- Stretching: making a shape longer or wider by pulling it (so that it doesn't break)

Identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick/ rock, paper/cardboard for particular use. The following items can be used for the following uses:

- Wood: doors, tables, wardrobes
- Metal: cards, cutlery, coins
- Plastics: bags, bottles, pens
- Glass: windows, glasses, bottles
- Brick: houses, walls
- Paper: exercise books, paper, post-it notes



Religious Education

How can we learn from sacred books and stories?

Make sense of belief

- Identify a belief about God linked to what a holy book says
- Recognise that sacred texts contain stories which are special to many people and should be treated with respect.

Understand the impact

- Recognise how different religions express their scriptures, using symbols by doing what the scriptures say.
- Give simple examples of 'hidden messages' in faith stories, or wise sayings.

Make connections

- Talk about what they like in stories from sacred texts that they hear.
- think., talk and ask good questions about messages within sacred texts and the values, behavior and attitudes of people.
- Suggest feelings and reactions of characters at key points in faith stories

Physical Education

Knowledge and Skills

Athletics

- To run with agility and confidence
- To learn the best jumping techniques for distance
- To throw different objects in a variety of ways
- To hurdle an obstacle and maintain effective running style.
- To run for distance
- To complete an obstacle course with control and agility

Striking and Fielding

- To learn skills for playing striking and fielding games
- To position the body to strike a ball.
- To practise striking a small ball
- To develop catching skills.
- To throw a ball for distance
- To practise throwing skills in circuit.
- To play a game fairly and in a sporting manner
- To use fielding skills to play a game.

Music: Specialist Music Teaching

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically
- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and un-tuned instruments musically.
- Experiment with, create, select and combine sounds using the interrelated dimensions of music.
- Listen with concentration and understanding to a range of high-quality live and recorded music.

Materials all have different properties. This means that some are able to change shape and stay changed (like the plasticine). Other materials can change shape temporarily but will go back to their original shape (like the sponge), and some materials cannot change shape at all (like the stone).



changes shape and stays changed



changes shape temporarily but goes back to original shape



cannot change shape

Computing: We are zoologists

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Recognise common uses of information technology beyond school
- 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.



Year 3 Project Focus: Spring Term

Our Community, Our Country, Our World:

Geography Knowledge and Skills

Describe and compare human and physical features between an area in the United Kingdom and one of a contrasting non-European country. (Our community, our world)

- A non-European country is a country outside the continent of Europe.
- A physical feature is one that forms naturally, and can change over time due to weather and other forces: beach, cliff, coast, forest, mountain, sea, ocean, valley, vegetation
- Human features are man-made and include castles, towers, schools, hospitals, bridges, shops, tunnels, monuments, airports and roads.
- People use human features in different ways. For example, an airport can be used for work or leisure and a harbor can be used for industry or travel.

Locate hot and cold areas of the world in relation to the Equator and the North and South Poles and explain how the weather affects these areas. (ALT Land Ahoy)

- A weather pattern is a type of weather that is repeated.
- Tropical: around the Equator we have climates which are hot and humid, this is where you'll find the world's rainforests.
- Temperate: what we have in the UK; summers are mild and winters aren't too cold.
- Polar: long periods of extreme cold.

Study aerial photographs to describe the features and characteristics of an area of land.

- An aerial photograph can be vertical (an image taken directly from above) or oblique (an image taken from above and to the side).
- Compare aerial images of Luton and The Congo.

Computing Knowledge and Skills

SMSC Links

