

# St Luke's CE Primary – Curriculum Overview

Year 2 Summer 1



## 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:** Little Red Riding hood, instruction, Grandpa Green & Recount writing

#### 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 write sentences about things I have done and things that others have done.
- I can write a long piece of text about a real event in one go.
- I can write for different purposes, using ideas and language from things I have read.
- I can proof read my work, checking for spelling, punctuation and grammar errors and sometimes choosing better words.

#### Grammar and Punctuation

- Adding ly suffix
- Noun phrases
- Ing verbs
- Adjectives
- Adverbs

#### Spelling

- 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.
- Adding suffixes to words.

#### 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:

#### Fractions:

- $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{2}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$ 's,  $\frac{3}{4}$ 's of an object and number.
- Counting in fractions up to a whole.

#### Time:

- O'clock and half past
- Quarter past and quarter to
- Tell the time to 5 minutes
- Minutes in an hour
- Hours in a day



#### Problem solving and efficient methods:

- Using number facts and equivalence
- Using a 100 square
- Missing numbers
- Mental addition and subtraction
- Efficient subtraction
- Solving problems addition and subtraction
- Solving problems multiplication and division
- Solving problems using the four operations.

**Main Learning Focus in Science:**Changing materials:

- Which material should I use?
- How can the shape of solid objects be changed?
- Which material is the stretchiest?
- Which materials are absorbent?
- What is the difference between raw and synthetic materials?
- Why do we change materials?

**Main Learning Focus in Computing:**

- To explore 2Paint A Picture.
- To look at the work of Impressionist artists and recreate them using the Impressionism template.
- To look at the work of pointillist artists such as Seurat.
- • To recreate pointillist art using the Pointillism template.
- To look at the work of Piet Mondrian and recreate it using the Lines template.
- To look at the work of William Morris and recreate it using the Patterns template.
- To look at some surrealist art and create your own using the eCollage function in 2Paint A Picture.

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

- Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah.
- Re-tell a story about the life of the Prophet Muhammad.
- Recognise some objects used by Muslims and suggest why they are important.
- Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.
- Find out about and respond with ideas to examples of cooperation between people who are different.

**Main Learning Focus in PSHE:**Growing and changing

- A helping hand
- Sam moves away
- Haven't you grown
- My body, your body
- Respecting privacy
- Some secrets should never be kept

**Main learning Focus in Music:**

## Pupils will be able to:

- Make plausible descriptions of the music.
- Identify a few instruments and the sounds of different sections of the orchestra.
- Explain what is happening in the music using language relating to emotion.
- Create a piece of music with some appropriate tempo, dynamic and timbre changes.
- Suggest appropriate musical timbres for each of the characters and tempo changes for the actions.
- Perform confidently using appropriate instrumental sounds.

**Main learning Focus in PE:**

- Athletics Ball skills/creating games

### **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.