



## Knypersley First School Year 2 Summer Term Curriculum Plan

Term	Summer 1	Summer 2
Topic	Africa	Superheroes
Core Text	Tinga Tinga Tales & Just So Stories	Traction Man
Debate	Should animals be kept in zoos?	Do heroes need special powers?
English	<p><b>Narrative</b> Traditional Tales Outcome: Using a familiar setting from a traditional tale, children demonstrate how to structure a new sequence of events and use this as a story plan. Children write own short stories in the style of a traditional tale. Include elements from reading, for example formal story language, typical dialogue. Use past tense consistently and temporal connectives to introduce the different parts of the story.</p> <p><b>Non-Fiction</b> Non-Chronological Reports Outcome: Children write their own non-chronological reports arranged into simple paragraphs. Paragraphs for a non-chronological report on a particular theme need subheadings, key details and information to structure the text.</p> <p><b>Poetry</b> Humorous Poems Outcome: Children hear, read and respond to rhymes and simple patterned stories. They join in with 'performances' of them, with and without music, actions and other enhancements. They use simple pattern structures to write their own humorous poems</p>	<p><b>Narrative</b> Quest &amp; Adventure Outcome: Children can plan and write a quest story in story map format and then write a full story following the plan</p> <p><b>Non-Fiction</b> Diaries Outcome: Children can use the features of a diary to write diary entries either a personal recount or fictional</p> <p><b>Poetry</b> Riddles Outcome: Children can use the features of a riddle to create and perform their own riddle to an audience</p>
English Skills	<p><b>Reading:</b> develop phonics until decoding is secure and reading fluent; read by blending sounds; read words of 2+ syllables containing taught GPC's; read words with common suffixes; read common 'exception' words; read frequently encountered words quickly and accurately; read and reread books at appropriate level; discuss fiction, non-fiction and poetry beyond own reading level; discuss word meanings and favourite words/phrases; check for and correct reading errors; make inferences and predictions; ask and answer questions; discuss books, poems and other texts; explain their understanding of texts.</p> <p><b>Writing:</b> spell by segmenting into phonemes; learn new ways of spelling phonemes and some common homophones; spell common 'exception' words and more contractions; use the singular possessive apostrophe; distinguish between homophones and near-homophones; add suffixes to spell longer words;; write simple dictated sentences; use letters and spaces of appropriate size; start using pre-joining strokes; write in different genres for different purposes; plan ideas for writing; record ideas sentences by sentences; make simple additions and changes after proof-reading; in own writing use sentences with different forms, expanded noun phrases, present and past tense correctly, subordination, co-ordination and some features of written Standard English; learn and apply spelling rules in Appendix 1; learn and use grammar rules in Appendix 2</p> <p><b>Spoken Language:</b> listen and respond appropriately; ask relevant questions; build vocabulary; articulate and justify own ideas; describe, explain and narrate for different purposes; express feelings; participate actively in conversations; speculate, hypothesise and explore ideas; speak clearly and fluently in Standard English; take part in discussions, presentations, performances, role-play, improvisations and debates; keep listeners interested; explore different viewpoints; communicate effectively using appropriate register</p>	
Maths	<p><b>Place Value</b></p> <ul style="list-style-type: none"> <li>count in steps of 2, 3, and 5 from 0, and in tens from any number, forwards or backwards</li> </ul>	



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	<ul style="list-style-type: none"> <li>• recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>• identify, represent and estimate numbers using different representations, including the number line</li> <li>• read and write numbers to at least 100 in numerals and in words</li> <li>• use place value and number facts to solve problems.</li> </ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>• recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>• add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens, 2 two digit numbers, adding three one-digit numbers</li> <li>• show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> </ul> <p><b>Problem solving</b></p> <ul style="list-style-type: none"> <li>• Recognise and explain patterns and relationships</li> <li>• Describe and extend number sequences</li> <li>• Predict terms in the sequence</li> <li>• Investigate a general statement about familiar numbers or shapes by finding. examples that satisfy it</li> <li>• Find a stated term in the sequence</li> </ul> <p><b>Measure</b></p> <ul style="list-style-type: none"> <li>• compare and sequence intervals of time</li> <li>• tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</li> <li>• know the number of minutes in an hour and the number of hours in a day.</li> </ul> <p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>• recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> <li>• calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs</li> <li>• show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> <li>• solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</li> </ul> <p><b>Fractions</b></p> <p>☑recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</p> <p>☑Write simple fractions e.g. <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</p> <p><b>Geometry (Shape)</b></p> <p>☑order and arrange combinations of mathematical objects in patterns</p> <p>☑use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three- quarter turns (clockwise and anti-clockwise), and movement in a straight line.</p> <p>Know by heart all addition and subtraction facts for all numbers up to and including 10</p> <p>☑Add mentally three or more small numbers less than 20</p> <p>☑Add several numbers by finding pairs that total 10</p> <p>☑Recognise that when two numbers are close together, it is easier to find a difference by counting up, not counting back</p> <p>☑Say or write the subtraction fact corresponding to a given addition fact, and vice versa.</p>
Science	<p><u>Plants.</u> Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and</p> <p><u>Uses of everyday materials</u></p>



## Knypersley First School Year 2 Summer Term Curriculum Plan

	<p>stay healthy. Use the local environment throughout the year to observe how plants grow.</p>	<p>Identify and compare the suitability of a variety of everyday materials, for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Identify and discuss the uses of different everyday materials so that they become familiar with how some materials are used for more than one thing, suitable or unsuitable for particular purposes. Pupils might find out about people who have developed useful new materials, for example John Dunlop, Charles Macintosh or John McAdam.</p>
<b>Science Investigation</b>	Investigate different conditions for plant growth.	Which is the suitable material for a super hero cape?
<b>Investigation Skills</b>	Throughout year one and two, children will ask simple questions and recognise that they can be answered in different ways. They will observe closely, use simple equipment, perform simple tests, identify and classify, use their observations and ideas to suggest answers to questions, gather and record data to help in answering questions.	
<b>Computing</b>	<p><b>Learning to be creators:</b> Retrieve digital content. Recognise that some forms of communication are better than others <b>Activities:</b> Children to use their own models to take digital images, then to save their images. Children will then use the images to create a comic strip.</p> <p><b>Learning to be scientist:</b> Predict the behaviour of simple programs and explain their thinking <b>Activities:</b> Children will give directions to the beebot thinking about an emergency situation, the children will have to predict whether the transport will get to the right place. Create and debug simple programs</p> <p><b>Activities:</b> Children to know the importance of debugging by using Bee bots.</p> <p><b>Learning to be e-safe</b> understand why passwords are important and the reason for keeping them private. <b>Activities:</b> Children to discuss the importance of keeping passwords private. Understand that computers can be used to communicate with people close and far away. <b>Activities:</b> Children will look at how emailing can help to communicate with people all over the world. Children will also look at other forms of communication.</p>	
<b>History</b>	<p><b>Describe significant people from the past.</b> Study of Nelson Mandela. Look at his life and his achievements in relation to South Africa. Examine the legacy of Nelson Mandela</p>	<p><b>Describe significant people from the past.</b> <i>Discuss local superheroes e.g. James Brindley, Reginald Mitchell, Stanley Matthews. Describe why they could be termed Superheroes. What were they famous for? Why do we remember them? Place events from their life on a time line and discuss significant events from their lives. Examine the life of Florence Nightingale and her impact upon the nursing profession.</i></p> <p><b>Recognise that there are reasons why people in the past acted as they did.</b> <i>Pay reference to the lives of local significant people from the past. Discuss their reasons for their choices.</i> <b>Place events and artefacts in order on a time line.</b> <i>Look at the history of the different emergency services e.g. how did the police, fire and ambulance services start? Look at the formation of the NHS and free healthcare for all.</i> <b>Observe or handle evidence to ask questions and find answers to questions about the past.</b> <i>Examine historical artefacts</i></p>



## Knypersley First School Year 2 Summer Term Curriculum Plan

<p style="text-align: center;"><b>Geography</b></p>	<p><b>Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied-</b> children to look at maps and look at where Africa is, countries that are in Africa and where it is on the world map. They will also look at where it is</p> <p><b>Devise a simple map-</b> Children to make a simple map to where African animals might live.</p> <p><b>What is it like? What or who will I see in this place? Geographical questions and key human features including city, town, village-</b> Children to become more intuitive about a different country, trying to gain as much information as they can about the new country.</p>	<p><i>related to the emergency services e.g .fire helmets</i></p> <p><b>Understanding geographical similarities and differences through studying the human and physical geography of small area of the UK and non- European country-</b> Children to compare the doctors and vets in England and in an African country. Children to look at the environment and the similarities and differences to healthcare in both countries.</p> <p><b>Children to label the four countries and capital cities of the UK and its surrounding seas.</b> Children to then locate where famous doctors and vets are placed.</p> <p><b>Use aerial images and plan perspectives to recognise landmarks and basic physical features-</b> Children to discuss which accident and emergency services Focus on real life heroes- Doctors surgery- <b>What is it like? What or who will I see in this place?</b></p> <p><b>Geographical questions and key human features including city, town, village Identify on a simple map whether real life superheroes live in cities, towns, villages and coastal areas-</b> Why/ Why not?</p> <p><b>Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied-</b> children to look at maps and to identify where superheroes could fly off to.</p> <p><b>Devise a simple map-</b> Children to make their superhero move around a map using co-ordinates.</p> <p>Children to go on a superhero hunt- <b>Children to follow the directions to help the superhero save the day</b></p>
<p style="text-align: center;"><b>Art and Design</b></p>	<ul style="list-style-type: none"> <li>• Use repeating or overlapping shapes.</li> <li>• Show pattern and texture by adding dots and lines.</li> <li>• Explore different methods and materials as ideas develop.</li> <li>• Use a range of digital tools to create different textures, lines, colours and shapes.</li> <li>• Create a natural collage in an African style. To respond to ideas and starting points. To explore different methods and materials as ideas develop.</li> <li>• Sort and arrange materials and to mix materials to create texture.</li> <li>• Study the work of Edward Saidi Tinga tinga.</li> <li>• Mimic the print from African animals/scenes.</li> </ul>	<ul style="list-style-type: none"> <li>• Study and use the techniques of Andy Warhol to create a superhero picture. Describe the work of Andy Warhol and to use some of the ideas studied to create pieces.</li> <li>• Use thick and thin brushes. To mix primary colours to make secondary. To create a colour wheel. Use clay to sculpture superheroes.</li> <li>• Decorate a superhero item of clothing by joining materials with glue and/or a stitch.</li> </ul>
<p style="text-align: center;"><b>Design and Technology</b></p>	<ul style="list-style-type: none"> <li>• Make African food. To cut, peel or grate ingredients safely and hygienically. To assemble or cook ingredients.</li> <li>• Design and make an African village. To design a village using knowledge of Africa. To refine the design whilst making a village. To measure materials to the nearest centimetre and to cut and join materials using a range of techniques. To cut materials safely using tools provided.</li> <li>• Make a moving animal puppet with levers.</li> </ul>	<ul style="list-style-type: none"> <li>• Design an item of clothing for a superhero. To shape textiles using templates. To join materials using running stitch. To colour and decorate textiles using a number of techniques.</li> <li>• Use software to design and model productsCreate a flashing emergency vehicle. To use battery operated equipment. To diagnose faults in battery operated devices.</li> </ul>
<p style="text-align: center;"><b>PE</b></p>	<p><b>Games: bat and ball games.</b></p> <p>- Use the terms 'opponent' and 'team-mate'.</p>	



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	<ul style="list-style-type: none"> <li>- Begin to use rolling, hitting, running, jumping, catching and kicking skills in combination.</li> <li>- Begin to lead others when appropriate.</li> </ul>	
	<b>Swimming termly:</b> swim unaided up to 25 metres and use one basic stroke	
<b>Music</b>	<p><b>To describe music</b> Recognise changes in timbre and dynamics. Identify the beat of a tune. Chn will listen to a selection of African music, they will discuss the pieces and identify the beat, pitch, timbre and dynamics. Chn will learn a selection of call and response songs, they will control their voices to create the sounds. Chn will go on to compose their own call and responses and they will compose music to represent the African animals..</p>	<p><b>To perform</b> Imitate changes in pitch. Make and control long and short sounds, using voice and instruments.</p> <p><b>To Compose</b> Sequence sounds for overall effect. Create short, musical patterns. Create short, rhythmic patterns.</p> <p><b>To describe music</b> Recognise changes in pitch, timbre and dynamics.</p> <p><b>To Transcribe</b> Use symbols to represent a composition and use them to help with performance. Chn will listen to superhero themes. Discuss what they notice about them - pitch, timbre and dynamics. Chn to improvise hero themes for different heroes, using body, voice and instruments. They will compose a hero theme for their own created hero. Chn will use symbols to help them to perform their composition.</p>
<b>RE</b>	<p><b>Storytelling through sacred writings</b> Explore a range of stories and extracts from sacred writings and talk about the meaning they have for believers.</p>	<p><b>Showing Kindness and goodness</b> Listen and respond to stories highlighting the morals and values of believers in practice</p>
<b>PHSRE</b>	<ul style="list-style-type: none"> <li>• When researching African animals we will learn that living things have needs and that we have responsibilities to meet them</li> <li>• what improves and harms their local, natural and built environments and about some of the ways people look after them.</li> <li>• Through our Africa topic we will identify how some diseases are spread and can be controlled and the responsibilities we have for our own health and that of others.</li> <li>• We will learn about Fair Trade farming.</li> </ul>	<ul style="list-style-type: none"> <li>• During the transition into KS2 we will identify and learn about growing and changing and new opportunities and responsibilities that increasing independence may bring.</li> <li>• Throughout the superheroes topic we will develop our knowledge of what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. This will also including that household products, including medicines, can be harmful if not used properly. As we develop our own superheroes we will begin to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).</li> <li>• This will develop into identifying that there are different types of teasing and bullying, that these are wrong and unacceptable. Through discussion and debates we will develop strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</li> </ul>
<b>Special Visits/Visitors</b>	<ul style="list-style-type: none"> <li>• Visit to Knowsley Safari Park</li> <li>• African drumming</li> <li>• Visit from Vet, Nurse, Fireperson. Visit to Fire Station</li> </ul>	