



# The Reddings Primary and Nursery School- Curriculum Map for Summer 2021 Year 2

| Subject        | Summer 1  | Summer 2   |
|----------------|---|--|
| <b>English</b> | <p><b>Amazing grace</b><br/>Re-write the story from the perspective of a different character.<br/>Developing storytelling, language and structure.<br/>Sentence structure including single and multi-clause sentences.<br/>Descriptive vocabulary.<br/>Features of a story text.</p> <p><b>The Lonely Beast</b><br/>Develop story-writing skills inclusive of writing dialogue, character descriptions and adverbials of time.<br/>Writing instructions<br/>Time words as sentence opener Descriptive writing around setting changes.<br/>Developing story language<br/>Sequencing a story.<br/>Creating dialogue.<br/>Noun Phrases</p> | <p>Traction man<br/>Develop story-writing skills inclusive of writing dialogue, character descriptions and adverbials of time.<br/>Writing instructions<br/>Time words as sentence opener Descriptive writing around setting changes.<br/>Developing story language<br/>Sequencing a story.<br/>Creating dialogue.<br/>Noun Phrases</p> <p>Non – Chronological Reports<br/>Refer back to the text for evidence<br/>Use expanded noun phrases<br/>Understand the difference between fiction and non-fiction<br/>To use coordinating conjunctions to link sentences<br/>To understand the use of heading and sub headings.</p> |
| <b>SpaG</b>    | <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]<br/>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because],<br/>Subordinating conjunctions (because , when) or<br/>Introduction to paragraphs as a way to group related material<br/>Headings and sub-headings to aid presentation<br/>Expanded noun phrases</p>   |  |
| <b>Maths</b>   | Dividing equally and with remainders<br>Multiply (variety of methods)<br>Finding part and whole of an unknown number  | Fractions Written addition<br>Written subtraction<br>Problem solving   |



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|                                | Money making combinations and finding change<br>Comparison, difference, more, less and fewer<br>Measures, estimation and measuring  | Time |
| <b>History &amp; Geography</b> | <b>Great Explorers</b><br><u>History</u><br>Vocabulary of past and present, eg 'before', 'after', 'began', 'first', 'next', 'then', 'at last', 'finally'.<br>To include simple phrases such as ' a long time ago' and recently',<br>To be able to order events according to a simple chronology<br>To study an event from living memory and to be able to place it along a timeline, using historical vocabulary<br>To be able to understand and talk about an event from beyond living memory<br>To identify differences and similarities between ways of life in different periods using a wide range of historical terms<br>To begin to be able to ask and answer questions, showing knowledge and understanding of key features of events.<br>To know about significant people in history<br>To have an appropriate knowledge, ((through fieldwork where appropriate ) of the impact of historical events or people, on their locality<br>To know how we find out about the past<br>To be able to choose and use parts of stories and source material to show their understanding of the features of events<br>To be able to identify different ways in which the past is represented<br>To use a range of sources to find out about the past, through primary sources ;such as practical hands on opportunities, through visitors eg parents/ grandparents, as well as though secondary sources such as books and the internet<br>To confidently describe the differences and similarities between artefacts<br>To begin to develop empathy and understanding of the feelings/thought of others (eg through drama; hot seating<br><u>Geography</u><br>To locate UK on a map, atlas and a globe<br>To locate England, Ireland, Wales and Scotland on a map, atlas<br>To be able to locate and name the continents and oceans<br>To be able to locate a non-European country on a map, atlas and globe<br>and a globe<br>Use simple fieldwork and observational skills to study the geography of the school and grounds and the key human and physical features of the surrounding environment |      |



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|                  | <p>To explore using a compass to find North, South, East and West<br/>To be able to talk about the relative location of an object<br/>To plan routes around a simple map and on the ground (eg orienteering)<br/>To devise a simple map and use and construct basic symbols in a key</p>  |   |
| <b>Computing</b> |   | <p><u>Getting Creative</u></p> <ul style="list-style-type: none"><li>➤ Create or capture digital images that can be used for a sequencing activity.</li><li>➤ Create a simple algorithm to specify the process for a simple animation (which could be an image sequence).</li><li>➤ Use the algorithm to create the simple animation (or sequence of images).</li><li>➤ Use appropriate software to write a short description of their animation.</li></ul> <p>Comment on their completed task (saying what they liked and what they would change).</p> |
| <b>Science</b>   | <p><u>Scientists and Inventors</u><br/>With help, suggest some ideas and questions.<br/>Think about how to collect evidence.<br/>Think about and discuss whether comparisons and tests are fair or unfair.<br/>Make observations and comparisons using simple equipment, following simple instructions. Use first-hand experience and with help, simple information sources to answer questions.<br/>Record findings in a variety of ways including tables and graphs. Say whether what happened was what was expected and draw simple conclusions.</p> |   |
| <b>RE</b>        | <p><u>Showing care and concern</u><br/>How have people of faith influenced the world by their actions? How can faith stories guide people in their choices of what is right or wrong? Explore a Christian charity that focuses on justice and fairness. Why do we need rules anyway? Pupils explore what rules an individual or organisation might need and why. How do we know how and when to be good?</p>  |   |



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|               | <p><u>Whose community?</u><br/>         What makes human beings so unique? How we can live together when we are all so different? Pupils share ideas on how we know that people come from different religions. Pupils explore the relationship between humans, their environment and other living things How do the religious groups in your local community look after people and the world?<br/>         What is carried out locally for the benefit of the whole community?<br/>         Should everyone in the world take responsibility for looking after each other?</p> <p><u>Who made the world and other big questions</u><br/>         What do many Christians, Muslims and Jews believe about how the world was made?<br/>         What do Christians believe God is like? Who made the world? How is the victory of good over evil expressed in a range of religions and worldviews? Eg. the story of Diwali, Purim, Bilal (Muslim call to prayer) What might heaven be like?</p> |  |
| <b>Jigsaw</b> | Relationships   | Changing Me  |
| <b>Art</b>    | <p><b>Printing</b><br/>         Use a variety of techniques, Inc. carbon printing, relief, press and fabric printing and rubbings.<br/>         Design patterns of increasing complexity and repetition.</p>  |  |
| <b>DT</b>     | <p><b>Wheels and axles</b><br/>         Make vehicles with construction kits which contain free running wheels<br/>         Use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels<br/>         Attach wheels to a chassis using an axle<br/>         Join appropriately for different materials and situations e.g. glue, tape.<br/>         Mark out materials to be cut using a template<br/>         Cut strip wood/dowel using hacksaw and bench hook<br/>         See glue gun used by an adult<br/>         Investigate strengthening sheet materials<br/>         Investigate joining - temporary, fixed and moving</p>  |  |
| <b>PE</b>     | <p><b>Invasion</b></p> <p><b>Net and Wall games</b></p>   | <p><b>Athletics</b></p> <p><b>Striking games</b></p> |
| <b>Music</b>  | <b>Friendship Song</b>  | <b>I Wanna Play In A Band</b>                        |