

**Curriculum Long Term Overview Map
Summer Term
Year Group 2**

Overall Theme: An Island Home.

(Each of the aspects below will have a comprehensive medium term plan)

SUBJECT	SUMMARY THEME	PROGRAMME OF STUDY
Literacy	<p>Author Study/Link:</p> <p>Fiction : James and the Giant Peach by Roald Dahl. Katie Morag stories.</p> <p>Non Fiction : A variety of texts linked to animals and Life on a Scottish island.</p>	<p>Genre Coverage:</p> <p>To develop the skills linked to character studies and book reviews. Also, to be able to write stories that have a structure.{Story Mountain]</p> <p>To be able to use features associated with reports and explanations.</p>

GRAMMATICAL AWARENESS

1. To be able to use the past and present tenses correctly.

SENTENCE STRUCTURE and PUNCTUATION

2. To turn statements into questions and to add question marks.

3. To compare a variety of forms of questions from texts - *asking for help, asking the time, asking someone to be quiet*

4. To investigate and identify nouns in sentences and use expanded noun phrases for description and specification - for example, *the blue butterfly, the man in the moon*

5. To consistently use subordination - *when, if, that, because* - and coordination - *or, and, but, to* - to make complex sentences

6. To begin to note speech marks in reading and to begin to use speech marks in writing

7. To use apostrophes to mark contracted forms in spelling (linked to spelling lesson)

Mathematics

Number and place value

To be able to round 3 and then 3 digit numbers.

To place them on a number line and bead string.

Also, to write place value additions.

Addition and subtraction

To be able to use partitioning to find doubles and halves of numbers within 100.

To add and subtract 2 digit numbers in line with the school calculation policy.

[using base 10 and numberlines].

Solve problems involving addition and subtraction of pence (<£1)

Numbers and Fractions

Counting in 2s, 3s, 5s and 10s as well as fractions.

Find $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{3}{4}$ of amounts using sharing and number facts.

Multiplication and division

Working out multiplications and divisions using practical equipment as well as using beaded and landmarked lines.

Understanding multiplications the inverse of division.

To be able to apply understanding to problems.

		<p><i>Shape and Measures</i></p> <p><i>To know the days of the week, months of the year.</i></p> <p><i>To tell the time to the nearest 5 minutes.</i></p> <p><i>To collect data to make a block graph.</i></p> <p><i>Naming 3D shapes and identifying their properties.</i></p>
Science	<p>Investigate the life cycles of animals (Butterflies.)</p> <p>Introduction to Food Webs and food chains</p>	<p>We will be making regular visits to the school pond to follow the life stages of frogs as well as setting up a snail hotel and a caterpillar house in order to make close up observations.</p> <p>Other science investigations will be linked to observing and measuring differences within animal species, including humans.</p> <p>We will be learning about the relationships between living things and developing an understanding of their interdependence.</p>
Geography	<p>To compare Blackburn with a contrasting place,</p> <p>The Isle of Coll.</p>	<p>The aim is to start to develop a greater awareness of different parts of the U.K</p> <p>The children will develop geographical vocabulary to describe natural and human features of both places. They will use mapping skills to investigate the area as well as photographs, websites and information books.</p>

		<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p>
<p>Art including focused artist</p>		<p>1. Study the work of Mondrian and respond artistically through a range of curriculum areas:</p> <ul style="list-style-type: none"> - Link the language and form (eg parallel lines) to Maths learning, and become more skilled in using a ruler to draw straight lines - Learn about the colour wheel, primary and secondary colours, tint and tone and use a range of colour media, wet and dry, effectively - In computing, recreate Mondrian's style digitally, using paint packages. <p>2. Respond to Scientific learning about food chains and webs, particularly the role of camouflage or distinctiveness for danger.</p> <ul style="list-style-type: none"> - "Hide" patterns, shapes or pictures of habitats by closely observing the line and colour within and choosing appropriate media, tools and methods to extend the pattern outwards.
<p>D and T</p>	<p>Construction</p>	<p>Children will design and make a wheeled vehicle that will travel down a ramp and over a distance in a straight line.</p>

PE	<p>Summer 1</p> <p>Summer 2</p>	<p>Striking and fielding (Rawmarsh scheme)</p> <p>Games (Rawmarsh scheme)</p> <p>Outside and Adventurous. (including activities at Water Park in July)</p> <p>Outdoor Athletics (Rawmarsh) - linked to Sports Day skill practice</p>
RE	RE - Ascension and Pentecost	<p>The aim of this unit is to: begin to develop the children's knowledge and understanding of these two very significant events. Give children an opportunity to begin to explore the concept of God as three in one. Emphasize the importance of these events in the life of Jesus and the Church, then and now.</p> <p>KEY QUESTIONS</p> <p>Why is Ascension a special celebration in the church year?</p> <p>What happened at Pentecost?</p> <p>Why is Pentecost often called the Birthday of the Church?</p> <p>How does it feel when we say goodbye?</p> <p><i>*be able to connect their beliefs and values to the beliefs and values of others (in this unit with regard to the importance of these two events.)</i></p>

		<p>The Church The aim of this unit is to: give the children an understanding of 'Church' as a place and as a body of people.</p> <p>KEY QUESTIONS</p> <p>What makes a place special? Where is your special place? What do you think makes a Church a special place? Why is the church a special place for Christians? Why/when do people go to Church? What happens in the Church?</p> <p><i>* begin to develop respect for other people's special things and places</i></p> <p> Non-Christian Faith Unit - Places of worship Additionally, spend time exploring other places of worship. Choose places appropriate to your local community and particularly in Lancashire it would be important to look at Mosques and Synagogues.</p>
Music	Music of the Scottish islands.	<p>During this Music topic the pupils will be taught:</p> <p>To listen to and appraise music from different Islands.</p> <p>Improve their own compositions based on a piece of music from a nearby Island and perform music that has an order, structures and phrases.</p>

<p>PSHE</p>	<p>Preparing for the transition from the infants to the juniors.</p>	<p>Children will be given opportunities to express feelings/ concerns about the transition. There will be opportunities to meet the new teacher as well as ask questions. Children from the current Yr 3 classes will visit Yr 2 and answer questions.</p>
<p>Computing</p> <p>Summer 1</p>	<p>Creativity - Graphics</p>	<p>2 Type - 5- 10mins Beginning of each lesson "Teaching Keys"</p> <ul style="list-style-type: none"> • To learn how to build a multi layered picture. • To load a previously saved file. • To learn how to use the spray tool. • To learn how to create a pattern. • To review the use of the shape tool. <p>To learn how to select, copy and paste in order to duplicate items.</p> <p>2 Type - 5- 10mins Beginning of each lesson "Teaching Keys"</p> <ul style="list-style-type: none"> •

Summer 2	Computer Networks	<ul style="list-style-type: none">• To identify what technology is and how it is used in the wider world.• To understand that some images and text are covered by copyright.
MFL		To learn some basic French phrases through songs and games.