St Anne's Catholic Academy
Curriculum Information
Year 2
Summer Term

Subject	The children will learn about…	The children will learn to…	Spiritual, moral, social and cultural values will be promoted by…	Key skills…
ENGLISH	Non - Fiction **Genre: Persuasion** **Focus Texts: Look Up** by Nathan Bryon Fiction **Genre: Narrative** **Focus Texts: Look Up** by Nathan Bryon Poetry **Genre: Poetry Free verse** **Focus Texts: Various texts** Fiction **Genre: Narratives** **Focus Texts: Lost and Found** by Oliver Jeffries Non-Fiction **Genre: Recounts** **Focus Texts: Diary of a Wombat** by	• Build a bank of interesting and precise adjectives that can be used to describe. • Use question marks and full stops. Demarcate sentences with capital letters and full stops. • Use an exclamation mark for a 'wow' sentence or interesting fact. • Use different sentence forms – statement, command and question. • Understand how to use familiar and new punctuation. • Use expanded noun phrases to describe and specify. • Use apostrophes for contacted forms and possession	• Listen and respond appropriately to the views of others, when working as part of a team. • Gain the confidence to cope with setbacks and learn from their mistakes. • Children work collaboratively	• Investigate spelling patterns. Spell first 100 high frequency words correctly. • Edit work to check for sense and meaning. • Use appropriate sizing and orientation for letter formation.

	Jackie French and Harper Collins			
MATHS	• Measurement -length and height • geometry – Position and Direction • Problem solving • Measurement – Time • Measurement – Mass, Capacity and temperature.	• Use units of measure, cm & m to order and compare. • Describe position of shapes and use clockwise and anticlockwise to describe a turn. • Tell the time to the hour, half past the hour	• Children work collaboratively. • Gain the confidence to cope with setbacks and learn from their mistakes	• Use a range of measuring tools for measuring length, height, weight. • Find the information in word problems to calculate answers.

				• Quick recall of arithmetic questions. • Use mathematical vocabulary
RE	• Easter • Our Church • Pentecost • The Mass	• Learn to use and join in prayers from Scripture and Tradition. • Become familiar with the signs and symbols used by the church. • Learn about Easter being a special time of year when we give thanks to God and the sacrifice he made. • To understand how the Holy Spirit came upon the disciples. • To understand how as Jesus' followers can spread the word of God	• Children will be taught to think of others, listen well to others' points of view and try to imagine others' points of view, especially those who live in difficult circumstances.	• Group work, discussion, thinking skills • reading sills • empathetic writing • interpreting symbolism sequencing skills • research skills
PE	Rounders – Hit, Run, Catch Tennis – Send and Return GAMES Run Jump Throw ATHLETICS Sports Day	• To know how to score a rounders game simply. • To know how to work as a team to field effectively. • To know the role of a wicketkeeper or backstop • To know the importance of strength and flexibility in a broad range of throwing,	• Working as part of a team • Encouraging one another to manage challenges • Understand the importance of turn taking	• Turn taking • Keeping score • Rules of a game • Hand-eye coordination

		running and jumping activities - • To know how to work collaboratively as part of an athletics team. -.		

		• To know how to track the path of a ball over a net and move towards it • To know how to send a ball over a net using a racket. • To know how to combine isolated skills, e.g. moving towards a ball to make contact • To know how to score a simple send and receive game.		
ICT	Creating media – digit media Programming quizzes	• To say how music can make us feel. • To identify that there are patterns in music • To experiment with sound using a computer • To use a computer to create a musical pattern. • To explain that a sequence of commands has a start and an outcome • To create a program using a given design. • To create a program using my own design.	• Team work, supporting and helping overcome errors.	• Working as part of a group. • Logical reasoning • Problem solving
Music	Friendship Song A song about being friends. Reflect, Rewind and Replay Classical The history of music, look back and consolidate your learning, learn some of the language of music	• To know the Key of C • To know the notes E, G, A + B • To know some songs, have a chorus or a response/answer part. To know that songs have a musical style. • To know that music has a steady pulse, like a heartbeat. • To know that we can create rhythms from words, our names, favourite food, colours and animals. • To know Rhythms are different from the steady pulse. • To know we confidently know and sing five songs from memory. • To know that unison is everyone singing at the same time.	• Working with peers to support, challenge and motivate each other.	• To respond to music, picking out themes and instruments. • To identify instruments used in songs.

Year 2 - Wonder Women

This half term I will learn the following skills and knowledge:

Geography	History
Knowledge To name the countries that make up the United Kingdom. To name the capital cities within the UK. To know that London is the capital city of England. To name the country where Florence Nightingale was born – Italy. To name the countries involved in the Crimean War. To know the location of the hospital Florence Nightingale worked at during the Crimean War. To name the countries that Queen Elizabeth I ruled over during her time on the throne.	**Knowledge** To know who Emmeline Pankhurst and Emily Davison are and why they are an important part of British history. To know that the suffragettes were a group of women seeking the right to vote. To know who Florence Nightingale is and why she is important within women's history. To know how Florence changed the way hospitals treated their patients. To know what the Crimean War is and when this happened. To know who Queen Elizabeth I is and when she was queen. To know the role of a queen. To know that England continues to have royal family today.
Skills To locate the United Kingdom and the countries within this on Google Earth, maps and globes. To use maps, atlases, globes and Google Earth to locate the capital cities. To use maps, atlases, globes and Google Earth to locate Italy. To locate the countries involved in the Crimean War on a map and Google Earth. To ask and answer geographical questions.	**Skills** To explain how Emmeline Pankhurst and Emily Davison changed the history of voting in Britain. To explain the impact that the suffragettes had on Britain. To understand what Florence Nightingale did during her time as a nurse and explain this to others. To compare past and present. To research using a range of sources. To explain how Queen Elizabeth became queen.
Art	**Technology**
Knowledge To know who Beatrix Potter is. To know the style of artwork which Beatrix Potter creates. To know what watercolour art is and the techniques used to create it. To know that different brush sizes will create different effects.	**Knowledge** To know how simple 3D textile products are made, using a template to create two identical shapes. To know how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. To know how to thread a needle. To know how to use tools safely. To know and use technical vocabulary relevant to the project.
Skills To record my ideas and opinions of Beatrix Potter's artwork. To experiment with and mix different shades of colour. To be able to select different brush sizes for effect. To edit and improve a sketch. To develop a painting from a drawing. Identify what they might change in their current work or develop in future work.	**Skills** To design, make and evaluate a soft toy for a child. To generate, develop and communicate their ideas through talking and drawing. To select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. To select from and use textiles according to their characteristics. To evaluate their ideas throughout and their final products against original design criteria.

Year 2 - Save our Seas

This half term I will learn the following skills and knowledge:

Geography	History
Knowledge To know what climate change means and how humans are contributing towards this change. To know the names of the oceans and seas and the importance of them. To know the damage that plastic waste is having on our oceans and the sea creatures. To know the importance of recycling, reusing and reducing plastic waste.	**Knowledge** To know who David Attenborough is and the impact he has had on our seas over time. To know the impact climate change has had on our seas over time. To know how fishing has changed over time. To know the impact that overfishing has had on the world's oceans over time. To know why sea temperatures have risen.
Skills To explain the impact plastic waste is having on the sea and creatures that live in the oceans. To consider ways to improve the local environment. To ask and answer geographical questions. To use basic geographical vocabulary to refer to and describe human and physical features. To use simple fieldwork and observational skills to study the geography of Stubbs Pond and create a recount/report based on their findings. To raise awareness and encourage others to recycle, reuse and reduce plastic waste.	**Skills** To use a range of sources to research David Attenborough. To explain why David Attenborough is an important figure in saving our seas, using research as evidence. To use data around climate change to explain the rising sea temperatures. To be able to discuss the damage caused to the world's oceans by overfishing.
Art	**Technology**
Knowledge To know what Aardman Animation are famous for. To know how animations are created and filmed. To know which materials are most useful for creating and shaping models. To know what man-made materials are. To know how to shape materials and to form objects.	**Knowledge** To understand which materials are appropriate to use when creating a simple wheeled vehicle. To identify the simple working characteristics for materials and components. To know how a simple mechanism moves – wheels, axles. To use technical vocabulary when naming and describing tools and materials.
Skills To manipulate clay for a variety of purposes including models To understand the safety and basic care of materials and tools. To experiment with man-made materials, e.g. playdough and clay. To print using a variety of materials, objects and techniques. To work on their own, and collaboratively with others. To use ICT to enhance their work.	**Skills** To design a simple wheeled vehicle with a clear purpose. To create a simple wheeled vehicle with a working mechanism – wheels, axles. To measure, mark out, cut and shape materials and components. To assemble, join and combine materials in order to make a product. To evaluate work against the design criteria, discussing where the model may need improvements.

Year 2 Knowledge Organiser

Living Things and their Habitats

Science	
Knowledge	**Skills**
To know what is different about things that are living, dead or have never been alive. To know what plants and animals need to stay alive. To name the seven life processes using 'MRS GREN'. To know what a habitat and a microhabitat is. To name different habitats and microhabitats. To name a variety of plants and animals in a habitat and a microhabitat. To know what a food chain is. To understand the terms, producer, consumer and predator. To name some sources of food. To use scientific vocabulary.	To sort objects into categories of living, dead or never been alive and give reasons for their choices. To explain some of the life processes. To research different habitats and microhabitats. To draw a map of a local habitat. To describe the conditions in a habitat. To explain why particular animals are suited to their habitat. To explain how an animal is able to survive in their habitat. To create a simple food chain and identify the producer, consumer and predator.

Year 2 Knowledge Organiser

The Environment

Science

Knowledge	Skills
To know the process of melting. To know how to set up a simple test. To know how to generate questions. To know how to sort objects. To know the meaning of the word 'endangered.' To know what is meant by recycling. To know how recycling has an impact on the environment. To know the different animal groups. To know what is equipment is used to measure liquids. To suggest ways to reduce, reuse and recycle. To think of a way to teach people to conserve energy. To answer questions about an animal they have researched.	To set up a simple test. To measure and record the time taken for ice to melt. To sort objects into groups. To generate questions about the rainforest. To sort rainforest animals into groups. To ask questions about endangered animals. To compare two different measurements. To draw a simple conclusion from the results of a test. To identify the material of an object. To make a survey using tallying. To measure and record an amount of water in ml.

Year 2

Wonder Women

SMSC
Spiritual: To ask questions about puzzling aspects of life. To recognise how an individual's actions may affect others. **Moral:** To try new things with the help and support of others. To discuss things of personal interest and join in with familiar activities. **Social:** To show an understanding that our behaviour can affect other people. **Cultural:** To identify some of the different ways the past has been represented. To begin to understand concepts such as women's rights and the social rights movement.

Year 2

Save Our Seas

SMSC
Spiritual: To think about themselves as responsible beings that can play a big part in looking after their local environment To help to raise awareness about the problems of plastic pollution and climate change. **Moral:** To begin to understand the importance of recycling and reusing and ways of avoiding unnecessary waste. To understand the importance of not littering to look after the environment and the species that live within. **Social:** To work collaboratively to look after their local environment by taking part in litter picking. **Cultural**: To find out about the different oceans around the world and the sea creatures that live within them.