



## Deanery C.E. Primary School

### Programme of Work in Year 2 SUMMER TERM 2019



#### British Values

#### English

**Reading-**

Children experience a range of high-quality fiction, non-fiction and poetry, which relate to different areas of the curriculum.

During Year 2, their phonic knowledge and speed of blending increases so that they can decode words independently and quickly. This increases the amount they read and the number of words they can automatically read builds up. The majority of children read independently and tackle more challenging vocabulary with increasing fluency and understanding. The weekly guided reading session, as well as ongoing individual reading, will further develop comprehension skills through detailed discussion and analysis of the text, using inference and skills of deduction.

**Writing-**

Children apply what they know about phonics and spelling rules when spelling unfamiliar words, including two-syllable and three-syllable words. They increase the number of words they can spell correctly in their independent writing in all areas of the curriculum, particularly the common exception words.

Children consolidate their understanding of basic story structure in narrative texts, including different stories by the same author. They recognise formal story elements and common features. In all areas of writing they will develop the four different sentence types: statements, questions, commands and exclamations. They will also be able to construct more complex sentences through the use of conjunctions. Children will also build further on their understanding of grammar, including identifying verbs, nouns, adjectives and adverbs. They will also consolidate their use of punctuation, to include the use of the possessive apostrophe and commas in lists.

**Handwriting-**

Most children will now use neat, joined and legible handwriting both in dedicated practice sessions and consistently across the curriculum.

#### Mathematical Development



In Year 2, most children solve problems that involve all four operations. Children derive and recall all pairs of numbers that total 20 and the multiples of 10 that total 100.

Through regular practice they extend their knowledge of addition and subtraction facts to include all numbers to at least 20. They will also look at inverse operations using a bar model. Children use their counting strategies to derive multiples of 2, 5 and 10. They relate these to the relevant multiplication tables and use the tables to recall multiplication facts and derive related division facts. Fractions of amounts will be calculated using the bar model.

Most children use their knowledge of number facts to add or subtract mentally a single-digit number or a multiple of 10 to or from any two-digit number. Some children will be able to subtract 2-digit numbers where re-grouping is required. They use the language of addition and subtraction accurately. Children understand that multiplication is a shorter form of repeated addition and can be represented by an array or a bar model.

Mathematical reasoning skills are developed through verbal and worded problems. They will apply their mathematical knowledge, linking number stories and number sentences to solve problems.

#### Science

**Working scientifically**

- Asking simple questions.
- Observing closely, using simple equipment.
- Performing simple tests.
- Using observations and ideas to suggest answers to questions

**Plants**

- 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 stay healthy
- To observe micro habitats.

#### R.E.









**Passover- a celebration of freedom**

Describing what *remembering* means. Discussing the importance of Passover for Jews.

**Creation-**

Identify and talk about the concept of creation.

Describe the Christian and Hindu creation stories.

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| <p><b>P.E.</b></p>    | <p><b>Athletics – Sports Day</b></p> <ul style="list-style-type: none"> <li>• Control and coordination</li> <li>• Individual and team challenges</li> </ul> <p><b>Games – Bat &amp; Ball</b></p> <ul style="list-style-type: none"> <li>• Fielding and batting skills</li> <li>• Cooperative team work</li> <li>• Tactics and strategy</li> <li>• Dribbling, kicking and hitting.</li> </ul>   |
| <p><b>I.C.T.</b></p>    | <p>We are Photographers</p> <ul style="list-style-type: none"> <li>• Taking digital photographs</li> <li>• Editing and enhancing</li> </ul> <p>We Are Zoologists</p> <ul style="list-style-type: none"> <li>• Taking photographs</li> <li>• Using the internet for research</li> <li>• Using branching databases</li> </ul>  |
| <p><b>P.S. H. E.</b></p>    | <ul style="list-style-type: none"> <li>• <b>Relationships</b> <br/>Sharing opinions and explaining views<br/>Forming positive relationships<br/>Discuss feelings</li> <li>• <b>Changes</b><br/>Contribute to discussions<br/>Making difficult choices</li> <li>• <b>Environment – Eco group/Care for God’s Creation/Variation</b></li> </ul>  |
| <p><b>Creative Curriculum</b></p>  <p><b>The places people go</b></p> | <p>In <b>ART</b>, we’ll be finding out:</p> <ul style="list-style-type: none"> <li>• Some of the ways holidays are represented in art.</li> <li>• How to represent our own holidays using materials and processes.</li> <li>• How to improve our own work and to comment on the work of others.</li> </ul> <p>In <b>GEOGRAPHY</b>, we’ll be finding out about:</p> <ul style="list-style-type: none"> <li>• Physical and human features</li> <li>• Similarities and differences between holiday locations.</li> <li>• The weather in different holiday destinations.</li> <li>• Effects on the environment</li> <li>• Geographical features of familiar holiday places</li> <li>• Comparing a non-European country with the UK</li> </ul> <p>In <b>HISTORY</b>, we’ll be finding out about:</p> <ul style="list-style-type: none"> <li>• The lives of people in the past.</li> <li>• Differences between their own holiday experiences and those of people in the past.</li> <li>• Effects of events and actions. </li> </ul> |
| <p><b>Circus</b></p>   | <p>In <b>ART</b>, we’ll be finding out</p> <ul style="list-style-type: none"> <li>• How to represent faces using pastels and chalk.</li> <li>• About artists who have used the circus as a theme for their own work.</li> </ul> <p>In <b>GEOGRAPHY</b>, we’ll be finding out:</p> <ul style="list-style-type: none"> <li>• How to make maps and plans using pictures and symbols.</li> <li>• About the weather and climatic conditions in particular localities.</li> </ul> <p>In <b>HISTORY</b>, we’ll be finding out about:</p> <ul style="list-style-type: none"> <li>• People who have lived since the Roman times.</li> <li>• Effects of events and people’s actions. </li> </ul> <p>In <b>D&amp;T</b>, we’ll be finding out about:</p> <ul style="list-style-type: none"> <li>• Making tents to provide shelter.</li> <li>• Choosing and using appropriate tools and materials for a task.</li> </ul>   |
| <p><b>Homework</b></p>    | <p><b>Spellings-</b> Weekly<br/> <b>Reading-</b> Daily (books to be in school each day and will be changed once a week when read).<br/> <b>Writing homework book/ Comprehension/ Grammar homework-</b> weekly rotation<br/> <b>Maths-</b> My Maths/ number bonds/ 2,5,10 multiplication tables/ TTRockstars</p>  |
| <p><b>Further information</b></p>  | <p>For further information please refer to the school website for policies and curriculum details, (<a href="http://web.deanery.bham.sch.uk">web.deanery.bham.sch.uk</a>) or speak to Year 2 staff.</p>  |