















Winton Primary School






Year 2 Summer Curriculum Overview




Key Learning	
Reading 	<p>Our texts in Talk for Reading will be:</p> <p>Leon and the Place Between – We will be looking at features of suspense.</p> <p>Meerkat Mail – The children will be focussing on developing comparing texts and drawing similarities and differences.</p>
Writing 	<p>Our stimulus in writing will be:</p> <p>Kassim and the Greedy Dragon – the children will be developing their narrative writing in the form of a traditional tale.</p> <p>The Titanic – the children will be writing recounts of the event, before writing their own recount based on their own experiences.</p>
Maths 	<p>In maths, we will be learning:</p> <p>Number and Place Value</p> <ul style="list-style-type: none"> To partition numbers, tens and ones in different ways. To position numbers on a number line. <p>Addition and Subtraction</p> <ul style="list-style-type: none"> To add and subtract a two-digit number and ones. To add and subtract a two-digit number and tens. To add and subtract two two-digit numbers with and without bridging. To add three one-digit numbers. To explain commutativity and recognise the inverse calculation. <p>Fractions</p> <ul style="list-style-type: none"> To recognise, find, name and write fractions. To count in fractional steps and to solve problems by counting in fractional steps. To find fractions of a quantity and solve problems involving fractions of quantity. <p>Measurement</p> <ul style="list-style-type: none"> To find different combinations of coins that equal the same amounts of money. To solve two-step problems involving money. To measure length, mass, capacity and temperature accurately. To tell the time to 5 minutes, to compare and order time intervals and order durations of time. <p>Geometry</p> <ul style="list-style-type: none"> To identify and describe properties of 2-D shapes. To identify and describe properties of 3-D shapes. To use positional and directional language.



Key Learning	
Science 	<p>To investigate living things - How can we find out where living things live, what they need, and how they depend on each other for food?</p> <p>To investigate sound and hearing - How do we hear sounds and where do they come from? How to group sounds, ways to compare how sounds are different or similar and how to suggest ways to protect our ears from loud noises.</p> <p>To understand electrical circuits - How does electricity flow through circuits to power appliances?</p>

	<p>To understand movement, forces and magnets - How does pushing, pulling and magnets make things move?</p> <p>To understand the Earth's movement in space - How do the sun, weather and day length change through the day and year?</p>
<p>History</p> 	<p>The Great Fire of London - How and why did the Great Fire of London change the city and the lives of its people?</p> <p>Jethro Tull - How did Jethro Tull's invention help to revolutionise farming?</p> <p>Benjamin Ferrey- How did Benjamin Ferrey help shape Victorian Bournemouth into a successful seaside resort?</p>
<p>Geography</p> 	<p>Fieldwork - The children will be conducting simple fieldwork to understand how weather is measured and recorded, including temperature, rainfall and wind.</p> <p>Australia: Sydney - In what ways is Sydney different to London?</p> <p>Oceans - How would you describe the location of the Pacific Ocean?</p> <p>Climate - How does 'climate' differ from 'weather'?</p> <p>Weather - How would you describe what weather actually is?</p> 
<p>Art</p> 	<p>Ancient Art: How did ancient artists use simple tools and materials to create art? Artist spotlight: The Mesopotamians</p> <p>Weather: How do artists show different moods and weather in their paintings? Artist spotlight: JMW Turner</p> 
<p>Design and Technology</p> 	<p>Couscous Dish: How to design and make a couscous dish for a specific purpose and an intended user. As part of the process students will take inspiration from existing products, select appropriate ingredients and techniques to use and consider safety features.</p>  

PE 	Music 	Computing 
<p>Jumping, throwing and running techniques in Athletics. Invasion games: Handball. Striking and fielding games including rounders and cricket and tennis.</p>	<p>Learning to sing and play a selection of traditional and contemporary singing games. Creating accompaniment patterns for the singing games with a focus on pulse and teamwork.</p>	<p>Program quizzes using Scratch Junior</p>
<p>RE </p>	<p>PSHE </p>	
<p>Buddhism: What is the best way for a Buddhist to lead a good life?</p> <p>Christianity: Why do Christians believe God gave Jesus to the world?</p>	<p>Relationships</p> <p>Changing Me</p>	

Landing	Real World Outcome
<p>The children will consolidate and enrich their history learning on the Great Fire of London with a workshop from the Treehouse Theatre.</p>	<p>Linking to their fieldwork learning in Geography about weather, the children will be speaking to a real weather reporter and even creating their own weather reports in school.</p> 

Home Learning	Key Dates
<p>Using books, the internet, video or even podcasts, we would like you to research some of our main topic areas this half term. You could create a poster, a fact file, a piece of artwork or a PowerPoint presentation to send to your teacher and share with your classmates.</p> <p>You can choose from either</p> <ul style="list-style-type: none"> • The Great Fire of London (History) • Titanic (English/Geography/History) • Australia (Geography) <p>Due in Monday 18th May</p>	<p>Great Fire of London Workshops – Monday 13th and Tuesday 14th April.</p> <p>New Forest Wildlife Park Trips – 2nd June (2AW & 2LU) and 3rd June (2JD & 2ST).</p> <p>Year 1 & 2 Sports Day – Tuesday 23rd June – 9am to approximately 11am.</p>

Drivers Key:		
<p>Enquiry: We frame learning around questions. We promote curiosity and higher-order thinking.</p> 	<p>Aspiration: We encourage pupils to aim high and believe in their abilities. We introduce role models to broaden horizons and inspire ambition.</p> 	<p>Community: We foster a sense of identity and belonging. We build strong links with local geography, history, and people.</p> 