



Curriculum Half Termly Overview



Magnificent Monarchs

Year group - 2

Term - Summer 1

English text types		SPAG
<p>Book read aloud to children The Paper Bag Princess - Robert Munsch & Michael Martchenko</p> <p>Week 1-4: The Brave Princess -Text type: Defeating the Monster. Focus: description. Children enjoy and learn verbally the story as well as adding actions. Emphasising the main parts and adapting them to create their own story.</p> <p>Week 5-6: Should King Charles be the last monarch Text type: discussion / debate. Children understand the layout and key features of a debate and use this to create their own.</p>	<p>Ready to write</p> <ul style="list-style-type: none"> • Use 'ly to turn adjectives into adverbs. • Use of suffixes -er, -est in adjectives. • Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. • Learn how to use expanded noun phrases to describe and specify. • Continue to develop understanding of speech marks. • Use alliteration to interest a reader. 	<p>Use sub-ordination -when, if, that or because. Embellished simple sentences using adjectives. Learn how to use past and present tense correctly. VIPERS - vocabulary, infer, predict, explain, retrieve and sequence.</p>
Maths	Tables and Mental Maths	MFL
<p>Week 1-3: Fractions - identify and understand; part, whole, $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{3}$.</p> <p>Week 4-6: Time -recognise hour and minute hands on a clock. Recognise and draw o'clock, half past, quarter past and quarter to. Tell the time in 5 minutes. Know days of the week.</p>	<p>x2, x5 and x10 tables</p>	<ul style="list-style-type: none"> • Language Angels - animals • Learn the vocabulary for ten animals.
Science		PSHE
<p>Awe and Wonder</p> <ul style="list-style-type: none"> • Children will predict how to make the tallest tower using paper and carry out the investigation. • Children will explore how to make a rain cloud in a jar. • Children will work scientifically to make the strongest bridge using a range of materials. • They will recognise how to charge a balloon to make it move and create rocket mice. 		<p>Relationships</p> <ul style="list-style-type: none"> • Children will identify people in their family and understand that all families are different. • They will begin to understand different close relationships and what makes them feel comfortable. • To understand the importance of friends and how they can have a positive impact in their life. • Children will explore trust and appreciation.
History	RE	PE
<p>All change? Holidays now and then.</p> <ul style="list-style-type: none"> • Children build on everyday knowledge of holidays, treats and leisure time. Links to ideas already shared that life in the past was different in some ways to our lives. • This unit contributes to pupils understanding of primary sources and knowing that there are different ideas about the past/ places and events. • They will have the opportunity to develop local historical knowledge and use oral history sources if available. 	<p>How Do Buddhists Show Their Beliefs?</p> <ul style="list-style-type: none"> • Children explore the 8 spokes for the 8 rules of the Buddhist faith. • They will research and identify how Buddhist home shrine contains rupa of Buddha, candle, food offerings, flowers, incense and possibly pillars/statues to remember family members who have died. • Children will explain the use of se of meditation and the use of charity. • They will describe the use of prayer flags, wheels and beads. And how prayer wheels contain mantras (prayers/kind thoughts). Discuss what a mandala means. • The children will explore and explain how Buddhist spend their day. 	<ul style="list-style-type: none"> • Tennis -children will have fun whilst improving striking a ball with a racket into a certain area. • Participate in team games, developing simple tactics for scoring points by hitting the ball over the net. • OAA - children will follow instructions and work with others. • Listen to or read carefully the instructions, think about the information before completing the actions. Make a plan before beginning. • They will co-operate and communicate in a small group to solve challenges. • Decide with others on a plan to help you to complete the challenges. • To communicate effectively and develop trust. • Use clear, short instructions when guiding your partner.
Art	Music	Computing
<p>Portraits and Poses</p> <ul style="list-style-type: none"> • The children will explore royal portraits paying attention to the clothing, posture, objects, background and expression. They will make simple sketches of portraits, create a digital portrait, recreate a Tudor pose and create a regal self-portrait using an app. 	<p>How does music shape our way of life?</p> <ul style="list-style-type: none"> • Children will use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Children will play tuned and untuned instruments musically. • Children will have the opportunity listen with concentration and understanding to a range of high-quality live and recorded music • They will experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> • Children will be using a computer to create music. • They will listen to a variety of pieces of music and consider how music can make them think and feel. • Children will compare creating music digitally and non-digitally. • They will look at patterns and purposefully create music.