

ACADEMIC YEAR 2018-2019
SUMMER TERM CURRICULUM OVERVIEW FOR PRIMARY
YEAR GROUP – YEAR 2

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| TERM | SUMMER |
| CONCEPT: | Leadership/Systems |
| LEARNING OBJECTIVES: | What do we want the children to learn? |
| WEEK 1 | NUMERACY: |
| | To tell and write time to five minutes, including quarter past /to the hour and draw the hands on a clock face to show these times on analogue and digital clocks. |
| | LITERACY: |
| | To identify quest stories and explore their features through role play. To demonstrate an understanding of punctuation marks and capitalisation through correct usage(starter) |
| | SCIENCE: |
| | To explore living things, non-living things and things which were never alive. To explore the features and characteristics of living and non-living things(Starter Activity) |
| | TOPIC: |
| | To explore Leadership roles (starters) and explore leadership principles like courage, confidence, perseverance, and responsibility. |
| | FRENCH: |
| | To learn how to identify fruits in French. |
| | P.E: |
| | To learn a combination of striking and fielding techniques within a specified play area. |
| | SWIMMING: |
| | Swimming gala rehearsals. |
| | ART: |
| To learn about the history, culture and art of the Maasai tribes. | |
| LIBRARY: | |
| To recall and talk about knowledge acquired in previous term. | |
| ICT: | |
| Introduction to logo and programming. To understand that controlled devices follow instructions. | |
| AFRICAN STUDIES: | |

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| | To look at a world map to see all the deserts in the world |
| | MUSIC: |
| | To practise changing vocal and instrumental sounds individually and in groups and discuss how sounds can be made and changed. To revise recorder tunes and the songs learnt last term. |
| WEEK 2 | NUMERACY: |
| | To compare analogue and digital clocks. To compare, order and sequence intervals of time. To solve simple time word problems. |
| | LITERACY: |
| | To use and spell words with the suffix - ly. To begin to plan and create a quest story by using ideas from known stories, the characters, setting and other elements.(First draft) To use unfamiliar punctuation correctly (speech marks). |
| | SCIENCE: |
| | To identify the differences/compare between living things, non-living things and things which were never alive. |
| | TOPIC: |
| | To explore the different kinds of leaders; poor leadership and good leadership and give examples. |
| | FRENCH: |
| | To learn how to identify vegetables in French. |
| | P.E: |
| | To learn a combination of striking and fielding techniques within a specified play area. |
| | SWIMMING: |
| | Swimming Gala Rehearsals |
| | ART: |
| | To use a range of materials creatively to design and produce Maasai Art. |
| | LIBRARY: |
| | Introduction to book review |
| | ICT: |
| | To understand that machines follow instructions in a set order. |
| | AFRICAN STUDIES: |
| | To Explore features of the Sahara Desert |
| | MUSIC: |
| | To explore and control instruments. To learn facts about didgeridoo. To listen to a recorder tune with new note "F#" |
| WEEK 3 | NUMERACY: |

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| | <p>Rounding up and down of numbers to the nearest 10. (Starters)</p> <p>To describe and extend simple number sequences; count on in steps of 3, 5 to 100 from and back to any number .</p> <p>To review what each digit in a two digit number represents, including zero as a placeholder and partition two-digit numbers into a multiple of tens and ones.</p> <p>To use place value and number facts to solve problems (3 days)</p> |
| | LITERACY: |
| | <p>To use and spell words with the suffix - ment.</p> <p>To write own quest stories(Publishing).</p> <p>To learn to use progressive present tenses correctly and consistently.</p> |
| | SCIENCE: |
| | <p>To identify that most living things live in habitats(micro and macro) to which they are suited.</p> <p>To explore micro and macro habitats and the plants and animals that live there (Outdoor Activities).</p> |
| | TOPIC: |
| | <ul style="list-style-type: none"> · To learn about the early life and later life of Florence Nightingale · To identify her role in hospital improvement and World War. |
| | FRENCH: |
| | To be able to mention the different parts of the school. |
| | P.E: |
| | To learn a combination of sequence and coordination skills, footwork and agility skills, quick response time and endurance skills. |
| | SWIMMING: |
| | To learn about the leg actions and body position in back crawl. |
| | ART: |
| | To complete Maasai Art. |
| | LIBRARY: |
| | To learn how to classify fiction and non-fiction books using the Dewey Decimal System of Classification. |
| | ICT: |
| | To understand that machines follow instructions containing numerical data. |
| | AFRICAN STUDIES: |
| | To Investigate the Tuareg people of Sahara Desert |
| | MUSIC: |
| | To explore expressive use of sounds. Practice to recognize changes in tempo, dynamics, timbre, structure and texture. Practice recorder tune "Down in the Valley" |
| WEEK 4 | NUMERACY: |

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| | <p>(As Starters) To recall and use multiplication facts of 2, 5 and 10 multiplication tables, including recognising odd and even numbers and doubling. To show that multiplication of two numbers can be done in any order (commutative) and division of one number by another. To recognise division as sharing and as the inverse of multiplication. To write number sentences using the multiplication, division and equals signs.</p> <p>LITERACY:</p> <p>To use and spell words with the suffix - ness. To identify the features of an information text (biography) and its uses. To learn to use progressive past tenses correctly and consistently.</p> <p>SCIENCE:</p> <p>To explore different plants and animals(minibeasts) in a micro-habitat(Observation and recording). To observe and record plants and animals in a micro-habitat.</p> <p>TOPIC:</p> <p>To explore and also understand how Florence Nightingale’s achievements changed the perspective of hygiene in public places.</p> <p>FRENCH:</p> <p>To be able to identify activities that take place in different parts of the school.</p> <p>P.E:</p> <p>To learn a combination of sequence and coordination skills, footwork and agility skills, quick response time and endurance skills.</p> <p>SWIMMING:</p> <p>To learn about the leg actions, head and body position in back crawl.</p> <p>ART:</p> <p>To introduce children to the method of pointillism and the art work of Georges Seurat.</p> <p>LIBRARY:</p> <p>To learn what a thesaurus is and how to make use of it.</p> <p>ICT</p> <p>To be able to program the software turtle using forward, back, left and right.</p> <p>AFRICAN STUDIES:</p> <p>To Investigate the Tuareg people of Sahara Desert</p> <p>MUSIC:</p> <p>To learn to play recorder tunes from formal notation. Staff, treble clef, notes on the treble staff. To sing songs with increasing understanding of elements of music.</p> |
| WEEK 5 | <p>NUMERACY:</p> <p>To solve problems involving division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including (word) problems in contexts.</p> |

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| | <p>To halve numbers to 100. To know and use halving as the inverse of doubling. To solve word problems that involve halving.</p> |
| | LITERACY: |
| | <p>To use and spell words with the suffix - less . To use apostrophes for contracted forms. To create an information text (biography)</p> |
| | SCIENCE: |
| | <p>To explore different plants and animals in a macro-habitat. To create a macro habitat and record their observation(interdependence) over a period of time.</p> |
| | TOPIC: |
| | <p>Define an island and recognise two islands in the U.K. using Primary and secondary sources.</p> |
| | FRENCH: |
| | <p>To learn the parts of the body in French.</p> |
| | P.E: |
| | <p>To learn the drills and rudiments of floor exercises and perform basic flexibility and balancing drills optimally.</p> |
| | SWIMMING: |
| | <p>To further learn about the leg actions, head and body position in back crawl.</p> |
| | ART: |
| | <p>To create pointillism Art inspired by Georges Seurat.</p> |
| | LIBRARY: |
| | <p>To cultivate the art of reading and listening (Student Led)</p> |
| | ICT: |
| | <p>To understand the wider uses of remotely controlled devices.</p> |
| | AFRICAN STUDIES: |
| | <p>To evaluate the trade journey of the Tuaregs</p> |
| | MUSIC: |
| | <p>To perform 'Sound puzzle 'song and sort out instruments into groups. To practice recorder tune 'Peace like a river. Note values and rests.</p> |
| WEEK 6 | HALF TERM BREAK BETWEEN 27TH AND 31ST OF MAY 2019 |
| WEEK 7 | NUMERACY: |
| | <p>To use appropriate standard units to estimate and measure length/height (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.</p> |
| | LITERACY: |
| | <p>To use and spell words with the suffix - ful. To identify the structure of acrostic poems</p> |

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| | Using subordination and co-ordination: writing sentences with two main clauses or with subordinate clauses. |
| | SCIENCE: |
| | To identify the features of a simple food chain. To describe how animals obtain their food from plants and other animals. |
| | TOPIC: |
| | To reiterate on an island learnt previously and recognise two islands in the U.K Identify human and physical features of islands in the U.K and represent same on a map using keys. |
| | FRENCH: |
| | To learn the parts of the body in French using the articles Le, La, Les, L'. |
| | P.E: |
| | To display understanding of the rudiments of floor exercises and simple balancing skills. |
| | SWIMMING: |
| | To learn about the arm actions in back crawl with the floating aids. |
| | ART: |
| | To complete pointillism Art. |
| | LIBRARY: |
| | To cultivate the art of reading and listening (Student Led) |
| | ICT: |
| | To understand that instructions follow a sequence. |
| | AFRICAN STUDIES: |
| | Assessment |
| | MUSIC: |
| | To use sounds expressively to illustrate a scene. To begin to discuss the changes in sound quality. To practice recorder duet. |
| WEEK 8 | NUMERACY: |
| | To count in $\frac{1}{4}$ s and $\frac{1}{2}$ s on a numberline and recognise $\frac{2}{4} = \frac{1}{2}$ To recognise inverse operation of fractions. To use mathematical vocabulary to give instructions for moving along a route, describe position, direction and movement. To know that a right angle is a measure of a quarter turn, and recognise right angles in shapes. |
| | LITERACY: |
| | To read and spell words ending in -tion. To review familiar punctuations. (. .. , .. ? .. , ""!) |
| | To create own acrostic poem. |
| | SCIENCE: |
| | To identify and name different sources of food by making a variety of food chains. |

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| | <p>TOPIC:</p> <p>Investigate the effects of weather on a chosen U.K Island. Locate Bonny Island or Victoria Island in Nigeria. Identify human and physical features of an Island.</p> |
| | <p>FRENCH:</p> <p>Assessment</p> |
| | <p>P.E:</p> <p>To learn a combination of stretching, reaching, curling, twisting, pivotal turning and squatting and body management with steadiness.</p> |
| | <p>SWIMMING:</p> <p>To further learn about the arm actions in back crawl with the floating aids.</p> |
| | <p>ART:</p> <p>To produce observational fruit drawing by tracing, cutting and using free hand drawing skills.</p> |
| | <p>LIBRARY:</p> <p>To cultivate the art of reading and listening (Student Led)</p> |
| | <p>ICT:</p> <p>To be able to program quarter, half, full turns, right angle, straight line, degrees and angles for better navigation of the turtle.</p> |
| | <p>AFRICAN STUDIES:</p> <p>To understand what folk songs are</p> |
| | <p>MUSIC:</p> <p>Create percussion accompaniment to songs. To learn to play 'The Lion sleeps tonight' on recorders. To plan and rehearse group performances.</p> |
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| WEEK 9 | <p>NUMERACY:</p> <p>Addition and subtraction word problems involving money. Find totals, give change and work out which coins to play. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p> |
| | <p>LITERACY:</p> <p>To add '-ing', '-ed', '-est' and '-y' to words ending in -e with a consonant before it. To predict the meaning of compound words. To introduce non-chronological reports (flow diagrams).</p> |
| | <p>SCIENCE:</p> <p>To describe how different habitats provide for the basic needs of different plants and animals in a specific habitat, using the idea of a simple food chain. To describe how animals obtain their food from plants and other animals.</p> |
| | <p>TOPIC:</p> |

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| | <p>Compare and contrast islands in the U.K and Nigeria. To devise a map of a futuristic Island and use symbols as key to represent the human and physical features.</p> |
| | FRENCH: |
| | To learn how to use basic prepositions such as sur, sous, dans, devant, derrière etc. |
| | P.E: |
| | To learn to combine simple game activities with body management movement skills, pulling themselves up and through apparatus. |
| | SWIMMING: |
| | To learn how to demonstrate a complete back crawl using the legs and arms actions without swimming aids. |
| | ART: |
| | To complete observational fruit drawing. |
| | LIBRARY: |
| | To discuss all topics covered during the school year. |
| | ICT: |
| | To be able to predict which shape will be formed by a programmed sequence. |
| | AFRICAN STUDIES: |
| | To figure out what some Yoruba folk songs are about |
| | MUSIC: |
| | To learn to identify the instruments from the Percussion section of the symphony orchestra. Practice recorder tunes learnt since beginning of term. |
| | WEEK 10 TENTATIVE END OF TERM ASSESSMENT |
| WEEK 10 | NUMERACY: |
| | Revision. |
| | LITERACY: |
| | To add -ed, -ing, -er and -est to a root word ending in -y with a consonant before it (copy, copied, copier). To create flow diagrams. To identify and use possessive adjectives. |
| | SCIENCE: |
| | To explore the interdependence of animals and plants in habitats using food web. To create a model of a food web. |
| | TOPIC: |
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| | FRENCH: |
| | To learn how to use prepositions to identify where an object is positioned. |
| | P.E: |

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| | To learn to combine simple game activities with body management movement skills, pulling themselves up and through apparatus. |
| | SWIMMING: |
| | To demonstrate the back crawl for a longer distance performing the basic start and finish. |
| | ART: |
| | To learn about complementary colours and create painting using knowledge of complementary colours |
| | LIBRARY: |
| | To learn to read on their own to learn or to have fun. |
| | ICT: |
| | To be able to predict which shape will be formed by a programmed sequence. |
| | AFRICAN STUDIES: |
| | To sing a Yoruba folk song and talk about what it teaches |
| | MUSIC: |
| | Perform the songs about instruments and their sounds. Sing 'I am the music man' and compose extra verses to the song. Revise all recorder tunes learnt in the course of the session. |
| WEEK 11 | NUMERACY: |
| | Revision |
| | LITERACY: |
| | To add -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (pat, patted, patting). To use punctuations correctly in writing. |
| | SCIENCE: |
| | To explore simple food chain, understanding the key terms such as consumer, predator, prey and producer. To create a simple food chain. |
| | TOPIC: |
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| | FRENCH: |
| | To learn how to identify clothes in french. |
| | P.E: |
| | To learn to move fluently with confidence and control within a given space, change directions adjusting speed and direction to avoid obstacles. |
| | SWIMMING: |
| | To further demonstrate the back crawl for a longer distance performing the basic start and finish. |
| | ART: |
| | To practise collage and mixed media technique using wide variety of materials. |

