

English

Reading:

1. I can listen to, talk about and express my views on poems, stories and non-fiction texts that I cannot read by myself.
2. I correct myself when I am reading when I realise that the sense is lost.
3. I can answer questions about what I have read.
4. In a story, I can identify the characters, settings and main events.
5. I can discuss the order of events in a story.
6. I can discuss how a character may feel based on what they have said, and find words in the text to support this.
7. I can discuss how a character might feel based on their actions.
8. I can predict what might happen next based on what has happened so far.
9. I can summarise the main events of a story.
10. I can explain how a character's feelings change through the events of the story.
11. I can re-read books to build my confidence and fluency in word reading.

Writing:

1. I can use the spelling rules that I have been taught.
2. I can use the progressive form with past and present tense to show actions in progress.
3. I can use co-ordinating and subordinating conjunctions to link my ideas and sentences.
4. I can use capital letters, full stops and question marks to show where sentences start and end.
5. I can use commas when writing a list.
6. I can use apostrophes in contracted words.
7. I can write simple, coherent narratives about personal experiences and those of others.
8. I can write about real events that I have experienced simply and clearly.
9. I can re-read my writing to check it makes sense.

Maths

Measures: Mass, Capacity and volume

I can accurately read different Weights and compare masses in kilograms and grams.
I can read and measure temperature.
I can estimate, measure and understand litres and millilitres. I can compare and order capacities.

Exploring calculation strategies

I can apply addition and subtraction strategies to solve equations.
I can illustrate and explain addition and subtraction using the column method.

Multiplication and division: 3 and 4

I can explore multiplication and division facts for the 3 and 4 times tables.
I can relate the 4 times table with doubling the 2 times tables.
I can describe, interpret and represent multiplication and division using arrays and bar models.
I can recognise inverse relationships with multiplication and division.

Numbers within 1000

I can represent numbers within 1000 in different ways.
I can compare numbers within 1000 using symbols.
I can read scales.

Science

Living things and their habitats

I can explore and compare the differences between things that are living, dead, and things that have never been alive.
I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
I can identify and name a variety of plants and animals in their habitats, including micro-habitats.
I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Dinosaurs

I can sort living or extinct things into groups, using simple features.
I can identify that animals live in habitats to which they are suited.
I can describe how different habitats provide for the basic needs of different kinds of animals.

Art/Design Technology

I can investigate maps as a stimulus for drawing.
I can learn and apply the steps of the felt making process.
I can experiment with a craft technique to develop an idea.
I can develop ideas and apply craft skills when printmaking.
I can present artwork and evaluate it against a design brief.

RE

How should we care for others and the world and why does this matter?

I can understand that each person is unique and important.
I can discuss the benefits and responsibilities of friendship.
I understand that some religions believe serving others and supporting the poor are important parts of being a believer.
I can read stories about how some people have been inspired to care for others because of their religious beliefs.



Year 2 Summer Term Curriculum Overview



Geography

Rainforests

What are the threats facing the rainforest and how could this affect you all the way here in Welling?

I can describe features of my own locality e.g. the jobs people do.
I can explain how the jobs people do might be different in different parts of the world.
I can describe my local area and compare it to another place, e.g. Welling and the Amazon Rainforest.
I can ask and respond to simple questions e.g. What are the people like there?
I can describe a place outside of Europe using Geographical terminology.
I can name the world's oceans and find them in an Atlas.
I can label a diagram or photograph using key Geographical words.

PSHE

Being My Best

- I can explain what happens when I learn something new.
- I can explain how setting a goal or goals will help me to achieve what I want to be able to do.
- I can explain how hand hygiene stops virus' and germs from spreading.
- I can give examples of what I can do and give to my body to stay healthy.
- I can name different parts of my body that are inside me and help to turn food into energy.

Growing and Changing

- I can give support to a friend.
- I can describe feelings of loss and suggest what someone can do if a friend moves away.
- I can describe the stages of growth I have been through and what - I look forward to in my future.
- I can name the human private parts that are used to make a baby.
- I can talk about keeping private parts private.

Music

Song: Friendship Song

I can listen and appraise a range of music of different genres.
I can learn to sing the song.
I can improvise with the song using different voices.
I can perform the song.

Computing

We are Animators

I can learn how animation works.
I can use storyboards to plan an animation.
I can create my own original characters, props and backgrounds for an animation.
I can film, review and edit a stop-motion animation.
I can record audio to accompany their animation
I can provide constructively critical feedback to my peers.

PE

Rackets, bats and balls

I can extend, hitting the ball (with a racket) with accuracy.
I can combine hitting a ball (with a racket) with accuracy and power.
I can hit (strike) a ball (with a racket) with accuracy and power to beat an opponent.
I can begin to hit (send/striking) a ball into space.
I can strike (hit) the ball (with a bat) with intent into space.

