



# Curriculum outline for Y2 *Summer Term*

<b>Maths</b>	<b>Fractions, Time, Money, Pictograms, Times tables Recap learning (number based)</b>
Writing	Non-fiction reports, narratives, retelling
<b>Guided Reading (and Phonics)</b>	<b>Prediction, Inference, vocabulary, fluency</b>
Science	Habitats and plants
<b>Geography</b>	<b>Climate Change</b>
RE	Worldviews including range of religions
<b>PSHE</b>	<b>Healthy me and SRE</b>
PE	Field and striking skills / Yoga / Athletics
<b>Music</b>	<b>Friendship Song</b>
Computing	Pictograms and handling data

# Key dates this term

2W PE	Monday and Wednesday
2SF PE	Tuesday and Friday
Nature in Art Trip	Friday 8th May – All day <b><i>(Parent support will be required!)</i></b>
Sports Day – KS1	Friday July 10th 9:15am – 10:30am
Health Week	w/b 06.07.26
Celebration of Learning	Tuesday 14 <sup>th</sup> July 2pm - 3pm

# Writing

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words\*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.



# *Reading and Phonics*

The pupil can:

- read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes\*
- read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)\*
- read many common exception words\*.

In a book closely matched to the GPCs as above, the pupil can:

- read aloud many words quickly and accurately without overt sounding and blending
- sound out many unfamiliar words accurately.

In a familiar book that is read to them, the pupil can:

- answer questions in discussion with the teacher and make simple inferences.

## Guided Reading Questions

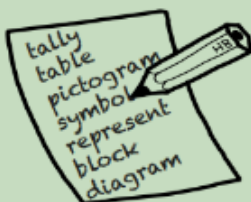
- |  |   |  |   |   |
|--|---|--|---|---|
| <ul style="list-style-type: none"><li>• Can you find a word/sentence that tells/shows you that...?</li><li>• Why do you think that the author used the word... to describe...?</li><li>• Can you find a word in the text that means the same as...?</li><li>• Find an adjective in the text.</li></ul> | <ul style="list-style-type: none"><li>• Who is/are the main character(s)?</li><li>• When/where is this story set?</li><li>• Which is your favourite/worst/funniest/scariest part of the story? Why?</li><li>• Tell me three facts you have learnt from the text.</li><li>• Find the part where...</li></ul> | <ul style="list-style-type: none"><li>• What happens in the beginning of the story?</li><li>• How/where does the story start?</li><li>• What happened at the end of the ...?</li><li>• Can you retell the story to me in 20 words or fewer?</li><li>• What happened before that?</li></ul> | <ul style="list-style-type: none"><li>• What do you think... means? Why do you think that?</li><li>• Why do you think...?</li><li>• How do you think...?</li><li>• When do you think...?</li><li>• Where do you think...?</li><li>• How has the author made us think that...?</li></ul> | <ul style="list-style-type: none"><li>• Where do you think... will go next?</li><li>• What do you think... will say/do next?</li><li>• What do you think this book will be about? Why?</li><li>• How do you think that this will end?</li><li>• Who do you think has done it?</li><li>• What might... say about that?</li></ul> |
|--|---|--|---|---|

18	Recognise and find one third
19	Recognise and find three quarters
20	Tell the time to quarter to/past and 5 minute intervals
21	Calculate change
22	Combine coins to make amounts
23	Construct and interpret pictograms using 2s, 5s and 10s
24	Recall factor-factor-product relationships for 2, 5 and 10 multiplication tables

*Maths*





Pet	total
dogs	6
cats	4
mice	5
rabbits	1


6 people own dogs







Pet	tally	total
cheese		10
egg		20
ham		15
salad		5


# Year 2 Term 5





dogs	
cats	
mice	
rabbits	


 = 1 person

6 people own dogs.  
16 people were asked in total.





dogs	
cats	
mice	
rabbits	


 = 2 people

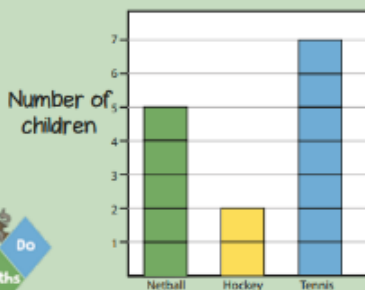
cheese	
egg	
ham	
salad	

 = 5 people

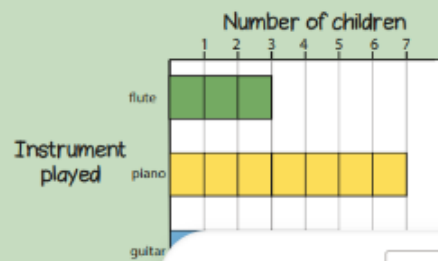
15 people like ham the best.  
50 people were asked in total.

cheese	
egg	
ham	
salad	

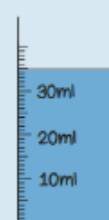
 = 10 people



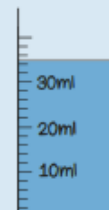
7 children play tennis



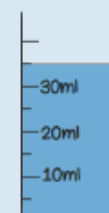
7 children play piano



If there are 10 steps to increase by 10 then the scale is going up in 1s.



If there are 5 steps to increase by 10 then the scale goes up in 2s.

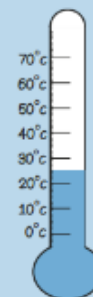


If there are 2 steps to increase by 10 then the scale goes up in 5s.

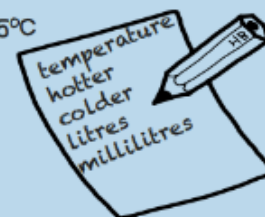


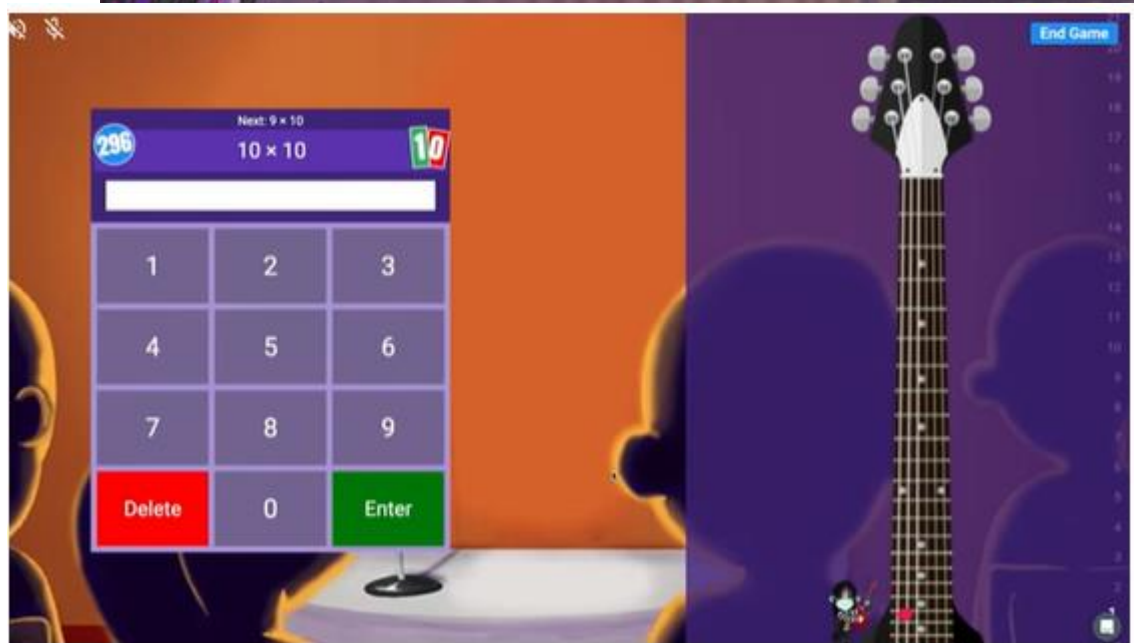
1 litre > 5 millilitres

The bottle has a greater capacity than the teaspoon



25°C is hotter than 20°C  
so  
20°C is colder than 25°C





ANY  
Questions?

THANK YOU FOR

Coming