



Worthington Primary School Curriculum Plan



Respect	Resilience	Pride	Kind and Caring	Optimism	Independence
---------	------------	-------	-----------------	----------	--------------

Tides of Change

Year Group: Year 2	Teacher: Miss Jennings	Summer Term 1
--------------------	------------------------	---------------

English	Maths
<p>Phonics and daily reading support: During this term, within phonics we will continue to work on holding complex sentences in our head, in order to write it all down accurately and looking at a greater range of alternative sounds. The children will be encouraged to use 'trail and error' with all of the known sounds until the word is easily blended together. For example, when reading the word seating the children will be encouraged to sound out the word with all known phonemes until the word makes sense.</p> <p>Phonemes: ea (heather, making the 'e' sound) ea (break, making the 'ai' sound) ea (seat, making the 'ee' sound)</p> <p>The children in Year 2 will then complete a comprehension-based task. This will involve reading several pages based on a topic. This may be fiction or non-fiction. They will then answer a range of questions using retrieval skills as well as inference.</p> <p>Key Literacy texts- Stella and the Seagull- Georgina Stevens</p> <p>Writing: The children will continue to work on all of the previous literacy skills, word types and punctuation covered so far this year, such as the use of capital letters, exclamation marks, comas, adjectives and noun phrases etc. They will begin to develop their understanding of how to add suffixes to root words (help-helping), subordination (using when, if, that, or because) and co-ordination (using or, and or but) In addition to this, they will work on their ability to form short narratives, dialogue and informal letters. All the while the children will be guided on how to select the language and vocabulary which is appropriate for each text type.</p> <p>Reading: The children will have 1:1 reading with an adult at least once a week. The children will be given a home reading levelled book based upon their reading ability as well as a storybook of their choice from the school library. They will also have access to the reading area and have daily story reads as a whole class. Whilst reading they will apply their phonics to decode regular words and read aloud, but will also be encouraged to answer questions based upon what they have read and what they are able to infer from the text.</p>	<p>Money</p> <ul style="list-style-type: none"> To recognise notes and coins To count money-pence To count money-notes To count money- pounds and pence To choose notes and coins To compare amounts of money To calculate with money To make a pound To find change <p>Fractions</p> <ul style="list-style-type: none"> To find parts and a whole To equal and unequal parts To recognise a half To recognise a quarter To recognise a third To find a half To find a quarter To find a third To find a whole number To find a unit fraction To find a non-unit fraction To recognise the equivalence of a half and two quarters To recognise three quarters To find three quarters

Topic: History and Geography	Science
<p>What is it like to live by the coast?</p> <p>Where are the seas and oceans surrounding the UK? What is the coast? What are the features of the Jurassic Coast? How do people use Weymouth? How do people use our local coast? (Data collection) How do people use our local coast? (Findings)</p>	<p>Plants (1)</p> <p>To understand that seeds grow into plants To identify the basic parts of a plant and tree To understand that different plants can grow in the same environment To know the difference between deciduous and evergreen trees To know that fruit trees and vegetables are varieties of plants To record the growth of a plant</p>

Expressive Arts	ICT- Technology
<p>Painting and Mixed Media: Life in Colour</p> <p>Texture hunt Making textures Collage creation Developing detail</p>	<p>Data and information : grouping Data</p> <p>To label objects To identify that objects can be counted To describe objects in different ways To count objects with the same properties To compare groups of objects To answer questions about groups of objects</p>

PE	Music
<p>Athletics</p> <p>Move into a space To control your body and equipment when throwing, running and jumping To land safely when jumping To run and jump on the balls of your feet To show a correct pull throw technique To compete against yourself and others.</p> <p>Fitness</p> <p>To move at speed with control and in a safe way To change direction with coordination To perform a variety of jump combinations To move on and across apparatus To balance with control – both when staying still and on the move To play and compete against others</p>	<p>Focus: Unit 5- Music Technology and Structure.</p> <p>For children to use technology to create and change sounds For children to demonstrate an understanding of musical structure Children will comment and respond to recordings of own and other's compositions.</p>

RE	PSHE
<p>Focus: Who is Jewish and how do they live?</p> <p>To be covered: Make sense of belief:</p> <ul style="list-style-type: none"> Recognise the words of the Shema as a Jewish prayer Retell simply some stories used in Jewish celebrations (e.g. Chanukah) Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like <p>Understand the impact:</p>	<p>Personal Safety.</p> <p>For children to be able to identify different feelings and tell others how they feel For children to be able to name their Early Warning Signs, the physical feelings in their body that help them to know they are not feeling safe For children to know who they could talk with if they have a worry or need to ask for help For children to be able to identify private parts of the body and say 'no' to unwanted touch For children to know what to do if a friend or family member isn't kind to them or if they are worried about something that happens online.</p>

- Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)
- Make links between Jewish ideas of God found in the stories and how people live
- Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)

Make connections:

- Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas
- Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.

Sex and Relationships Education

For children to be able to recognise babies, children and adults of different ages and put them into age order

For children to understand that human babies grow inside their mothers

For children to be able to describe the main physical developments which take place in early childhood

For children to be able to describe some of the changes in responsibilities and expectations during early childhood

For children to understand a baby's basic needs

For children to understand how dependent a baby is on parents/carers to provide its basic needs.