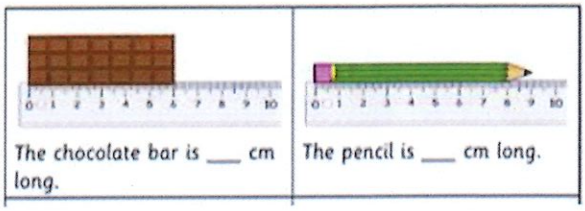
WOODLANDS PRIMARY SCHOOL

Year 2
Summer 2 Curriculum

Ready · Respectful · Safe

MATHS: MEASURES



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What new **knowledge** will I learn? I will:

- Measure in centimetres (cm) and metres (m)
- Measure mass in grams (g) and kilograms (kg)
- Measure capacity in millilitres (ml) and litres (l)
- Compare and order measurements (longer/short, heavier/lighter, more/less)

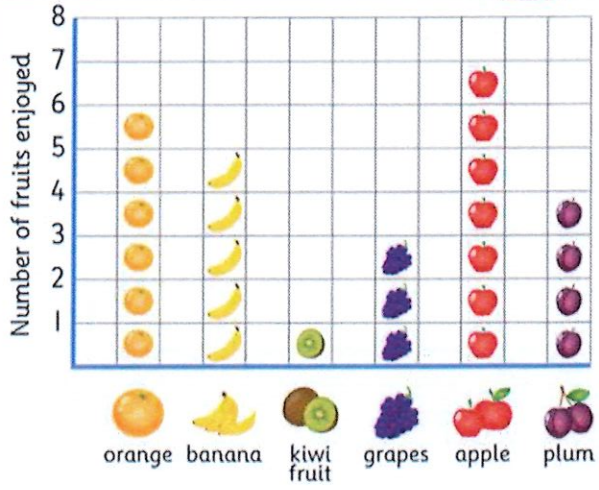
What **mathematical sentences** will I use?

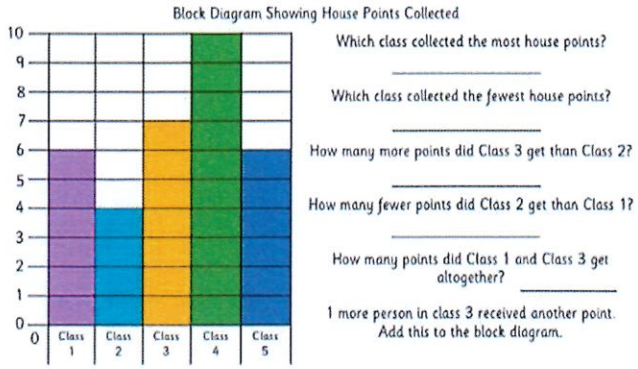
- The length is _____ cm / m.
- The mass is _____ g / kg.
- The capacity is _____ ml / l.
- This is longer/shorter than _____.
- This is heavier/lighter than _____.
- This holds more/less than _____.
- Altogether it is _____.
- The difference is _____.

What **vocabulary** will I use?

measure, length, height, mass, weight, capacity, scales, ruler,
centimetre (cm), metre (m), gram (g), kilogram (kg), millilitre (ml), litre (l)

MATHS: STATISTICS





What new **knowledge** will I learn? I will:

- Interpret and construct simple pictograms
- Interpret and construct simple bar charts)
- Use tally charts to collect data
- Ask and answer questions about data (e.g. most, least)

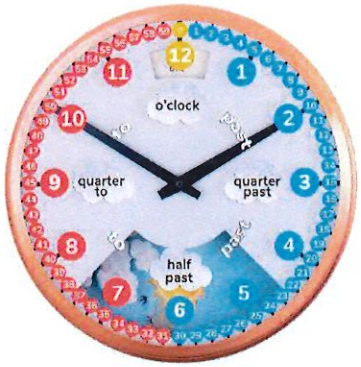
What **mathematical sentences** will I use?

- The most popular is _____.
- The least popular is _____.
- _____ has more than _____.
- _____ has fewer than _____.
- The total is _____.
- There are _____ altogether.
- How many more _____ than _____?
- How many fewer _____ than _____?

What **vocabulary** will I use?

data, tally, pictogram, chart, most, least, more, fewer, total, compare

MATHS: TIME



What new **knowledge** will I learn? I will:

- Tell and write the time to o'clock, half past, quarter past and quarter to
- Know that there are 60 minutes in an hour and 24 hours in a day
- Compare and order times (earlier and later)
- Use language such as before, after, next, first, later
- Measure and compare duration of time (e.g. longer, shorter)

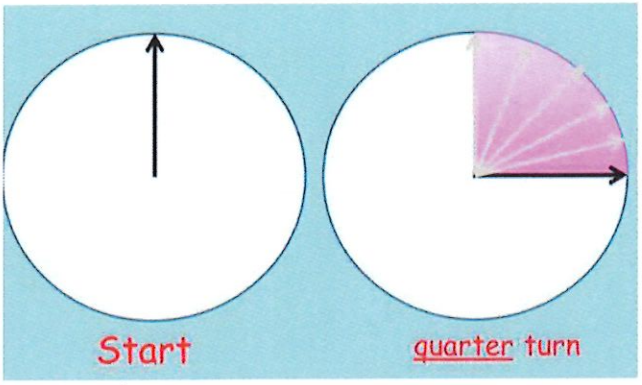
What **mathematical sentences** will I use?

- The time is _____ o'clock.
- The time is quarter past/to _____.
- The time is half past _____.
- This time is earlier/later than _____.
- This takes longer/shorter than _____.

What **vocabulary** will I use?

o'clock, half past, quarter past, quarter to, minutes, hours
earlier/later, before/after, duration, analogue clock, minute hand, hour hand
days of the week, months of the year

MATHS: POSITION & DIRECTION



What new **knowledge** will I learn? I will:

- Use left, right, forwards and backwards to describe movement
- Describe position using words such as above, below, next to, between
- Recognise and use whole, half, quarter and three-quarter turns
- Understand and use clockwise and anti-clockwise

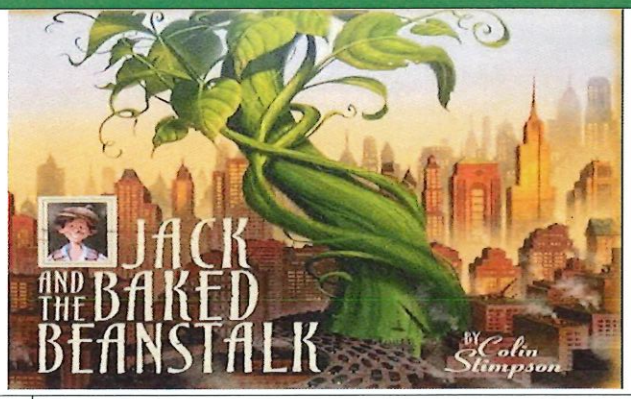
What **mathematical sentences** will I use?

- Move _____ (forwards/backwards/left/right).
- Turn _____ (clockwise/anti-clockwise).
- Make a _____ turn (quarter/half/three-quarter/whole).
- The object is _____ (next to/above/below/between) the _____.

What **vocabulary** will I use?

position, direction, left, right, forwards, backwards, above, below, next to between, turn, clockwise, anti-clockwise, quarter turn, half turn, whole turn

English Writing Mastery Targets



My mastery targets for this term are to:

- Use present and past tenses correctly and consistently
- Write sentences with different forms: statement, question, exclamation, command
- Use punctuation correctly - exclamation marks, question marks, capital letters and full stops
- Use expanded noun phrases to describe and specify

The text types I will explore are:

- Stories (fiction)
- Letters
- Poetry

Vocabulary I will use this term…

Year 2 Words:	Key Words:	
because	tasty	exchanged
people	burger van	favourite
everybody	café	magic
buy (homophones)	customers	furious
beautiful	engine	beanstalk
wouldn't	council	tendril
climb(ed)	construction	enormous
	flyover	whispered
	traffic	handkerchief

BIOLOGY: LIVING THINGS AND THEIR HABITATS

What should I already know?

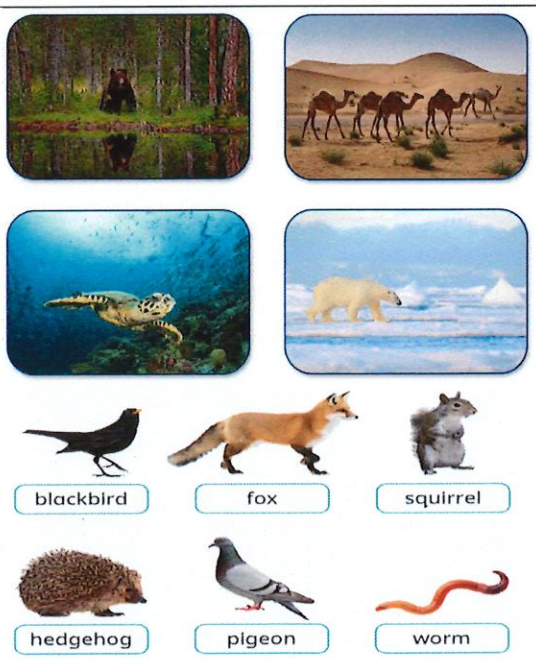
- Names of a range of common animals.
- That animals can be grouped (e.g. mammals, birds).
- What humans and other animals need to survive (e.g. food, water, air).
- Basic external body parts and their functions.

What vocabulary will I use this term:

Habitat	A habitat is the natural home or environment where plants and animals live.
Mammal	A mammal is a warm-blooded animal with a backbone (vertebrate) that has hair or fur, and feeds its babies' milk.
Microhabitat	A microhabitat is a very small, specific area within a larger habitat where small creatures (minibeasts) live.
Food chain	A food chain shows how living things get food and energy by eating other plants and animals.
Hibernate	Hibernation is a long, deep sleep that some animals take during winter to survive cold weather and lack of food.

What new knowledge will I learn?

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



What skills will I use? I will:

- Ask simple questions and recognise they can be answered in different ways.
- Observe closely and use ideas to suggest answers to questions.
- Gather and record data to help answer questions.

Are we doing enough to protect our world?

What should I already know?

- The UK is made up of England, Scotland, Wales and Northern Ireland.
- Some places are near (local) and some are far away.
- Some places are natural (physical) and some are made by people (human).
- The world is made up of seven continents and five oceans.
- The equator effects how hot or cold places are.

What <u>vocabulary</u> will I use this term:

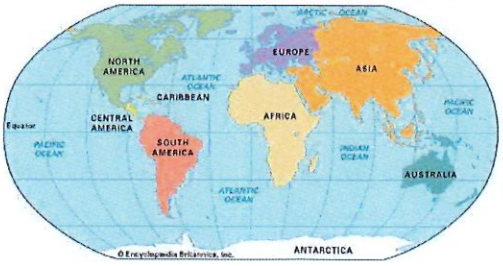
Environment	The place around us where plants, animals and people live.
Habitat	The home where animals and plants live.
Pollution	Harmful waste that make the environment dirty or unsafe.
Recycling	Turning old or used materials into new things instead of throwing them away.
Protected area	A place that is looked after to keep plants, animals and nature safe.
Nature reserve	A special protected place where wildlife and habitats are cared for.
Conservation	Looking after the environments to keep it safe for the future.

What new <u>knowledge</u> will I learn?

- What a protected area is and why places are important.
- Places like the Great Barrier Reef are protected because they are home to many living things.
- Wirral Country Park is a local nature reserve that people look after.
- Environments can be harmed by pollution, including plastic waste.
- Animals and plants live in habitats that need to be kept safe.
- Small actions (like recycling) can make a big difference.

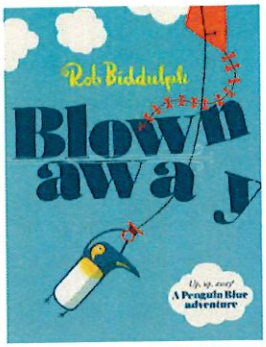
What <u>skills</u> will I use? I will:

- Use maps, globes and atlases to locate local places (like Wirral Country Park) and places around the world (like the Great Barrier Reef).
- Identify physical and human features in real places.
- Compare a local and faraway place.
- Use geographical vocabulary to describe places and discuss environments.



No Outsiders

What **story** will I use?
Blown Away by Rob Biddulph



What **key questions** will I discuss?

- What does it mean to belong somewhere?
- Did Penguin belong in the jungle even though he was different?
- How did the animals show kindness to someone new?
- Why is it important to help someone who might feel lonely?

What **skills** will I use?

- Talking and listening respectfully
- Celebrating difference
- Asking questions about identity and difference in a safe way
- Recognising and challenging stereotypes
- Showing respect to everyone

What **vocabulary** will I use?
Belong, welcome, include, outsider, kindness, teamwork, community, share.

DT: Structures

What new **knowledge** will I learn?

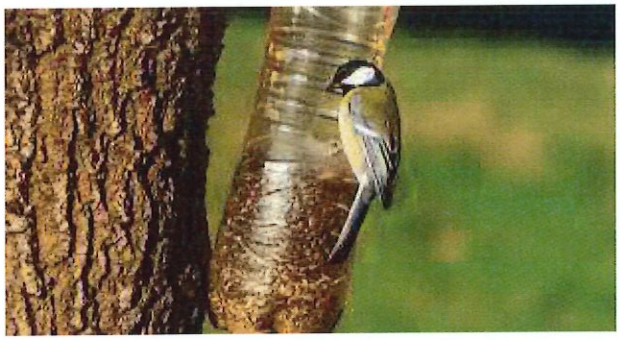
- Reusing materials helps reduce waste and protect nature.
- Some materials (like plastic, cardboard, wood) can be reused or recycled.
- Bird feeders can support local wildlife by providing food and habitats.
- Designs should meet the needs of a user (a bird) and have a purpose.

What **skills** will I use? I will:

- Create simple designs, with labels or annotations to show function and decoration.
- Cut and shape materials safely, using tools like scissors, hole punchers and string (with support or independence, as appropriate).
- Join materials securely using glue, tape, or tying techniques, choosing what works best for the structure.
- Build and test the product to check strength, stability or usability.
- Evaluate the final product, saying what worked well and what could be improved.

What **vocabulary** will I use?

wildlife, recycle, reuse, sustainability, materials, structure, design, purpose, evaluate, improve



Computing: Programming Quizzes on Scratch Jr

What new **knowledge** will I learn?

- An algorithm is a step-by-step set of instructions.
- A sequence means putting instructions in the correct order.
- Debugging means finding and fixing mistakes in a program.
- Quizzes can ask questions and respond to answers.
- Sprites and backgrounds can help make a quiz interesting and interactive.
- Programs need to be tested to check they work correctly.

What **skills** will I use? I will:

- Add backgrounds, characters and sounds to a quiz.
- Predict what a program will do.
- Test and debug programs when something does not work.
- Change and improve a program after testing.
- Share and explain how my quiz works.

What **vocabulary** will I use?

programme, code, algorithm, sequence, debug, sprite, background, quiz, predict, test, improve, animation