

# Y2 Curriculum Overview

## Summer 1

### Reading

To access our curriculum, it is essential children can read. Please ensure your child reads daily and complete their reading record. Thank you for your support.

### Writing

This term we will be learning to write **recounts** and **diary entries**. To support your child's learning, please find the **Knowledge Organiser** attached for English.

### Maths

This term we will be learning about **measuring** and **time**. To support your child's learning, please find the **Knowledge Organiser** attached for these units.

### Science

This term we will be learning about **Biology: Plants**. To support your child's learning, please find the **Knowledge Organiser** attached for this unit.

### History

This term we will be learning about the **Victorians**. To support your child's learning, please find the **Knowledge Organiser** attached for this unit.

### Art

This term we will be learning about the **painting**. To support your child's learning, please find the **Knowledge Organiser** attached for this unit.

### PSHCE

This term we will be learning about **Our World**. To support your child's learning, please find the **Knowledge Organiser** attached for this unit.

### Computing

This term we will be learning about **Information Technology**. To support your child's learning, please find the **Knowledge Organiser** attached for this unit.

### RE

This term we will be learning about **Who do Christians say made the world?** To support your child's learning, please find the **Knowledge Organiser** attached for this unit.

Thank you for your continued support. More information can be found on the school website.

If you would like any extra support, please speak to your child's teacher.

**Believe – Achieve - Succeed**

# PUNCTUATION, VOCABULARY & GRAMMAR YEAR 2 KNOWLEDGE ORGANISER

## Year 2 Overview



- By the end of Year 2, you should be able to tell the difference between statements, questions and exclamations, and use punctuation to show this.
- You should also be able to use commas correctly in lists and apostrophes for contraction and possession.
- You should be able to use a range of suffixes and understand how they affect words.
- To connect your ideas, you should develop a range of conjunctions, e.g. and, but, or, when, if, that, because.
- You should be able to write longer pieces with more detail (expanded noun phrases) and in the same tense.

## Punctuation

### Statements, Questions and Exclamations

- Full stops, question marks and exclamation marks (you learnt about them in Year 1) can be used to show whether a sentence is a statement, question, or exclamation.
- Statements tell the reader a fact or idea about a single topic. They end in a full stop.
- Questions are sentences that ask something. They end in a question mark.
- Exclamations show emotions like surprise or anger. They end in an exclamation mark.

### Commas

-Commas are punctuation marks that can separate items in a list.

-For example:

'The dragon had long, sharp claws' or 'Tom bought some milk, bread and sugar.'



### Apostrophes

-Apostrophes are punctuation marks that look like a floating comma.

-Apostrophes can be used for two reasons:

1. Apostrophes are used in contractions, to show missing letters when two words have been put together, e.g. 'have not – haven't.'
2. Apostrophes can also show when something belongs to someone, e.g. 'It is Sarah's pencil case' or 'It was Ben's idea.'



## Vocabulary and Grammar

- Suffixes -ness and -er:** The suffix -ness can turn adjectives into nouns, e.g. 'sad – sadness' and 'cold – coldness.'
- The suffix -er can be added to verbs and nouns to create other nouns, e.g. 'play – player' and 'bank – banker.'
- When the adjective ends in a 'y', this should be replaced by an 'i' when adding -ness or -er (e.g. happy – happiness).



- Suffixes -ful and -less:** The suffixes -ful and -less can be added to other words to create adjectives. Examples include 'help – helpful', 'joy – joyful' and 'home – homeless.'



### Word Level

- Compound Words:** Nouns can be created by putting words together. e.g. post + man = postman, class + room = classroom.

- Suffixes -er and -est:** Adding '-er' to adjectives makes comparatives (comparing things) e.g. happy – happier.

- Adding '-est' to adjectives makes superlatives (the 'most' of something) e.g. happy – happiest.



- Adverbs:** Adding 'ly' to adjectives can make adverbs – words that add extra information to verbs and nouns. e.g. 'quiet' to 'quietly' and 'fierce' to 'fiercely.'

- Conjunctions:** The conjunctions 'and', 'or' & 'but' join equal parts of a sentence, e.g. 'I can have an apple or a banana.'

- 'When', 'if', 'that' and 'because'** add a part to a sentence that doesn't make sense alone, e.g. 'I will go if you do too.'

- Expanded Noun Phrases:** Use adjectives to describe nouns, for example 'the loud dog' or 'the tasty grapes.'



### Sentence Level

- Past and Present Tense:** Stay in the correct tense: past (e.g. went, played) or present (e.g. go, play). By adding 'ing' to the verb you can show it is still happening (e.g. going, playing).



### Text Level

## Key Terminology

- Noun
- Noun Phrase
- Statement
- Question
- Exclamation
- Command
- Prefix/Suffix
- Compound
- Adjective
- Adverb
- Comma
- Verb
- Tense
- Apostrophe

## Key Vocabulary

length

long

short

height

tall

measure

ruler

tape measure

metre stick

centimetre (cm)

metre (m)

compare

order

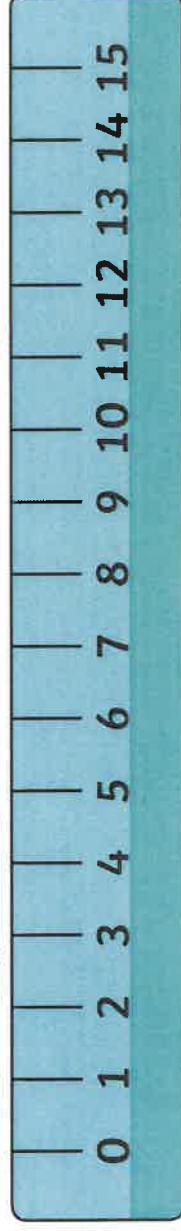
## Measuring in Centimetres

This ruler measures in **centimetres (cm)**. The paintbrush is 8cm long.

Measure from zero.



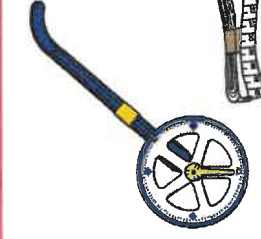
This ruler is to scale.



## Measuring in Metres

We can measure the length or height of larger objects in **metres (m)**.

The girl is 1m and 20cm tall.



We can use metre sticks, trundle wheels or tape measures.

**1 metre = 100 centimetres**



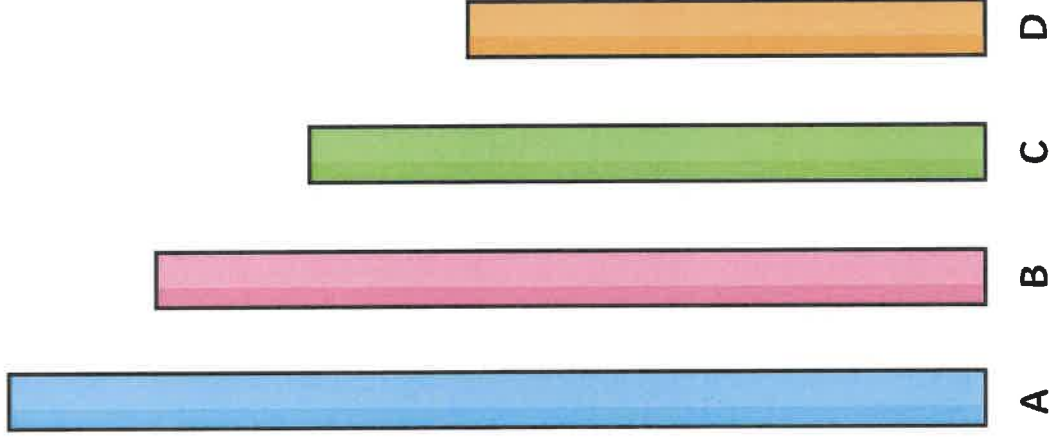
Comparing Height

The giraffe is **taller** than the lion.  
The lion is **shorter** than the giraffe.



$4m > 1m$

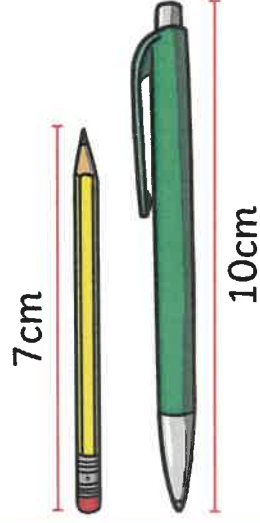
Ordering Length



The straws are in order from **longest** to **shortest**.

Comparing Length

The pencil is **shorter** than the pen.  
The pen is **longer** than the pencil.



$7cm < 10cm$

A is the **longest**.  
D is the **shortest**.  
B is **longer** than C.  
C is **shorter** than A.

Key Vocabulary

forwards

backwards

left

right

north

south

east

west

quarter turn

half turn

three-quarter turn

clockwise

anticlockwise

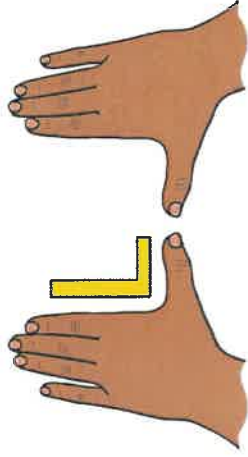
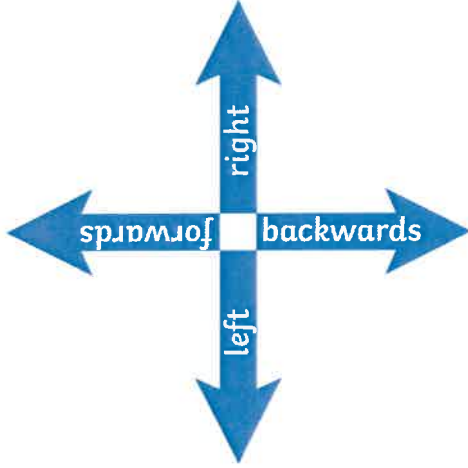
pattern

sequence



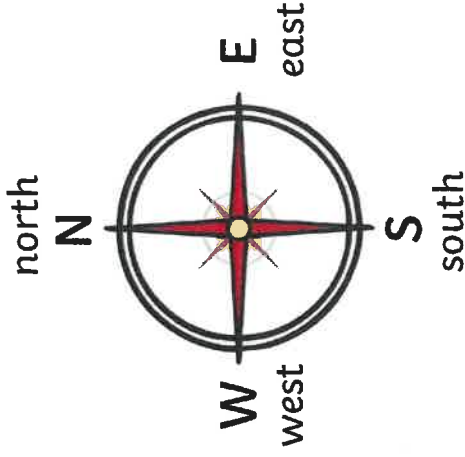
visit [twinkl.com](https://www.twinkl.com)

Describing Straight-Line Movement

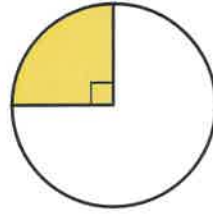


**Left and Right**

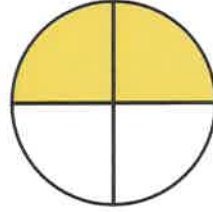
The hand that makes an L shape is the **left hand**.



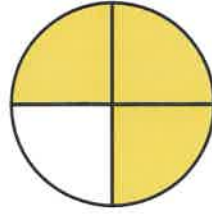
Describing Turns



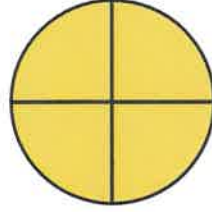
quarter turn



half turn

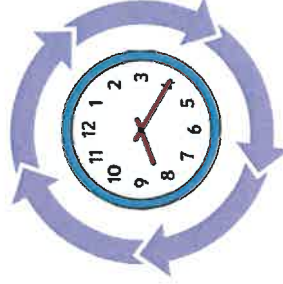


three-quarter turn



full turn

**clockwise**



**anticlockwise**



If the turn is in the same direction as the hands of a clock, it is **clockwise**.

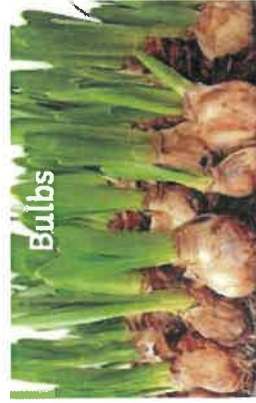
If the turn is in the opposite direction to the hands of a clock, it is **anticlockwise**.

## Sticky Knowledge:

- ✓ Roots anchor the plant to the ground and absorb water and nutrients needed by the plant.
- ✓ Plants can grow from seeds or from bulbs. When a new shoot begins to grow, this is called germination.
- ✓ Healthy plants need water, air, warmth, light and nutrients in order to stay alive.

## Learning Components:

- Understand the functions of key parts of plants.
- Know the key stages in a plant's life-cycle.
- Know how flowering plants reproduce.
- Understand what plants need to grow.

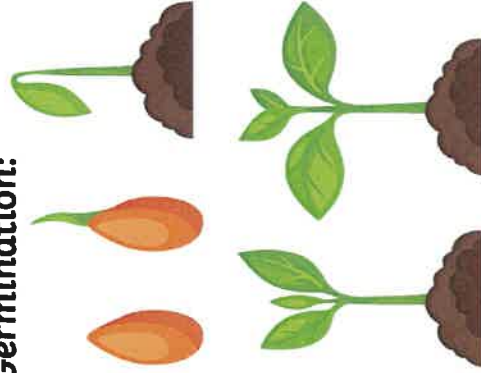


Bulbs



Seeds

## Germination:



## Big Idea:

Plants are a type of life found throughout the world. They range in size from grass up to huge trees. They are usually green and have leaves, which capture sunlight to help them grow.

## Common British Trees:



Conifer (Evergreen)



Willow (Deciduous)



Maple (Deciduous)



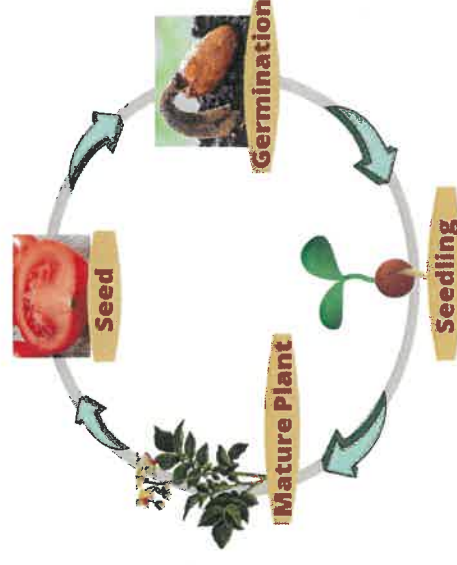
Oak (Deciduous)

- Evergreen trees do not lose their leaves in Autumn as they are able to withstand ice and cold weather.
- Trees and some other plants lose their leaves in Autumn to stop them being damaged by the cold during winter. These deciduous trees include oak, sycamore, hornbeams and ash trees.

## Vocabulary:

- Seeds:** Seeds are formed within the fruits of flowering plants. New plants grow (germinate) from these.
- Blossom:** The mass of flowers created by a tree or plant. Blossom is usually found in Spring.
- Trunk:** The trunk is the stem of a tree. It is thicker, woody and stronger, holding up the crown (branches) of the tree.
- Woodland:** A woodland is a habitat where trees are the main (dominant) type of plant.
- Deciduous:** These are trees which shed (drop) their leaves in the Autumn and grow new ones in Spring. Example: Oak.
- Evergreen:** These trees and plants do not lose their leaves in Autumn, instead they keep them all year round. Example: Conifer.

## Plant Life-Cycle:





# Victorians Knowledge Organiser – Year 2

## Key Knowledge

- ✓ The time when Queen Victoria reigned is called the Victorian era or Victorian age.
- ✓ Parliament is a group of people who make the laws.
- ✓ A farthing was an old coin. It worth a quarter of an old penny so 4 farthings made an old penny.
- ✓ The workhouse was home to many orphaned or sick children.
- ✓ There were no televisions or electronic games.
- ✓ Very few poor children knew how to read.
- ✓ Most children were working in a full time job by the time they were 12 years old.
- ✓ Queen Victoria reigned from 1837-1901.
- ✓ Machines for factories were invented that could make things quickly was part of Industrial Revolution.

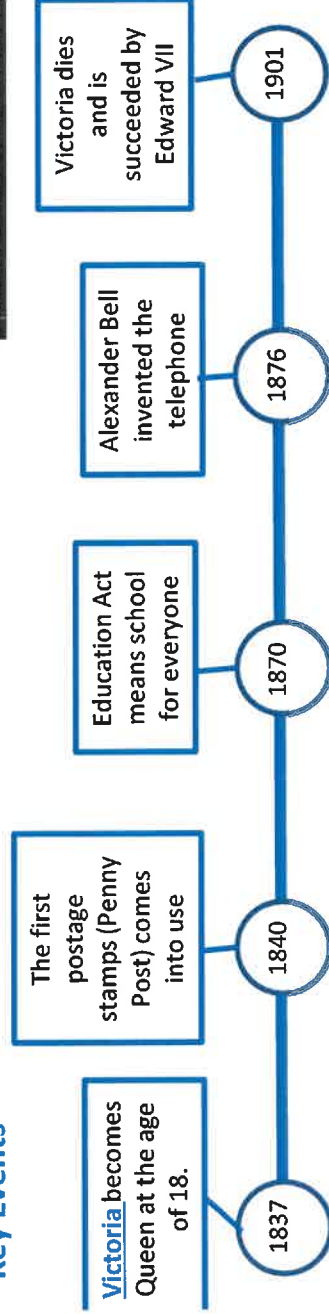


Look at the pictures below. What's the same? What's different?

## Rich vs Poor Victorians

- **Rich** people could afford lots of treats like holidays, fancy clothes, and even telephones when they were invented.
- **Poor** people – even children – had to work hard in factories, mines or workhouses. They didn't get paid very much money.

## Key Events



## Concepts



Hierarchy & power - poverty

## Disciplinary Concepts



Similarity and difference Evidence & interpretation



## Vocabulary

**Victorian:** The time of Queen Victoria's reign: 1837 – 1901.

**Workhouse:** Was the home to many orphaned or sick children. It was also home to poor people without a job.

**Poverty:** Being extremely poor.

**British Empire:** The land controlled by Britain.

**Mangle:** Two heavy rollers that squeeze the water out of wet clothes.

**Washboard:** A metal tool for handwashing clothes.

*'A people without the knowledge of their past history, origin and culture is like a tree without roots'* Marcus Garvey,

## Painting



Red, green, and blue are the **primary colours**



Purple, orange and green are **secondary colours**.

## Colour Mixing



Know red and blue = purple.



Know red and yellow = orange.



Know blue and yellow = green.

## Brush Theory

Fine paint brush to add detail:

**SCRIPT/LINER** Good for: fine lettering and lines.



- Can hold lot of paint and create long thin lines.

Fat brush to cover large areas.

**FLAT** Good for: bolder strokes, large washes, filling wide spaces.



- Can use it on its edge for thinner lines.
- Create straight edges and stripes.
- Long bristles are great for varnishing.

Soft brush to cover large areas.

**ROUND**

Good for: outlining, detailed work, controlled washes, filling in small areas.



- Creates thin to thick lines - depending on pressure applied.
- Best used with thinned paint rather than thick paint.

## Vocabulary

**hard:** not soft; solid; firm; tough.

**soft:** not strong or bright.

**texture:** the feel or look of a surface.

**effect:** to create impact



✓ Iris was born on May 26 1984 in Maple Valley, Washington.

- ✓ She uses her finger to create her pieces of artwork – this is known as finger painting.
- ✓ Iris is determined in helping humanity think of animals as equals.
- ✓ Now that Iris is painting a larger scale, her canvases take a few days to plan, and several weeks to complete.

*‘Every human is an artist’ Don Miguel Ruiz*



## Sticky Knowledge

- ✓ People who live in different countries, have some things the same and some differences to us.
- ✓ We can use many different things from the Earth, so it is important to protect the Earth for ourselves and future generations.
- ✓ There are environmental problems of overuse and misuse of natural resources, so it is vital to take care of our world.



## Key Questions

- Who is special in your life and why are they special?
- What is the same about your home and someone else's in a different country?
- What is a natural resource?

## Vocabulary

**World**-The Earth, together with all countries and people.

**Countries**- A nation or place in the world

**Environment**- Surroundings or conditions in which a person, plant or animal lives

**Natural resources**- Materials or substances which come from nature

**Abroad**- In or go to a foreign country

**Respect**- A way of treating or thinking about something or someone- show respect by being kind and polite

**Similarities**- When you compare people or things and say how they are alike

**Differences**- Ways in which people or things are not the same



## Exciting Books



## Year 2 – Information Technology

### Sticky Knowledge:

- ✓ I can use simple keywords in search engines.
- ✓ I can demonstrate how to navigate a simple webpage to get to information I need.
- ✓ I can explain the difference between things that are imaginary and real.
- ✓ I can explain how passwords can be used to protect information, accounts and devices.
- ✓ I can explain and give examples of what is meant by 'private' and 'keeping things private'.
- ✓ I can explain how some people may have devices in their homes connected to the internet and give examples.
- ✓ I can recognise that content on the internet may belong to other people.

### Computing Pioneer



**Tim Berners-Lee**  
Born 8<sup>th</sup> June 1955

Tim Berners-Lee is a British computer scientist. He invented the world wide web in 1989. In 2004, he was knighted by Queen Elizabeth II.

### Big Idea:

I can use technology safely and respectfully, keeping personal information private. I can identify where to go for help and support when I have the butterfly feeling.

### The Butterfly Feeling



What is the butterfly feeling?

- When I get the butterfly feeling, I will...
- **SAVE** the evidence of what is making me uncomfortable.
  - **REPORT** and **BLOCK** using the game/website tools.
  - **TELL** a trusted adult.

### Vocabulary

#### Information Technology:

The use of computers to save, store and communicate information.

#### Communication:

Exchanging information, ideas and feelings.

#### Privacy:

The right to keep your personal information to yourself.

### Our linked text



Inspirational Lives: Tim Berners-Lee  
Claudia Martin