



**St Mary's**  
Catholic Primary School and Nursery

**Classroom Monitor**  
**Objective**  
**Coverage**

**Year 2**  
**Summer Term**

## Year 2 English Summer Term

<b><u>English - Reading</u> Word Reading</b>	<ul style="list-style-type: none"><li>• Decode words with two or more syllables</li><li>• Read further common exception words</li><li>• Read frequently encountered words quickly and accurately</li><li>• Read aloud books closely matched to improving phonic knowledge</li></ul>
<b><u>English - Reading</u> Comprehension</b>	<ul style="list-style-type: none"><li>• Discuss and express views about what is read to them</li><li>• Understand books, being read or listened to, using a range of strategies</li><li>• Discuss their understanding of books read to them and read themselves</li><li>• Check the text makes sense as they read and correct inaccurate reading</li><li>• Make inferences</li><li>• Answer and ask questions to understand books</li><li>• Recognise simple recurring literary language in stories and poetry</li><li>• Recite learnt poems with appropriate intonation to make the meaning clear</li></ul>
<b><u>English - Writing</u> Handwriting</b>	<ul style="list-style-type: none"><li>• Form lower case letters and start to join</li><li>• Use appropriately-sized spacing between words</li></ul>
<b><u>English - Writing</u> Spelling</b>	<ul style="list-style-type: none"><li>• Segment words into phonemes and represent with graphemes</li><li>• Spell further common exception words</li><li>• Write simple dictated sentences</li><li>• Spell words with contracted forms</li><li>• Use the possessive apostrophe</li></ul>
<b><u>English - Writing</u> Composition</b>	<ul style="list-style-type: none"><li>• Write for a range of purposes</li><li>• Plan writing using a range of strategies</li><li>• Re-read their writing to check sense, spelling, grammar and punctuation</li></ul>
<b><u>English - Writing</u> VGP</b>	<ul style="list-style-type: none"><li>• Use familiar and new punctuation correctly</li><li>• Use sentences with different forms</li><li>• Use the present and past tenses correctly and consistently</li><li>• Use subordination and coordination</li><li>• Use some features of written standard English</li><li>• Use and understand grammatical terminology</li></ul>

**Year 2 Maths  
Summer Term**

**Mathematics  
PM – Unit 11  
Geometry – Position  
& Direction**

- Use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).
- Order and arrange combinations of mathematical objects in patterns and sequences

**Mathematics  
PM – Unit 12  
Number -Addition &  
Subtraction**

- Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100.
- Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers.
- Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.
- Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.
- Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
- Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.

**Mathematics  
PM – Unit 13  
Time**

- Recognise, find, name and write fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$  of a length, shape, set of objects or quantity.
- Write simple fractions for example,  $\frac{1}{2}$  of 6 = 3 and recognise the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$

**Mathematics  
PM – Unit 14  
Measurement –  
Weight, Volume &  
Temperature**

- Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ( $^{\circ}\text{C}$ ); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- Compare and order lengths, mass, volume/capacity and record the results using  $>$ ,  $<$  and  $=$

**Year 2 Wider Curriculum**  
**Summer Term – Our wonderful world / Sensational Safari**

<p><b><u>Science</u></b>  <b>Working Scientifically</b></p>	<ul style="list-style-type: none"> <li>• Observe closely, using simple equipment.</li> <li>• Identify and classify.</li> </ul>
<p><b><u>Science</u></b>  <b>Living Things and their Habitats / Plants</b></p>	<ul style="list-style-type: none"> <li>• Compare things that are living, dead, and things that have never been alive.</li> <li>• Understand habitats and where some plants and animals live.</li> <li>• Understand simple food chains.</li> <li>• Observe and describe how seeds and bulbs grow into mature plants.</li> <li>• Find out and describe what plants need to grow and stay healthy.</li> </ul>
<p><b><u>Design and Technology</u></b>  <b>Cooking and Nutrition</b></p>	<ul style="list-style-type: none"> <li>• Understand that food comes from plants and animals.</li> <li>• Read a simple scale to measure and weigh out ingredients.</li> </ul>
<p><b><u>Geography</u></b>  <b>Enquiry &amp; Investigation</b>  <b>Map Making</b>  <b>Following Directions &amp; Maps</b>  <b>Human &amp; Physical Locational Knowledge</b></p>	<ul style="list-style-type: none"> <li>• Ask questions about places studied at KS1.</li> <li>• Use information books to compare places studied at KS1.</li> <li>• Draw maps of real life and made up places.</li> <li>• Create keys for symbols on a map.</li> <li>• Follow directions to move.</li> <li>• Follow directions on a map.</li> <li>• Use basic geographical vocabulary to identify and describe key physical features.</li> <li>• Compare an area of the UK with a non-European country.</li> </ul>
<p><b><u>Art &amp; Design</u></b>  <b>Drawing &amp; Painting</b></p>	<ul style="list-style-type: none"> <li>• With pastel/charcoal, control pressure, blend and smudge.</li> <li>• With wax crayon, control pressure</li> <li>• Use different types of pen to make different types of line.</li> </ul>
<p><b><u>Music</u></b>  <b>Performing</b>  <b>Composing</b></p>	<ul style="list-style-type: none"> <li>• Use: high voice, middle voice, low voice</li> <li>• Sing in tune</li> <li>• Sing in unison with a group</li> <li>• Perform to an audience and improve performance by practising</li> <li>• Say what they like and do not like about others' performances</li> </ul>
<p><b><u>PSHE</u></b>  <b>(Unit 5)</b></p>	<ul style="list-style-type: none"> <li>• Describe people who are special to them and what makes them special.</li> <li>• Understand that there are different forms of media.</li> </ul>
<p><b><u>PSHE</u></b>  <b>(Unit 6)</b></p>	<ul style="list-style-type: none"> <li>• Follow the classroom and school rules.</li> <li>• Share, take turns and return borrowed items.</li> <li>• Make a positive contribution to the classroom environment.</li> </ul>
<p><b><u>Computing</u></b>  <b>Digital Literacy</b>  <b>Information</b></p>	<ul style="list-style-type: none"> <li>• Describe common uses of information technology beyond school.</li> <li>• Use technology purposefully.</li> <li>• Understand what algorithms are and how they are implemented as</li> </ul>

<p><b>Technology</b> <b>Computer Science</b></p>	<p>programs on digital devices.</p> <ul style="list-style-type: none"> <li>• Understand that programmes execute by following precise and unambiguous instructions.</li> <li>• Create simple programs.</li> <li>• Debug simple programs.</li> <li>• Use logical reasoning to predict the behaviour of simple programs.</li> </ul>
<p><b><u>PE</u></b> <b>Games</b> <b>Real PE Unit 6</b></p>	<ul style="list-style-type: none"> <li>• Run 100m.</li> <li>• Use over arm and underarm throws to throw items in a straight line.</li> <li>• Throw a ball underarm, overarm and use a bounce pass.</li> <li>• Move into a given space to catch a ball.</li> <li>• Hit a ball with a tennis style bat or racquet.</li> <li>• Beginning to understand where to stand to make a game more difficult for an opponent</li> </ul>