

Weare Academy C of E First School Year Two Curriculum Overview

Year 2 Autumn Term 1		
<p>Science: Plants</p> <ul style="list-style-type: none"> explore and compare the differences between things that are living, dead, and things that have never been alive identify and name a variety of plants and animals in their habitats, including microhabitats <i>Watch them grow and journal their growth - cress seeds, tulip bulbs and cuttings</i> Observe and identify microhabitats – <i>make an earthwormery</i> identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other <p>Working Scientifically</p> <ul style="list-style-type: none"> observe and record the growth of plants as they change over time <i>from a seed or bulb</i> observe similar plants at different stages of growth set comparative test to show plants need light and water to stay healthy <p>Scientist Focus – Rachel Carson</p>	<p>Art:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <p>Transition activity into Year 2:</p> <p>Self portraits:</p> <ul style="list-style-type: none"> Drawing using pencils (B and HB range) <p>Autumn and Harvest:</p> <ul style="list-style-type: none"> Mark making – using a range of materials: charcoal, paint, oil pastels, pencils, rubbings Create a template to print <p>Artist: Giuseppe Arcimbaldo</p>	<p>Music:</p> <p>Singing and Performing</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music. <p>Percussion</p> <p>Body percussion Make percussion instruments Listen to and learn nursery rhymes – adapt rhythm, sing in the round, add percussion Create a song or rap for Harvest service</p>
<p>Geography: Resource – Katie Morag and the Isle of Struay</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom – compare the Isle of Struay to Weare. <p>Geographical vocabulary</p> <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather – Create a map of the Isle of Struay (whole class display) <p>Key human features</p> <ul style="list-style-type: none"> including: city, town, village farm, house, office, port, harbour and shop – identify and compare with Weare. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use simple compass directions (North, South, East and West) and locational and directional describe the location of features and routes on a map <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map</p>		

<p>R.E.:Resource: Understanding Christianity KS1 Unit 1.2 Creation</p> <ul style="list-style-type: none"> Who made the world? Making Connections (Harvest Celebration) <p>AMV – Unit 8a - What do Christians (other religions) believe about the world?</p> <ul style="list-style-type: none"> Christians find out what God is like and how he wants people to live from the Bible Key beliefs of the Bible creation story Christians believe God expects humans to care for His world Raise and suggest answers to relevant questions <p>Lessons include:</p> <ul style="list-style-type: none"> Celebrations: plan a birthday party Festival: Harvest Song/poem for Harvest Service <p>Christian Value: Thankfulness - The healing of the Lepers</p>	<p>PSHE/RSE: Resource Jigsaw Being me in my World</p> <ul style="list-style-type: none"> Identify some hopes and fear for this year Understand the rights and responsibilities for being a member of a class and school Listen to others and contribute ideas about rewards and consequences Understand using a learning charter helps us to learn Recognise choices may have consequences 	<p>Computing: Resource: eLIM Active Bytes</p> <ul style="list-style-type: none"> I tell a trusted adult when something worrying or unexpected happens when I am using a device I agree and use sensible rules to keep me safe when I use technology I know that not all information online is true <p>Programming Drawing Shapes</p> <ul style="list-style-type: none"> Draw shapes with floor robot Write instructions for a friend to follow Use web link to draw shapes Create shapes with logo software <p>Multimedia My News Report</p> <ul style="list-style-type: none"> Plan and present a news report about an animal Talk about how they save and retrieve the video Provide feedback such as ‘two stars and a wish’ as they watch each other’s videos 	<p>French: Resource: Leon le Cameleon I can respond to-</p> <ul style="list-style-type: none"> Greetings Instructions Colours (of the flag) <hr/> <p>P.E.: Multiskills Sending and Receiving Focus</p> <ul style="list-style-type: none"> I can perform rolling and gathering skills with confidence I can make simple decisions about when and where to run I can choose tactics to suit different situations I can react to situations in ways that help their partners I can understand & anticipate how their bodies will feel after exercise and being able to describe changes to my heart rate I can recognise & describe what is successful & copy I can use ideas & information acquired to improve my skills
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Maths: Resource White Rose Maths		Literacy
<p>Block 1 Number Place Value</p> <ul style="list-style-type: none"> Count objects to 100 and read and write numbers in numerals and words Represent numbers to 100 Tens and ones with a part whole model Tens and ones using addition Use a place value chart Compare objects Compare numbers Order objects and numbers Count in 2s, 5s and 10s Count in 3s <p>Daily Mental Maths Resources:</p> <ul style="list-style-type: none"> Numbots (online) Number of the day (differentiated) Recall Beat That Number bonds workbook Add three 1-digit numbers 	<p>Block 2 Number Addition and Subtraction</p> <ul style="list-style-type: none"> Fact families – Addition and subtraction bonds to 20 Check calculations Compare number sentences Related facts Bonds to 100 (tens) Add and subtract 1s 10 more and 10 less, Add and subtract 10s Add a 2-digit and 1-digit number Subtract a 1-digit number from a 2-digit number – crossing ten Add two 2-digit numbers – not crossing ten – add ones and add tens then crossing ten Subtract a 2-digit number from a 2-digit number – not crossing ten Then crossing ten – subtract Bonds to 100 (tens and ones) 	<p>Writing:</p> <ul style="list-style-type: none"> Descriptive poetry, Talk for Writing - Story write, Instruction writing <p>Grammar:</p> <ul style="list-style-type: none"> Adjectives, time words, commas in lists, exclamations and question marks <p>Resources: Here we Are</p> <ul style="list-style-type: none"> The Lighthouse Keepers Lunch Lick of the Spoon Katie Delivers the Mail (link Geog) <p>Author Focus: Ronda Armitage</p> <p>Reading:</p> <ul style="list-style-type: none"> Guided Reading – differentiated in 5 groups Whole class reading, 1 to 1 reading. Reading Comprehension <p>Phonics and Spelling: (phonics is streamed across Year 1, 2 and 3)</p> <ul style="list-style-type: none"> Pupils are placed in groups and starting points are determined according to end of July assessments. LA – revision of Phase 4; MA and HA – revision of Phase 5 sound families <p>Resources: Jolly Phonics scheme, Westover Green, Mr Thorne does Phonics, Year 2 Poetry for Spelling using Letters and Sounds Phase progression linked to Year 2 objectives.</p>
<p>Additional Curriculum Days:</p> <ul style="list-style-type: none"> Harvest Festival at St Gregory’s Church 		

Science:

Unit of work: Living things and their Habitats

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

Working Scientifically Micro habitats

- Sort and classify things according to whether they are dead, alive, or were never alive
- Search micro habitats around school. *Compare different conditions under log and in a wall. What creatures do they find in these places?*
- Observe changes across the four seasons (*Winter*)
- Create simple food chains from specific habitats as a whole class; individually and independently

Scientist – Rachel Carson

History: The Great Fire of London

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
 - Events beyond living memory that are significant nationally or globally
 - Significant historical events
- Lessons include:
- The Fire of London. Read story. Identify date create a timeline.
 - Life in London in 1666. People, lifestyle, dress.
 - Samuel Pepys the diarist.
 - Recount the changes that took place when London was rebuilt and compare then and now.

DT:

Design:

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, computing

Make:

- Select from and use a range of tools and equipment to perform practical tasks (e.g cutting, shaping, joining and finishing)
- Select from and use a wide range of materials and components, incl. construction materials, textiles and ingredients according to their characteristics

Evaluate

- Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria

Technical Knowledge:

- Build structures, exploring how they can be made stronger, stiffer and more stable
- Explore and use mechanisms (e.g. levers, sliders, wheels and axles), in their products

Cooking and Nutrition:

- Use the basic principles of a healthy and varied diet to prepare dishes
- Understand where food comes from

Items:

- Wind up mechanisms (link to Music)
- How to get a bucket of water to the top of a Fire of London model house? (link to History)
- Clay tea light holder (R.E)
- Cooking Bake Swedish Christmas biscuits (link to R.E.)

Music:

Singing and Performing

- Explore the meaning behind a range of traditional carols and Christmas songs
- Learn how to perform a selection of Christmas songs as part of a group
- Rehearse and perform a Christmas Production in front of an audience
- Listen to and talk about the Christmas Story
- Become familiar with a range of traditional Christmas carols Learn about the tradition of carol singing
- Develop an understanding of what it means to make a special journey

Resources:

Christmas production Script, Rehearsal CD, props, lighting, sound equipment, costumes, live music

<p>R.E.: Resource: Understanding Christianity</p> <p>KS1 Unit 1.3 Incarnation:</p> <ul style="list-style-type: none"> • Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians • Recognise that stories of Jesus' life come from the Gospels. • Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. <p>Statutory Objectives:</p> <ul style="list-style-type: none"> • Understand Advent is when Christians get ready for Christmas • Recall and order Bible stories associated with Jesus birth • Raise and suggest answers to relevant questions <p>Christian Value: Kindness and Compassion Story: 'The kind stranger' (good Samaritan)</p>	<p>PSHE/RSE: Resource – Jigsaw Celebrating difference</p> <ul style="list-style-type: none"> • Start to understand that sometimes people make assumptions about stereotypes – boys and girls • Understand that bullying is sometimes about difference • Recognise what is right and wrong and know how to look after oneself • Understand that it is okay to be different from people and to be friends with them • Recognise differences 	<p>Computing: Resource - eLIM</p> <p>Active Bytes:</p> <ul style="list-style-type: none"> • I talk about why it is important to be kind and polite online and in real life • Before I use a device, I talk to a trust adult about how I will keep myself safe <p>Handling Data: Sorting My Animals</p> <ul style="list-style-type: none"> • Use online branching database to identify animals • Make a decision tree • Make a block graph of animals in different habitats 	<p>French: Resource: Leon Le Cameleon song</p> <ul style="list-style-type: none"> • .Listen for specific words and phrases in a song • Listen to a song by joining in and responding • Take part in a song using the colour words I have learnt. <hr/> <p>P.E.:</p> <p>Gymnastics and Dance</p> <ul style="list-style-type: none"> • Explore gymnastic actions and still shapes. • Watch copy and describe what others have done. • Begin to explore creating simple sequences of movement
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Maths: Resource White Rose Maths		Literacy
<p>Block 3 Measure – Money</p> <ul style="list-style-type: none"> Recognise coins and notes Count Money – pence, pounds (notes and coins), notes and coins Select money Make the same amount Compare money Find the total Find the difference Find change Two-step problems 	<p>Block 4 – Number Multiplication and Division</p> <ul style="list-style-type: none"> Make equal groups Add equal groups Make arrays <p>Daily Mental Maths Resources:</p> <ul style="list-style-type: none"> Numbots (online) Number of the day (differentiated) Recall Beat That Number bonds workbook 	<p>Writing:</p> <ul style="list-style-type: none"> Repetitive poetry finding patterns, Non-fiction - non-chronological report (link to Science), non-fiction Christmas book Talk for Writing – Fiction story write - Beegu <p>Grammar:</p> <ul style="list-style-type: none"> Noun phrases Suffixes verbs ending with – ing, and ed Adjectives - commas in lists <p>Resources:</p> <ul style="list-style-type: none"> See me walking by Clive Webster Garden Snails (non-fiction book), Unusual pets – tortoise, snake Beegu Story of Jesus Birth <p>Reading:</p> <ul style="list-style-type: none"> Guided Reading – differentiated in 5 groups Whole class reading, 1 to 1 reading. Reading comprehension – differentiated <p>Phonics and Spelling: (phonics is streamed across Year 1, 2 and 3)</p> <ul style="list-style-type: none"> Pupils are grouped using end of term assessments. LA – revision of Phase 4; MA and HA – revision of Phase 5 sound families <p>Resources:</p> <ul style="list-style-type: none"> Jolly Phonics scheme, Westover Green, Mr Thorne does Phonics, Year 2 Poetry for Spelling using Letters and Sounds Phase progression linked to Year 2 objectives.
<p>Additional Curriculum Days:</p> <ul style="list-style-type: none"> Christmas Play Class Service - Christingle Christmas Carol Service 		

Science:

Unit of work: Uses of Everyday Materials

- Identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses – *go on a 'materials' walk*
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching - sort and record materials by grouping them. Ice experiment – *temperature changes – liquid, solid, gas – some reverse some don't*

Working Scientifically

- Comparing the uses of everyday materials in and around the school with materials found in other places (at home, on the journey to school, on visits and in stories, rhymes and songs) - *The Three Little Pigs*
- Observing closely, identifying and classifying the uses of different materials – *label and group materials in the classroom – test a range of materials to see if they are waterproof*
- Recording their observations

Scientist: Charles Macintosh (discovers waterproof materials)

Geography: Mexico Locational Knowledge

- Name and locate the world's seven continents and five oceans – learn oceans and continents songs.

Place knowledge

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a small area of a contrasting non-European country – Weare in England and Tocuaro in Mexico

Geographical vocabulary

- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather – identify and compare between England and Mexico – earthquakes and volcanoes Mexico City and the village of Tocuaro, taste Mexican food

Key human and physical geography

- identify seasonal and daily weather patterns in the UK and the location of hot areas in the world in relation to the Equator and the North and South poles. Visit Mexico with Barnaby Bear and meet the Hoarta family

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the UK and its countries, as well as, countries, continents and oceans
- use simple compass directions (north, south, east and west) and locational and directional language to describe the location of features and routes on a map

Art:

Artist Focus: Oliver Jeffers to use a range of materials creatively to design and make products

- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

Facial expressions:

- We will explore the colour wheel and mixing of 2 colours to create a new colour
- Investigate Oliver Jeffers (emotions and faces)
- Using Clay to create Aztec masks facial expressions. (link to Geog)
- Mark making – Aztec/Collage masks

Music:

Listening and Appraising Origins of Music

- Explore how pre-historic music was made
- Create their percussions instruments using natural materials (link to Forest school)
- Listen to natural and man-made sounds in the environment

<p>R.E. Resource: Understanding Christianity KS1 Unit 1.5</p> <ul style="list-style-type: none"> • Reflect on the places that are special to them and a church building and what is inside that is special to Christians. • Look at the Church building and worship in the Christian Church. What do these things say about what is important to Christians? • Learn about Jesus by reading about what the Bible says - there are lots of stories • Visit to our local church to look at the various elements with a focus on the baptismal font. <p>AMV Unit: 1.6 Judaism Statutory Objectives: – The Torah</p> <ul style="list-style-type: none"> • Know what Torah is and what it means • Why is the Torah special • How do Jews show it is special? • Basic details of Shabbat • Raise and suggest answers to relevant question <p>Christian Value: Respect 'The kind stranger' (good Samaritan)</p>	<p>PSHE/RSE: Resource – Jigsaw Dreams and Goals</p> <ul style="list-style-type: none"> • Choose a realistic goal and think about how to achieve it • Persevere even when things are difficult • Work well in a group - turn taking 	<p>Computing: Resource -eLIM Active Bytes:</p> <ul style="list-style-type: none"> • I know that not everyone is who they say they are online • I explain why I need to keep my passwords and personal information private • I tell a trusted adult when something worrying or unexpected happens when I am using a device <p>Technology in my life</p> <ul style="list-style-type: none"> • Think about the technology they use every day • Present the technology as a timeline, showing when they would use it • Talk about the benefits of technology • Look at a map of a town, talk about the technologies that are used in different places • Talk about the technologies that are used most often 	<p>French:</p> <ul style="list-style-type: none"> • I can say and respond to greetings and to: <i>Comment tu t'appelles?</i> • I can respond to instructions in French • I can sing a traditional French song • I can say the colours of the French flag • I can locate France on a map and learn about the location of Paris. • I can learn some interesting things about France <p>P.E.: Multiskills – Throwing and Catching Focus</p> <ul style="list-style-type: none"> • Perform a range of throwing & catching skills with control Make simple decisions about when & where to run • Choose & use tactics to suit different situations • Know how to score & keep the rules of the game • Anticipate what I will feel like after playing games • Recognise describe what is successful & copy Use ideas & information acquired to improve my skills
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Maths: Resource White Rose Maths		Literacy
<p>Block 1 Multiplication and Division</p> <ul style="list-style-type: none"> Recognise equal groups Make equal groups Add equal groups Multiplication sentences using the x symbol Multiplication sentences from picture Use arrays Make doubles 2, 5, 10 times tables Make equal groups – sharing Make equal groups – grouping Divide by 2 Odd and even numbers Divide by 5 and 10 	<p>Block 2 Statistics</p> <ul style="list-style-type: none"> Make tally charts Draw pictograms (1-1) Interpret pictograms (1-1) Draw pictograms (2,5,10) Interpret pictograms (2,5,10) Block diagrams <p>Daily Mental Maths Resources:</p> <ul style="list-style-type: none"> Numbots (online) Number of the day (differentiated) TT Rockstars Arithmekit, Zooming In, Play the Number 	<p>Writing:</p> <ul style="list-style-type: none"> Talk for writing –Letter writing (imitate, innovate, invent) Instruction writing (link to Science) <p>Grammar:</p> <ul style="list-style-type: none"> Antonyms, similes, commas, different types of sentences, punctuation, speech marks and speech bubbles, plurals <p>Resources:</p> <ul style="list-style-type: none"> The Day the Crayons Quit Reading of a range of Fairy tales (Fairy tale Challenge) <p>Author focus: Oliver Jeffers</p> <p>Reading:</p> <ul style="list-style-type: none"> Guided Reading – differentiated in 5 groups Whole class reading, 1 to 1 reading. Reading Comprehension – differentiated Author Focus: Oliver Jeffers <p>Phonics and Spelling:(phonics is streamed across Year 1, 2 and 3)</p> <ul style="list-style-type: none"> Pupils are grouped - end of term assessments. Jolly Phonics scheme, Westover Green, Mr Thorne does Phonics, Year 2 Poetry for Spelling using Letters and Sounds Phase progression linked to Year 2 objectives.
<p>Additional Curriculum Days:</p>		

Science: (continued from Spring 1)
Unit of work: Uses of Everyday Materials

- Identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses – *go on a ‘materials’ walk*
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching - sort and record materials by grouping them. *Ice experiment – temperature changes – liquid, solid, gas – some reverse some don’t*

Working Scientifically – British Science week: environment scientists

- Comparing the uses of everyday materials in and around the school with materials found in other places (at home, on the journey to school, on visits and in stories, rhymes and songs) - *The Three Little Pigs*
- Observing closely, identifying and classifying the uses of different materials – *label and group materials in the classroom – test a range of materials to see if they are waterproof*
- Recording their observations

Scientist: we are environmental scientists – Adult scientists visit or send video clips about their jobs

History:
Florence Nightingale (how she changed nursing) and Mary Seacole

- Changes within living memory. Where appropriate, theses should be used to reveal aspects of change in national life
- Events beyond living memory that are significant nationally or globally
- Significant historical events, people and places in their own locality
- The lives of significant individuals in the past who have contributed to national and international achievement. Some should be used to compare aspects of life in different periods.

Lessons include:

- Introduce Florence Nightingale. Discuss who she was and what the word FAMOUS means.
- Florence’s timeline and Mary Seacole’s timeline
- Compare Florence’s life to Mary Seacole and the impact they both had on nursing today
- Comparing nursing today with the past (visit from a local nurse

D.T.:
Design:

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, computing

Make:

- Select from and use a range of tools and equipment to perform practical tasks (e.g cutting, shaping, joining and finishing)

Evaluate

- Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria

Design a coat looking at symmetry and colour patterns. (Joseph’s coat)

- Introduce the topic designing a coat of many colours, look at examples of designs, create own design, use material and coloured felt to make and sew coat

Music:
Listening and Appraising
Caribbean and Reggae music

- Use their voices expressively by speaking chants, rhymes and singing songs.
- Play untuned and tuned instruments
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the interrelated dimensions of music

Pupils will:

- Listen to and appraise a range of Reggae songs
- Talk about the history of Reggae music
- Learn and perform a well-known Reggae song
- Write new words for the song

<p>Resource: Understanding Christianity</p> <p>KS1 Unit 1.5 Salvation (Easter)</p> <ul style="list-style-type: none"> Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). Use the image of the labyrinth to create the journey of the Easter story. Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas <p>Statutory Objectives:</p> <ul style="list-style-type: none"> Know Bible is Old and New Testament Recall and sequence last eight days of Jesus life Understand Christians believe because Jesus died they can be forgiven by God Understand Christians believe Jesus rose from dead giving hope of new life. <p>Christian Value: Forgiveness - 'The Big Spender' - Luke 15</p>	<p>PSHE/RSE: Resource: Jigsaw</p> <p>Healthy Me</p> <ul style="list-style-type: none"> Know what is needed to keep my body healthy Say, show and know what makes me feel relaxed and some things that make me feel stressed Understand how medicines work in my body and using them safely Sort food in food groups and know which foods are needed to stay healthy Make healthy snacks and explain why they are good for my body Decide which foods give the body energy 	<p>Computing: Resource - eLim</p> <p>Active Bytes:</p> <ul style="list-style-type: none"> Careful about the icons I click or tap when I use technology devices Identify some possible risks to devices Discuss with an adult how I will keep myself safe before I use a device I tell a trusted adult when something worrying or unexpected happens when I am using a device <p>Handling Data Sorting My Birds</p> <ul style="list-style-type: none"> Investigate and sort bird pictures Talk about types of data and how it can be collected Make a decision tree Generate questions Collect, record & present data Compare different ways to present information 	<p>French: Resource: Barnaby Bear visits Paris (BBC)</p> <ul style="list-style-type: none"> Learn about a famous Paris landmark. Know the name of a famous French story Recognise some familiar words in written form Explore the patterns and sounds of language through a song <hr/> <p>P.E.: Multi skills - Striking and Fielding Focus</p> <ul style="list-style-type: none"> Perform a range of throwing & catching skills with control Make simple decisions about when & where to run Choose & use tactics to suit different situations Know how to score & keep the rules of the game Anticipate what I will feel like after playing games Recognise describe what is successful & copy Use ideas & information acquired to improve my skills
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Maths: Resource White Rose Maths		Literacy
<p>Block 3: Shape</p> <ul style="list-style-type: none"> Recognise 2D and 3D shapes Count sides on 2D shapes Count Vertices on 2D shapes Draw 2D shapes Lines of Symmetry Sort 2D shapes Make patterns with 2D shapes Count faces on 3D shapes Count edges on 3D shapes Count vertices on 3D shapes Sort 3D shapes Make patterns with 3D shapes 	<p>Block 4: Fractions</p> <ul style="list-style-type: none"> Make equal parts Recognise a half Find a half Recognise a quarter Find a quarter Recognise a third Find a third Unit fractions Non-unit fractions Equivalence of half and 2 quarters Find 3 quarters Count in fractions <p>Daily Mental Maths Resources:</p> <ul style="list-style-type: none"> Numbots, TT Rockstars (online) Number of the day (differentiated) Arithmekit, Zooming In, Play the Number 	<p>Writing:</p> <ul style="list-style-type: none"> Story write - Fairy tales with a Twist (writing in the first person) Recount - How Florence Nightingale changed Hospitals (link History) Instruction writing directions for fairyland (making a brochure for visitors using a map) <p>Grammar:</p> <ul style="list-style-type: none"> Speech marks and speech bubbles, Bossy (imperative verbs), revisit adverbs, time words, suffixes, possessive apostrophe (HAP) <p>Resources:</p> <ul style="list-style-type: none"> The True Story of the Three Little Pigs The True story of Little Red Riding Hood Instructions by Neil Gaiman <p>Reading:</p> <ul style="list-style-type: none"> Guided Reading – differentiated in 5 groups Whole class reading, 1 to 1 reading. Reading Comprehension – differentiated <p>Phonics and Spelling:(phonics is streamed across Year 1, 2 and 3)</p> <ul style="list-style-type: none"> Pupils are grouped - end of term assessments. Phase 6 <p>Resources: Westover Green, Mr Thorne does Phonics, Year 2 Poetry for Spelling Planning uses Letters and Sounds Phase progression linked to Year 2 objectives.</p>
<p>Additional Curriculum Days:</p> <ul style="list-style-type: none"> E-Safety Day – Whole School British Science Week World Book Day Easter service at St Gregory’s Church 		

Year 2 Summer Term 1

Science: Animals including Humans

- notice that animals, including humans, have offspring which grow into adults - Observing the growth of Tadpoles
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)- (link to Geography and Literacy) - We are marine biologists finding information about coral reefs and what endangers them. Visit to Bristol Aquarium

Working Scientifically

- observing through video or first hand, observations and measure how different animals, including humans, grow Observing the growth of Tadpoles
- ask questions about what things animals need for survival and what humans need to stay healthy
- suggest ways to find answer to their questions

Scientist: Marine Biologists – What do they do?

<https://www.youtube.com/watch?v=FxNO6ZUNLLk>

Scientist Focus: Louis Pasteur

Geography: Oceans and Seas - at the seaside in the UK

Locational knowledge

- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas, focus the fact the UK is an island

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom – identify the seaside where pupils have been on holiday describe the features of the seaside

Geographical vocabulary

- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

Key human features

- including: city, town, village farm, house, office, port, harbour and shop – identify and compare features of the coastline.

Geographical skills and fieldwork

- use simple compass directions (North, South, East and West) and locational and directional describe the location of features and routes on a map - environmental responsibility saving our seas and pollution (link to literacy persuasive writing)

Use aerial photographs and plan perspectives

- to recognise landmarks and basic human and physical features, devise a simple map

Art: Study of seascapes.

Artist Focus: J.M.W. Turner

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

Learn watercolour techniques and create a seascape including collage

- Use a range of techniques to give texture and effect to watercolour work
- The sea -mixing of colours and use A5 to experiment.
- Paint a sailing ship. Look at photos and paintings:
- Complete our collages pasting the sea and then cutting out our ships for the collage.
- Class exhibition (invite parents) demonstrate techniques used

Music:

Creating and Exploring Oceans and Seas (link Geog and Literacy)

- Use voices expressively and creatively by singing songs and speaking chants and rhymes
- Listen to a song thematically inked to seas and perform as a group
- Understand sound effects

Pupils will:

- Explore movement through song
- Talk about how we can communicate through song
- Creative opportunity to add their own ideas

<p>Resource: Understanding Christianity</p> <p>KS1 Unit 1.4 Agape – Gospel</p> <ul style="list-style-type: none"> • Parable - MATTHEW 13:45–46: A PEARL OF GREAT PRICE • Explore prayer and what Christians might pray for. • Think, talk and ask questions about whether Jesus’ ‘good news’ matters to anyone other than Christians, exploring different ideas. <p>Statutory Objectives:</p> <ul style="list-style-type: none"> • Jesus taught people should be loving, kind and forgiving because this is what God is like. • Recall story of Unmerciful Servant linking it to forgiveness in Lord’s prayer. • Reflect on implications of this story for Christians today. • Raise and suggest answers to relevant questions <p>Christian Value: Responsibility <i>The Secret Baby</i>, OT, page 28, from Exodus 1-2 (Moses in bull rushes, Sister is watching and responsible)</p>	<p>PSHE/RSE: Resource: Jigsaw</p> <p>Relationships:</p> <ul style="list-style-type: none"> • Identify the different members of my family and understand my relationship with each one and know why it is important to share and co-operate • Understand that there are lots of forms of physical contact some acceptable and some is not • Identify some things that cause conflict with my friends • Understand when it is good or not good to keep a secret • Recognise and appreciate people who can help me in my family, school and community 	<p>Computing: Resource - eLim</p> <p>Active Bytes:</p> <ul style="list-style-type: none"> • I describe the things I enjoy about age appropriate apps, games and websites I am guided to use <p>Multimedia Present My Information</p> <ul style="list-style-type: none"> • Explore ways in which we can present information • Present information we have researched • Develop key board skills • Share the information with others using a class blog, school website, etc 	<p>French: Consolidation of all learnt so far including changing the Leon le Cameleon song to our own animals, food, colours.</p> <hr/> <p>P.E.: Athletics</p> <ul style="list-style-type: none"> • Remember, repeat and link combinations of actions • Use my body and a variety of equipment with greater control and co-ordination. • Choose skills and equipment to help them meet the challenges that are set. • Recognise and describe what my bodies feels like in different types of activity. • Watch, copy and describe what others have done.
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Maths: Resource White Rose Maths		Literacy
<p>Block 1: Measure Length and Height</p> <ul style="list-style-type: none"> Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°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 =. <p>Small steps</p> <ul style="list-style-type: none"> Measure length (cm) Measure length (m) Compare lengths Order lengths Four operations with lengths 	<p>Block 2: Geometry – Position and Direction</p> <ul style="list-style-type: none"> 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 <p>Small steps</p> <ul style="list-style-type: none"> Describing movement Describing turns Describing movement and turns Making patterns with shapes <p>Daily Mental Maths Resources:</p> <ul style="list-style-type: none"> Numbots, TT Rockstars (online) Number of the day (differentiated) <p>Arithmekit, Zooming In, Play the Number</p>	<p>Writing:</p> <ul style="list-style-type: none"> Non Fiction – persuasive write – posters to save the Great Barrier Reef (link to Geography) Fiction - Narrative write (Talk for Writing - Imitate, Innovate, Invent) <p>Grammar:</p> <ul style="list-style-type: none"> Homophones, punctuation, time words, similes <p>Resources:</p> <ul style="list-style-type: none"> Non- Fiction Book – Coral Reef Traction Man <p>Reading:</p> <ul style="list-style-type: none"> Guided Reading – differentiated in 5 groups Whole class reading, 1 to 1 reading. Reading Comprehension – differentiated Author Focus: Mini Grey <p>Phonics and Spelling:(phonics is streamed across Year 1, 2 and 3)</p> <ul style="list-style-type: none"> Pupils are grouped - end of term assessments.LA – Phase 5 - sound families; MA and HA – Phase 6 (links to grammar objectives) <p>Resources:</p> <ul style="list-style-type: none"> Jolly Phonics scheme, Westover Green, Mr Thorne does Phonics, Year 2 Poetry for Spelling using Letters and Sounds Phase progression linked to Year 2 objectives.
<p>Additional Curriculum Days:</p>		

Science:

Unit of work: Animals including humans (cont'd)

- notice that animals, including humans, have offspring which grow into adults – *sequence growth from baby to an adult, life cycle of a butterfly*
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)- (link to Geography and Literacy) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. – *link to PSHE*

Working Scientifically

- observing through video or first hand, observations and measure how different animals, including humans, grow ask questions about what things animals need for survival and what humans need to stay healthy *life cycle of a butterfly*
- suggest ways to answer to their questions *experiment, observe changes through exercise*

History: (continued from Geography topic) – Holidays at the Seaside in the Past

- Changes within living memory, where appropriate, these should be used to reveal aspects of change in national life comparison on the holidays at seaside over time: 1900, 1950, today
- Significant historical events, people and places in their own locality – travel over time, identify similarities and differences between ways of life in different periods, clothing, activities.

D.T:

Design:

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, computing

Make:

- Select from and use a range of tools and equipment to perform practical tasks (e.g cutting, shaping, joining and finishing)
- Select from and use a wide range of materials and components, incl. construction materials, textiles and ingredients according to their characteristics

Evaluate

- Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria

Technical Knowledge:

- Build structures, exploring how they can be made stronger, stiffer and more stable
- Explore and use mechanisms (e.g. levers, sliders, wheels and axles), in their products

Items: (link to Geography and History)

- To design and make a boat that will travel quickly, in a straight line and carrying a load.
- To create a placemat using cross stitch (alongside other activities over the following weeks)

Music: continued from Summer first half

**Creating and Exploring Underwater Soundtracks
Creating and Exploring Oceans and Seas (link Geog and Literacy)**

- Use voices expressively and creatively by singing songs and speaking chants and rhymes
- Listen to a song thematically linked to seas and perform as a group
- Understand sound effects

Pupils will:

- Explore movement through song
- Talk about how we can communicate through song

Creative opportunity to add their own ideas

<p>R.E.: Resource AMV Humanism - Lesson 1 and 2. Learn what atheists and agnostics are, and how they might celebrate life events</p> <p>Statutory Objectives:</p> <ul style="list-style-type: none"> • Be familiar with the terms 'Humanist' and 'atheist'. • Know that of utmost importance for a Humanist is what human beings have achieved and can achieve as individuals and together to improve life for everyone and look after the world. • Know that many Humanists are 'atheists'; they do not believe in a deity or deities. • Recognise the 'happy human' logo • Know how a Humanist family might celebrate the birth of a child and/or the naming of a baby. <p>Christian Value: Responsibility Jonah and the Whale</p>	<p>PSHE/RSE: Resource – Jigsaw Changing Me</p> <ul style="list-style-type: none"> • Recognise cycles of life in nature • Tell about the natural process of growing from young to old and understand that this happens to everyone • Recognise how my body has changed from a baby on the continuum from young to old • Recognise physical differences between boys and girls, use the correct name for body parts and appreciate that some parts of my body are private • Understand there are different types of touch and can say which ones I like and don't like. 	<p>Computing: Resource - eLIM</p> <p>Active Bytes:</p> <ul style="list-style-type: none"> • I take a break when I have been using a device for too long • I do a range of other activities when I am not using devices <p>TIOL Do I Trust My Internet Search?</p> <ul style="list-style-type: none"> • Think about 'What is the internet?' • Look at the validity of Tomato Spider website • Consider where the information on school website comes from • Make own creature and information on a 'website' 	<p>French: Consolidation of all learnt so far including changing the Leon le Cameleon song to our own animals, food, colours.</p> <hr/> <p>P.E.: Cricket</p> <ul style="list-style-type: none"> • Demonstrate running, stopping and changing direction and pathways with control and speed. • Developing spatial awareness. • Explore different throwing and catching techniques with a variety of objects. Track an object in flight. • Describe how to run faster, dodge and swerve and stop under control and why this helps me when I play cricket. • Demonstrate how to work safely – consider other people around me <p>Swimming:</p> <ul style="list-style-type: none"> • To develop basic pool safety skills and confidence in water. • To develop travel in vertical or horizontal position and introduce floats. • To develop push and glides, any kick action on front and back with or without support aids. • To develop entry and exit, travel further, float and submerge. • To develop balance, link activities and travel further on whole stroke. • To show breath control. • Introduction to deeper water. Treading water.
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Maths: Resource White Rose Maths		Literacy
<p>Block 4: Measure time:</p> <ul style="list-style-type: none"> Tell and write the time to five minutes, quarter past/to the hour and draw the hands on a clock face to show these times. Know the number of minutes in an hour and the number of hours in a day. Compare and sequence intervals of time. Know the number of minutes in an hour and the number of hours in a day. Compare and sequence intervals of time. O'clock and half past Quarter past and quarter to Telling the time to 5 minutes Hours and days Find durations of time Compare duration of time 	<p>Block 4: Measure – Mass, Capacity and Temperature</p> <ul style="list-style-type: none"> Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°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 = Compare mass Measure mass in grams Measure mass in kilograms Compare volume Millilitres Litres Temperature <p>Daily Mental Maths Resources:</p> <ul style="list-style-type: none"> Numbots, TT Rockstars (online) Number of the day(differentiated) Arithmekit 	<p>Writing:</p> <ul style="list-style-type: none"> Non-Fiction – Chronological report on our Forest School focus Fiction – Poetry - The Snail and the Whale Animal Poetry – written in a repetitive pattern over 6 lines <p>Grammar:</p> <ul style="list-style-type: none"> Time connectives, conjunctions and compound sentences, comparatives and superlatives, revisit suffixes and prefixes, verb tenses, adverbs <p>Resources:</p> <ul style="list-style-type: none"> The Snail and the Whale Tyger, Tyger Film and Music – The Lion King Akimbo and the Elephants by Alexander McCall Smith <p>Reading:</p> <ul style="list-style-type: none"> Guided Reading – differentiated in 5 groups Whole class reading, 1 to 1 reading. Reading Comprehension – differentiated <p>Phonics and Spelling:(phonics is streamed across Year 1, 2 and 3)</p> <ul style="list-style-type: none"> Pupils are grouped - end of term assessments.LA – Phase 5 - sound families; MA and HA – Phase 6 (links to grammar objectives) <p>Resources:</p> <ul style="list-style-type: none"> Jolly Phonics scheme, Westover Green, Mr Thorne does Phonics, Year 2 Poetry for Spelling using Letters and Sounds Phase progression linked to Year 2 objectives.
<p>Additional Curriculum Days:</p> <ul style="list-style-type: none"> Transfer Day Whole School Sports Day 		