


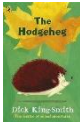












## Our Year 2 Curriculum – Summer 1

<b>Big Question</b> 	Should everyone have the same rights?
<b>Maths</b> 	<p>In maths, we will be looking at measuring length and height. For these units, we will be learning to choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers. We will learn to compare and order lengths and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math>.</p> <p>We will also be exploring position and direction. For this, we will learn to order and arrange combinations of mathematical objects in patterns and sequences. We will 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 anticlockwise).</p>
<b>English</b>  	<p>Children will spend a week immersing themselves into the books: 'The Tunnel', by Anthony Browne and 'The Hedgehog' by Dick King Smith for a week so that they get to internalise the language patterns and story structure. They will spend the second week looking closely at the vocabulary and grammar features of the text before moving onto changing parts to create their own story.</p> <p>Final Written Outcome: Plan, write and edit an alternative version of the story.</p> <p>The Hedgehog by Dick King Smith. Children will have heard this story as part of their end of day story before the beginning of this unit. We will be writing instructions to help hedgehogs cross the road safely.</p> <p>Final Written Outcome: 'How to cross the road safely' booklet for hedgehogs.</p>
<b>History</b> 	<p>Concept: Significant historical events, people and places in their own locality.</p> <p>Children will place famous women in history on a timeline and world map. They will explain the changes that Mary Seacole made to nursing and the difficulties she experienced in her life. They will also understand the impact that Elizabeth Garrett Anderson made in the medical field and the difficulties she experienced in her life. Children will also understand the impact that Emmaline Pankhurst had on the UK and voting. They will compare the similarities and differences between two famous women in their experiences and their impact.</p>
<b>Science</b> 	<p>Through the concept of plants children will question 'What should I do to grow a healthy plant?' Children will learn that plants are living things that grow and that they also help humans and animals live by providing food to eat and oxygen to breathe. They will understand that most plants grow from a seed or a bulb and learn what they need to grow. They will know that seeds and bulbs have a store of food inside them and know that seeds don't need light to grow but a green shoot and leaves will need sunlight for health growth. They will learn that plants can grow in soil or water and understand what a plant</p>

	needs to grow and compare the needs of seeds and bulbs. Children will know that seeds and bulbs grow roots and shoots and roots and shoots grow leaves about ground and plants make flowers and flowers turn into fruits and flowers and fruits make their own seeds.
<b>Religious Education</b> 	In RE we shall be studying 'Special Places'. Our big question is: What makes a Mosque a special place for believers. Children will learn to describe the features that make a place special and how it makes them feel. They will talk about why Muslims go to Mosques and know what a Mosque is and why it is important. They will learn how and why Muslims pray and worship at the Mosque. They will learn what they can discover in a Mosque.
<b>PSHE</b> 	Our concept is: What can help us grow and stay healthy? Children will learn about the different things that help our bodies to be healthy and understand that eating and drinking too much sugar can affect health. They will learn how to be physically active and how much rest and sleep they should have every day. They will understand that there are different ways to learn and play and to know how to know when to take a break from screen-time. They will understand how sunshine helps bodies to grow and how to keep safe and well in the sun.
<b>Music</b> 	Children will learn to recognise by sound and sight some of the instruments in an Orchestra. They will develop an understanding of the musical terms; pulse and rhythm. They will be able to read, create and play their own simple crotchet and quaver rhythm patterns and be able to read notes E and G on the staff.
<b>Art</b> 	In Art our concept is Sculpture. We shall be using simple shapes to make sculptures of the human form. We shall explore sculptures with 'inside' and 'outside' spaces. We shall paint sculptures and think about how the 2 pieces made can link together. We shall create kinetic sculptures that move in the wind. Key artists: Henry Moore and Alexander Calder
<b>Computing</b> 	Through the concept of Information Technology children will study the introduction and planning of a plant hunt. They will collect data using tally charts and, using Jit toolkit, produce pictograms. They will analyse and evaluate data and prepare a data presentation on Google Slides.
<b>Outdoor PE</b> 	In PE, the children will be taking part in invasion games. In these lessons, they will be learning: <ul style="list-style-type: none"> <li>• To understand what being in possession means and support a teammate to do this.</li> <li>• To use a variety of skills to score goals.</li> <li>• To develop stopping goals.</li> <li>• To learn how to gain possession of the ball.</li> <li>• To develop an understanding of marking an opponent.</li> <li>• To learn to apply simple tactics for attacking and defending.</li> </ul>

## Indoor PE



In PE, the children will be developing their net and wall skills. In these lessons, they will be learning:

- To develop racket familiarisation.
- To develop placing an object.
- To use the ready position to defend space on court.
- To develop returning a ball with hands.
- To develop returning a ball using a racket.
- To move an opponent to win a point.

In swimming, the children will be developing their confidence and consistency of arm and kick actions