

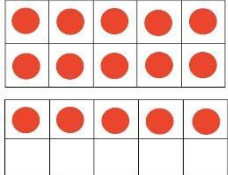
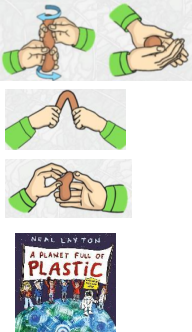


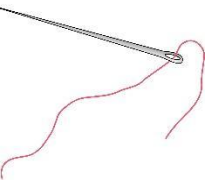







Our Year 2 Curriculum – Summer 2

<p>Lens & Big Question</p> 	<p>Sustainability: How can recycling unite a community?</p>
<p>English</p> 	<p>Text: Pip and Egg and The Tin Forest. We will learn to spell common exception words correctly. We will learn to apply spelling rules. We will sequence sentences to form a narrative. We will demarcate sentences using full stops and capital letters. We will use some of the diagonal and horizontal strokes needed to join letters. We will make simple additions, revisions and corrections to their own writing by proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly). We will be using the apostrophe for possession and for contraction. The children will be revising the different word classes and remembering their importance. During story time we will be reading George’s Marvellous Medicine.</p>
<p>Maths</p> 	<p>We will explore measuring time, capacity, mass and temperature. For this, we will choose and use appropriate standard units to estimate and measure mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, scales, thermometers and measuring vessels. compare and order mass, volume/capacity and record the results using >, < and =. We will compare and sequence intervals of time. We will tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. All children will know the number of minutes in an hour and the number of hours in a day.</p> <p>In addition to this we will be introducing the children to statistics. In this unit the children will be learning how to make a tally chart, to record their information in tables and block diagrams and finally using pictograms to show different increments of amounts (1s, 2s, 5s and 10s)</p> <p>The children will build upon the language of position and direction that they learnt in Year 1 (above/below, right/left and in between) to describe movements and turns. We will be describing shape patterns.</p>
<p>Science</p> 	<p>During our materials topic, we will learn that an object, its material and its use are 3 different things. We will learn that a property is something about the material that we can measure, see or feel. We will understand that some properties are seen to vary according to what the material has been made into, for example, wood is never stretchy but it can be flexible, especially if it is shaped into a thin ruler or dowel, or it can be rigid if made into a thick table top or door. We will learn how to describe the properties of objects using stretch, bend, twist and squash (Know that applying forces to objects can change their shape).</p> <p>We will learn how to use the words flexible, rigid, stiff, elastic, dull, brittle, transparent and opaque. We will understand the difference between rigid (unable to bend) and stiff (unable to be stretched or squashed). We will begin to use two words to describe a property, eg, elastic and stretchy. We will learn how to describe which materials would be suitable for objects, sometimes more than one, eg, a bike helmet will be made from different materials.</p> <p>We will be using the book ‘A Planet Full of Plastic’ to inspire our learning as well as studying the scientist, Victoria Callaghan.</p>

<p>Geography</p> 	<p>During Geography, we will be exploring sustainability to answer our big question. In this unit, we will learn how to locate Gambia in Africa (specifically the village Njau). We will learn to compare and contrast the geographical similarities and differences of Finchley and Njau. We will use geographical vocabulary to compare and contrast Finchley and Njau. We will explore how the human and physical features (city, village, sand, weather, season, shops, factory, farm) of both places affect how they recycle. We will learn to compare and contrast how the features (shop, office, harbour, factory, city, village, town, ocean, river, coast, weather) of both places impact their ways to recycle. We will learn how to use a map to identify the two places. We will learn to use aerial photographs (satellite images) to compare and contrast the two places. We will be able to recognise the human (buildings, houses, offices, factories, villages) and physical (vegetation, soil, ocean, river) features of both places</p>
<p>PSHE</p>	<p>We will be exploring the concept of 'Living in the Wider World'. For this, we will learn how jobs help people earn money to pay for things they need and want. We will learn about a range of different jobs, including those done by people they know or people who work in their community. We will learn about a range of different jobs, including those done by people they know or people who work in their community. We will learn how people have different strengths and interests that enable them to do different jobs. We will learn how people use the internet and digital devices in their jobs and everyday life.</p> <p>Our British Value is: Individual Liberty</p>
<p>Music</p> 	<p>In music, we will learn how to recognise by sound and by sight, some of the instruments from each of the Orchestral families: Woodwind, Brass, Strings and Percussion. We will continue to learn to use musical vocabulary such as pulse, rhythm, dynamics, tempo and pitch. We will be learning to read, write, create and play our own simple crotchet (fly) and quaver (spider) rhythm patterns and how to read notes F, A, C, E on the staff. New vocabulary will include words such as stave, treble clef, double bar line and repeat. We will also be watching the Junior children perform live on their musical instruments.</p>
<p>D&T</p> 	<p>For design and technology this term, we will be exploring 'textiles'. For this, we will learn that a textile container is the name of any fabric bag – knitted or woven. We will learn how simple textile containers can be designed and modified for different purposes and different users. We will learn that different fabrics have different purposes. We will learn how to design a product using textiles for a specific purpose. We will draw up simple design specifications and make a plan of how to make the product. We will know how to make a paper pattern/template that uses a seam allowance. From this, we will measure, tape, cut and join fabric with some accuracy. We will learn how to cut rectangular patterns/templates and join fabrics by stitching. We will use a running stitch for a variety of purposes. Please make sure you have sent in an old t-shirt!</p>
<p>Religious Education</p> 	<p>Our key question this half term is 'Does completing Hajj make a person a better Muslim?'. We will be exploring the significance of this pilgrimage to Muslims and learning about key events. We will discuss a special journey and why it was special to the children. We will remember some of the events that happen during Hajj and start to explain why these are important to Muslims. We will start to think about the significance of Hajj to a Muslim.</p>
<p>Outdoor PE</p> 	<p>In PE, the children will be developing their athletic skills. In these lessons, they will be learning:</p> <ul style="list-style-type: none"> ● To develop the sprinting action. ● To develop jumping for distance. ● To develop technique when jumping for height. ● To develop throwing for distance. ● To develop throwing for accuracy. ● To develop technique when taking part in an athletics carousel.

<p>Indoor PE</p> 	<p>In PE, the children will be developing their net and wall skills. In these lessons, they will be learning:</p> <ul style="list-style-type: none"> ● 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.
<p>Computing</p>	<p>In Computing, the children will learn what stop motion animation is and begin to plan and create their own. They will use greater control when taking photos and use logical thinking to explore software, predicting, testing and explaining what it does. Children will recognise that small changes in frames will create smoother looking animations.</p> <p>In addition to this, in computing children will be programming code for an animation of a moving animal in Scratch Junior. They will be able to follow and create an algorithm. They will also have to explain the role of the programming blocks in Scratch Junior and use them for a purpose.</p> <p>Online Safety: The children will learn what happens to information posted online; how to keep things private online; who we should ask before sharing online; describing different ways to ask for, give, or deny permission online.</p>