





English	CURRICULUM INFORMATION SUMMER TERM	Maths
<p><b>Reading:</b> <b>Fiction:</b> Gizmo girl Bog baby Little cousin Claire A new home Cottonwool Colin Stick man Beegu Dora the storer</p> <p><b>Non-fiction</b> Liam the park keeper Swimming Lunchbox World of water</p> <p><b>Poetry:</b> Cobweb morning Summer Sunflowers Barn owls</p> <p><b>Writing:</b> <b>Narrative: x3 weeks</b> The Lost Homework (by Richard O'Neill)</p> <p><b>Instructions: X2 weeks</b> How to Wash a Woolly Mammoth (both written by Michelle Robinson)</p> <p><b>Recount x2 weeks</b> (of real events): Here I Am (by Patti Kim, illus. by Sonia Sanchez)</p> <p><b>Narrative: x3 weeks</b> Super Joe Does not do Cuddles (by Michael Catchpool)</p> <p><b>Poetry x2 weeks</b> Belonging Street (Take One Poet Mandy Coe)</p> <p><b>Whole School 'Explore and Engage Unit' x2 weeks</b></p>	<p style="text-align: center;"><b>YEAR 2</b></p> <p style="text-align: center;"><b>RE</b></p> <p style="text-align: center;"><b>To the ends of the Earth</b></p> <p>By the end of this unit of study, pupils will have revisited and encountered the following key texts:</p> <ul style="list-style-type: none"> <li>• Jesus appears to the apostles and the Ascension (Lk 24:36-53)</li> <li>• Pentecost and Peter talks to the crowd (Acts 2:1-9, 12-13)</li> <li>• Conversion of Saul (Acts 9:1-19)</li> <li>• Fruits of the Holy Spirit (Gal 5:22-23)</li> <li>• God is love. Love is God's first gift poured into our hearts by the Holy Spirit.</li> <li>• The fruits of the Spirit are the visible signs that a person is led by the Holy Spirit.</li> <li>• The fruits of the Spirit are love, joy, peace, patience, kindness, generosity, faithfulness, gentleness, and self-control</li> </ul> <p style="text-align: center;"><b>Dialogue and encounter</b></p> <p>By the end of this unit of study, pupils will have encountered the following key text:</p> <ul style="list-style-type: none"> <li>• The parable of the Good Samaritan (Lk 10:25-37)</li> </ul> <p>By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> <li>• Christians should collaborate in service of humanity.</li> </ul> <p>By the end of this unit of study, pupils will know about Christianity locally through:</p> <ul style="list-style-type: none"> <li>• Learning about their local Christian community.</li> <li>• Learning about ways Christians where they live come together to support the local community.</li> </ul> <p><b>Encounter</b></p> <p>By the end of this unit of study, pupils will have encountered the following:</p> <ul style="list-style-type: none"> <li>• Recognise links and simple connections between some Jewish religious laws, beliefs, worship, and life. (e.g., keeping the Sabbath day holy and how this is celebrated in the synagogue and in Jewish homes).</li> <li>• Recognise that most Jewish religious words are in Hebrew (the original language of the Torah and other sacred Jewish/Christian texts).</li> <li>• Listen to the religious experiences of others from different communities in the class and the local area.</li> </ul>	<ul style="list-style-type: none"> <li>• Multiplication and Division</li> <li>• Fractions</li> <li>• Geometry – properties of 2D and 3D shapes, position, direction and symmetry</li> <li>• Time – telling the time to the nearest 5 minutes.</li> <li>• Problem Solving</li> <li>• Calculation review / problem solving – all four operations including fractions and measures</li> </ul>
<p style="text-align: center;"><b>Class book: The Magic Faraway Tree</b> Jacqueline Wilson</p>		
<p style="text-align: center;"><b>Phonics:</b></p> <p>During summer we will be focusing on Common Exception Words (CEW) and spelling rules</p>		

Science	Geography and History	Music
<p><b>PLANTS:</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>observe and describe how seeds and bulbs grow into mature plants</li> <li></li> <li>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul> <p>Our Scientists are:</p> <ul style="list-style-type: none"> <li>Steve Irwin – (Australian)</li> <li>louis Pasteur – (French)</li> <li>Animals from around the world</li> <li>Elizabeth Garrett Anderson (British)</li> </ul>	<p><b>Monarchs: HISTORY</b></p>  <p><b>Children should be taught about:</b> Finding out the role of a monarch, children compare the monarchy today with the monarchy in the past. Pupils investigate how William the Conqueror became King and learn how he used castles to rule. They study different types of castles and consider how these evolved over time in their own locality.</p> <p><b>Beside the seaside: GEOGRAPHY</b></p>  <ul style="list-style-type: none"> <li>Name and locate the seas and oceans surrounding the UK in an atlas.</li> <li>Label these on a map of the UK.</li> <li>Describe the location of the seas and oceans surrounding the UK using compass points.</li> <li>Define what the coast is.</li> <li>Locate coasts in the UK.</li> <li>Name some of the physical features of coasts.</li> <li>Explain the location of UK coasts using the four compass directions.</li> <li>Name features of coasts and label these on a photograph.</li> <li>Identify human features in a coastal town.</li> <li>Describe how people use the coast.</li> <li>Follow a prepared route on a map.</li> <li>Identify human features on the local coast.</li> <li>Record data using a tally chart.</li> <li>Represent data in a pictogram.</li> <li>Describe how the local coast has been used.</li> </ul>	<p>Sing and use their voices creatively in a variety of activities. Listen to a wide variety of music. Improve understanding of musical elements and improve rhythmic recognition and understanding of rhythmic notations. Learn about ostinato and drone patterns. Begin exploring pitched notation. Play tuned and un-tuned percussion instruments in a variety of composing and performing activities. Repeat rhythms accurately and improvise new rhythms. Compose short rhythmic and melodic phrases. Begin learning about the piano keyboard. Learn about different kinds of scales. Begin learning to play the ukulele.</p>
<p><b>Computing</b></p> <p><b>Creating Pictures –</b> Here we will be exploring the 2Paint. Children will learn from a variety of artists from around the world and have ago at recreating these on the computer in their particular style.</p> <p><b>Making Music</b> This will provide the children with the knowledge and understanding to create simple and more complex animations using 2Sequence. The children can use 2Sequence to explore harmony and build up musical scores</p> <p><b>Presenting Ideas</b> We will explore how a story can be presented in different ways. We will then extract information from a 2Connect file to make a publisher fact file on a non-fiction topic related to our Topic theme. Using a variety of software, children will then present their findings to the class.</p>		<p><b>PSHE - Jigsaw</b></p> <p><b>Relationships –</b> - Relationships have a wide focus, looking at diverse topics such as families, friendships, pets and animals, and love and loss. We also learn how to deal with conflict, our own strengths and self-esteem. They have the chance to explore roles and responsibilities in families, and look at stereotypes.</p> <p><b>RSE:</b> Through the Ten Ten programme and, where appropriate, Jigsaw, children will learn about:</p> <ul style="list-style-type: none"> <li>girls and boys</li> <li>I am unique</li> <li>feelings inside and out</li> <li>Super Susie gets angry</li> <li>clean and healthy</li> <li>feelings, likes and dislikes</li> <li>beginnings and endings</li> <li>Rules to help us</li> <li>Real life online</li> <li>Three in one</li> <li>Who is my neighbour?</li> <li>The communities we live in</li> </ul>
<p><b>Creative</b></p> <p><b>Art and Design:</b></p> <p><b>Sculpture and 3D – clay houses</b></p>		<p><b>PE</b></p> <p><b>Striking and fielding:</b> Striking: develop striking a ball with their hand and equipment with some consistency. Fielding: develop tracking a ball and decision making with the ball. Throwing: explore techniques when throwing over and underarm.</p>

<p>Exploring the way clay can be shaped and joined, children learn a range of essential skills for working with this medium. They learn about the sculpture of Rachel Whiteread and create their own clay house tile in response</p> <p style="text-align: center;"><b>Design and Technology:</b></p> <p><b>Mechanics – Ferris Wheel</b></p> <ul style="list-style-type: none"> <li>- Design and label a wheel.</li> <li>- Consider the designs of others and make comments about their practicality or appeal.</li> <li>- Consider the materials, shape, construction and mechanisms of their wheel.</li> <li>- Label their designs.</li> <li>- Build a stable structure with a rotating wheel.</li> <li>- Test and adapt their designs as necessary. <ul style="list-style-type: none"> <li>- Follow a design plan to make a <b>completed model of the wheel.</b></li> </ul> </li> </ul>		<p>Catching: catch with two hands with some co-ordination and technique.</p> <p><b>Target games:</b></p> <p>Throwing overarm: develop co-ordination and technique when throwing overarm towards a target.</p> <p>Throwing underarm: develop co-ordination and technique when throwing underarm towards a target.</p> <p>Striking: develop striking a ball with equipment with some consistency.</p> <p><b>Athletics:</b></p> <p>Running: develop the sprinting action.</p> <p>Jumping: develop jumping, hopping and skipping actions. Explore safely jumping for distance and height.</p> <p>Throwing: develop overarm throwing for distance.</p> <p><b>Net and wall:</b></p> <p>Hitting: develop hitting a dropped ball over a net.</p> <p>Feeding: accurate underarm throw over a net to a partner.</p> <p>Rallying: explore underarm rallying with a partner catching after one bounce.</p> <p>Footwork: consistently use the ready position to move towards a ball.</p>
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Please note the information above is subject to change as our learning and year develops and grows.