

Year 2
Summer Term 2021/2022 - Our Learning



Curriculum Overview - Year 2

**English
Reading**

Key text: Fantastically Great Women who Changed the World by Kate Pankhurst (CUSP)

What is the book about?

In this book we read about women who have changed the world and find out fascinating facts about their achievements in a book full of stunning illustrations. We meet a scientist, an athlete, an explorer, a writer, a fashion designer and a civil rights campaigner. We dare to dream about what we can do to make the world better.

Key text: Grandad's Island by Benji Davies (CUSP)

What is the book about?

We meet Syd and his Grandad who have a close and loving relationship. Grandad takes Syd through a door in the attic to a wild exotic island and they have some lovely adventures together. When Grandad dies Syd learns that loved ones remain in our memories long after they leave us.

Key text: The Rhythm of the Rain by Grahame Baker-Smith (CUSP)

What is the book about?

We learn the story of the water cycle, written in a poetic style and with beautiful illustrations that all add to the story that begins with Isaac emptying a jar of water into a mountain pool. We reflect on how our actions and experiences are an important part of the bigger picture of looking after our world.

Key text: Usborne Illustrated Stories for Aesop, The Sun and the Wind by Susanna Davidson and Giuliano Ferri (CUSP)

What is the book about?

This book retells thirty of Aesop's fables. The fables talk about pride, greed, friendship, quarrels and more. Each fable conveys a moral with a message. We study the Sun and the Wind with the message that often gentle persuasion is more effective than the strongest force.

<p>English Writing</p>	<p>Narratives: A diary entry, a letter, writing instructions, a recount, information text and a factfile.</p> <p>This term, we enjoy reading ‘The Butterfly Lion’ and write a letter and a diary entry as a character from the story. We enjoy writing instructions for our friends, a recount of our own experiences and a factfile all about Year 2. We also link to our learning in geography, writing an information text about an African wild animal. Each writing unit identifies the features of the narrative to be taught. We create a context for the writing to provide a purpose and audience. Editing is encouraged throughout using our green pen when we have nearly completed a piece of writing.</p>
<p>Maths</p>	<p>We are learning about the following topics:</p> <ul style="list-style-type: none"> ● Numbers to 1,000 ● Measures: capacity and volume ● Measures: mass ● Exploring calculation strategies ● Multiplication and division: 3 and 4
<p>Science</p>	<p>Living things and their habitats</p> <p>We consider different life processes and use them to classify living and non-living things. We study our local urban and woodland habitat, considering which plants and animals are found nearby and we learn to describe the climate they live in. We compare their habitat and climate with a variety of different habitats including coastal, ocean, polar, rainforest and desert. We create a microhabitat with different variables to understand the most suitable habitat for minibeasts. We explore how plants and animals depend on each other through seed dispersal and food chains.</p>
<p>Art</p>	<p>Art Strand: Portraiture. Curriculum Subject Link: Kenya in Africa - Geography</p> <p>We learn about the Maasai tribesmen from Tanzania and Kenya, who hand carve Maasai masks: how they come in many different styles, shapes and designs. We look at the portraits of Maasai masks. We discuss human and animal features to link people and nature together. We create preliminary sketches of Maasai masks and explore the culture of tribal artists. We design and cut simple shapes from cardboard and use them to construct a 3D Maasai mask. We explore and design an animal portrait from Kenyan wildlife, using collage to select and cut colours, shapes, textures and images from a range of sources to suit our ideas and purposes. We experiment with painting on a range of 2D surfaces such as cartridge paper, card, brown paper, coloured papers and textured surfaces. We learn to explore and use different techniques to create effects such as splattering, stippling, dripping, pouring etc. We record how we can improve our work, we offer critical advice to others, understanding that all artists do this as well as give confidence and praise.</p>

	<p>Art Strand: The Natural World. Curriculum Subject Link: Seaside - Geography</p> <p>This natural world strand is designed to help us understand and respect the earth and all who live on it. We use our sketchbooks to explore seaside landscapes. We focus on composition and consider where to place the horizon and tide lines within our artwork. For inspiration we look at the work of artists Peder Severin Krøyer and Nina Brooke. We use drawings as a basis for collage and use a range of materials, from cardboard to foil, to replicate the textures found at the seaside. We use watercolours to create different tints, shades and hues to paint the background of our seaside scene. Over the top of the textured background we add colour using poster paints to complete our pictures. We use preliminary sketches to add objects and images with added detail and shading to the final composition. We understand how evaluating creative work during the process, as well as at the end, helps feed the process.</p>
<p>Computing</p>	<p>Programming Code.org Course C. Curriculum Link - Maths</p> <p>Building on the first unit of programming this year, we learn about a new programming environment on the website Code.org where we complete programs to solve puzzles and progress to include debugging. We create our own game using code which includes event-driven actions and repeat blocks.</p>
	<p>Creating Media: Making EBooks. Curriculum Links - Geography / Kenya and English / Writing</p> <p>We learn what an e-book is and explore adding text and images and how to edit. We decide on an audience for our own ebook which we write in our English lesson before recreating as an ebook ensuring that it appeals to our chosen audience. We share our stories and peer assess them.</p>
<p>DT</p>	<p>Cooking and Nutrition: We understand where food comes from.</p> <p>We explore the idea that all food is farmed, grown, or caught and consider where different food comes from and why certain foods cannot be grown here in the UK. We taste a variety of fruit and explore ways this can be prepared (cut, grated, peeled, sliced). We learn about the importance of health and safety when preparing food. After learning different preparation techniques we design, prepare and evaluate our own fruit kebabs.</p>
<p>Geography</p>	<p>Africa: Kenya/UK comparison</p> <p>We continue to learn about our place in the world using key vocabulary including continent, country, town and city. We explore the continent of Africa, specifically Kenya and compare the physical and human features found in both locations in order to form an insight into what life is like in Kenya compared to the UK.</p>

	<p>The Seaside</p> <p>For our UK based topic on the Seaside, we explore geographical similarities and differences through studying the human and physical geography of coastal areas in the United Kingdom. We learn about the physical geography of the coast and devise simple maps of coastal areas using ordnance survey keys.</p>
<p>Music</p>	<p>We work in partnership with Sing Education to deliver our music curriculum.</p> <p>Ms Mitchell is our subject leader and she oversees the music curriculum and our work with Sing.</p> <p>This term our themes are:</p> <p>Animals: Sounds and Noises</p> <p>Holiday Time: World Music</p> <p>More information about what is taught this term can be found on the school website. Please make reference to music within the subject section on the school website.</p>
<p>PE</p>	<p>Real PE Unit 6: Health and fitness</p> <p>We learn health and fitness skills through agility and static balance. Agility is developed through ball chasing and static balance is explored through floor work. We begin to understand why exercise is important and can say how our body feels before, during and after exercise.</p> <p>Dance</p> <p>We try various standing and floor shapes before practising ways to move between shapes. We perform simple routines independently, with a partner and with apparatus.</p> <p>Athletics</p> <p>We practise running over objects at speed, push and pull throws, jumping for distance and teamwork through relays. We begin to think about beating our previous best times especially during sports day.</p> <p>Real PE Unit 2: Social</p> <p>We learn social skills such as taking turns and sharing. We build on our communication skills by helping, praising and encouraging others. We do this through learning dynamic balance to agility such as jumping and landing. We also learn static balance skills through completing activities where we are required to be seated.</p>

Personal Development	Relationships We discuss different kinds of relationships. We explore different types of families and our friendships. We talk about how sometimes friends may disagree. We talk about possible solutions when there may be a disagreement. We learn why some things might make us feel uncomfortable and compare this with relationships that make us feel safe and special. We talk about what we can do if we feel uncomfortable.
	Changing Me We look at aspects of change through life cycles in nature. We discuss changes and feelings associated with getting older. We talk about the transition to Key Stage 2 and Year 3 and some of the emotions that we may (or may not) experience, positive and negative, and what we can do to manage these emotions.
Religious Education (RE)	Judaism We study the religion of Judaism. We explore the history of the religion and learn about Jewish belief in God and other key figures including Abraham and Moses. We learn about the Jewish place of worship (Synagogue) and the holy book (Tanakh: Torah). We consider religious customs and traditions, for example wearing the Kippah, or eating Challah, and find out about the significance of The Star of David. We learn about festivals and celebrations which are important to Jewish people (Rosh Hashanah, Shabbat and Pesach).