

**Year 2**  
**Summer Term 2022/2023 - Our Learning**



**Curriculum Overview - Year 2**

**English  
Reading**

**Key text: Fantastically Great Women who Changed the World by Kate Pankhurst**

**What is the book about?**

In this book pupils will read about women who have changed the world and find out fascinating facts about their achievements in a book full of stunning illustrations. Each beautifully illustrated double page spread focuses on a different inspirational woman and pupils will read about Mary Anning, Mary Seacole, Hatshepsut, Emmeline Pankhurst, Frida Kahlo, Gertrude Ederle and Coco Chanel. This book encourages pupils to dare to dream about what we can do to make the world better.

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

**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. In this term, pupils will study the Sun and the Wind with the message that often gentle persuasion is more effective than the strongest force.

**Key text: Fantastic Mr Fox by Roald Dahl**

**What is the book about?**

The book tells the story of Mr Fox, who lives with his wife and four little cubs. Mr Fox steals food from the farmers named Boggis, Bunce and Bean and in response they attempt to catch and kill him. To escape, the foxes burrow deep into the ground. The farmers hatch a plan to wait for the foxes to emerge. Faced with starvation, Mr. Fox plots to steal food from the farmers by tunnelling into the farmers' houses. This plan is a success and Mrs Fox shares a banquet with all the animals who helped them. All the animals live happily underground with Mr Fox supplying their food whilst the farmers wait outside in vain for Mr. Fox to show up.

<b>English Writing</b>	<p><b>This term the pupils will be writing:</b></p> <ul style="list-style-type: none"> <li>● Persuasive leaflet and diary entries inspired by The Man on the Moon by Simon Bartram</li> <li>● Character description and instructions inspired by The Gingerbread Man</li> <li>● A story from another culture</li> <li>● A letter to Quentin Blake inspired by Fantastic Mr Fox by Roald Dahl</li> <li>● Poetry to develop vocabulary</li> </ul> <p>In each writing unit, a context is created for the writing to provide a purpose and audience. Editing is encouraged throughout using green pen when pupils have nearly completed a piece of writing.</p>
<b>Maths</b>	<p><b>This term the pupils will be learning:</b></p> <ul style="list-style-type: none"> <li>● Measures: mass</li> <li>● Exploring calculation strategies</li> <li>● Multiplication and division: 3 and 4 times tables</li> </ul>
<b>Science</b>	<p><b>Living things and their habitats</b></p> <p>We will 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. We will identify and name a variety of plants and animals in their habitats, including microhabitats. We'll 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.</p>
<b>Art</b>	<p><b>Art Strand: The Natural World. Collage and painting - Seaside</b></p> <p><b>Curriculum Link: Geography - Key Physical features, beach, sea, ocean</b></p> <p>This natural world strand is designed to help pupils 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 Vincent Van Gogh 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</p>

	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.
<b>Computing</b>	<p><b>Creating Media: Making Music</b>  <b>Curriculum link - Music</b></p> <p>In this unit, pupils will build on the skills they have learnt in their music lessons by using a computer to create music. They will listen to a variety of pieces of music and consider how music can make them think and feel. Pupils will compare creating music digitally and non-digitally. Pupils will also look at patterns and purposefully create music.</p>
	<p><b>Programming: Code.org Course C</b></p> <p>Building on the first unit of programming this year, pupils will learn about a new programming environment on the website Code.org where they complete programs to solve puzzles and progress to include debugging. Pupils will create their own game for their friends to play using code which includes event-driven actions and repeat blocks.</p>
	<p><b>Creating Media: Making EBooks</b></p> <p>Pupils will learn what an ebook is and explore adding text and images and how to edit. Pupils will create their own ebook of a narrative they have written in their English lessons, considering the purpose, audience and effect of their book. Pupils will also share their stories and peer assess them.</p>
<b>DT</b>	<p><b>Textiles: templates and joining techniques</b></p> <p>Pupils will introduce and demonstrate a simple running stitch using yarn. They will make holes for sewing using a hammer and nail and use stitches to create an outline for a word or initial. Pupils will explore different sewing threads and name a range of different open weave fabrics. Pupils will then go on to use a running stitch to create a hand warming pouch with a simple monster face inspired by their worry monsters created in Personal Development lessons, and the book 'Ruby's Worry' by Tom Percival.</p>
	<p><b>Cooking and Nutrition: We understand where food comes from</b></p> <p>In this unit, pupils will explore the nutritional value of fresh food compared to processed food and the key nutrients found in healthy food. We will describe various tastes and textures and how they can be adapted or improved. Pupils will look at healthy alternatives to processed food and how they can be made using fresh ingredients. There will be a focus on how the appearance and texture of potatoes can be altered. We taste a variety of fruit and explore ways this can be prepared (cut, grated, peeled, sliced). We learn about the</p>

	importance of health and safety when preparing food. After learning different preparation techniques we design, prepare and evaluate our own fruit kebabs to serve to celebrate our Year 2 graduation ceremony.
<b>Geography</b>	<p><b>Field work and Map Skills - Local Area Study</b></p> <p>In this unit pupils will;</p> <ul style="list-style-type: none"> <li>● use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>○ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;</li> <li>○ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop;</li> </ul> </li> <li>● use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map;</li> <li>● use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key;</li> <li>● use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>
<b>History</b>	<p><b>Significant Historical Event/People</b></p> <p>In this unit, pupils will learn about the coronations of both Queen Elizabeth II and King Charles III. Pupils will conduct a historical enquiry into change and continuity over the reigns of both monarchs and explore similarities and differences between the two. Pupils will also learn about different types of evidence that they can use to understand past events and people and the significance of their influences.</p>
<b>Music</b>	<p>We work in partnership with <a href="#">Sing Education</a> to deliver our music curriculum.</p> <p>The school's music subject leader oversees the music curriculum and our work with Sing.</p> <p>This term pupils will be exploring the following units:</p> <ul style="list-style-type: none"> <li>● Exploring Rhythm: Stick Notation</li> <li>● Exploring Pitch: Dot Notation</li> </ul>
<b>PE</b>	<p><b>Real PE Unit 6: Health and fitness</b></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><b>Dance</b></p> <p>Pupils try various standing and floor shapes before practising ways to move between shapes. The children will perform simple routines independently, with a partner and with apparatus.</p>
	<p><b>Athletics</b></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><b>Real PE Unit 2: Social</b></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>
<b>Personal Development</b>	<p><b>Relationships</b></p> <p>In this unit, pupils will explore different types of families and relationships. We will look at problems that may occur in friendships and how we can solve them. We focus on showing respect and care towards others and what makes a good relationship. 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.</p>
	<p><b>Changing Me</b></p> <p>Pupils will look at different life cycles in nature and changes as we grow up. We focus on the feelings associated with getting older and the transition from Key Stage 1 to Key Stage 2. Pupils will talk about different feelings and emotions they may experience - both positive and negative and how we can manage these emotions.</p>

**Religious  
Education  
(RE)**

**Christianity**

Pupils will learn;

- Christians believe in a God who is like a loving father/parent who created the world. They are followers of Jesus, knowing that Jesus affects the way people live;
- The Bible is a very special book for Christians and it contains teachings about God and Jesus. Christians believe God's love is for everybody as shown through parables;
- Christians believe Jesus taught that humans should care for each other and share their belongings;
- Christians get support and encouragement through worshipping in communities (churches) where they are encouraged in their faith;
- Jesus was a healer and showed that people need to be free from pain and misery.