



YEAR 2

## CURRICULUM LEAFLET

CREATE—SUMMER 1

GLOBAL GOAL: 11



## READING

In Read, Write Inc:



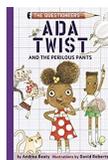
RWI books set to our attainment level to develop our reading fluency. These will be changed on different days so the children will need to bring book bags in every day.

A weekly free choice book to develop our imagination and pleasure for reading!

If we have finished Phonics, we will be learning: About an individual strategy which is taught weekly using the text:

**Ada Twist and the Perilous**

**Pantaloons by Andrea Beatty**



## WRITING

Using *The Great Fire of London* by Emma Adams and James Weston Lewis, pupils will explore London in the present and the past, through the story of the great fire. Drama is used throughout to explore the experiences of Londoners during the fire. Pupils will also explore *Rosie Revere Engineer* by Andrea Beatty and David Roberts and visit the Tower Bridge in London.



## MATHS

**Review Prior Learning:**

- Count, forwards and backwards to 100.
- To add and subtract numbers 50-100. To compare, describe and solve practical problems for:
  - lengths and heights, Using mathematical language -longer/shorter, full/empty, more than, less than etc

**New Learning:**

- Numbers within 1000
- Measures – capacity and volume, mass/ Exploring calculation strategies

## RE/ PSHE

**RE:** We will be exploring the question How do people celebrate (mark) beginnings or endings?

**PSHE: Economic wellbeing**

- We will be recognising that different rules apply in different situations. Recognising that everyone in school has a responsibility to maintain the school environment and identifying that some jobs that people do to keep the local area pleasant.

## PE/COMPUTING

**Physical Education:**

In Year 2, pupils will have two weekly PE lessons.

1. Yoga
2. Fundamentals

**Computing: International Space Station**

Pupils will be Storyboarding and creating simple animations by using a tablet device.

## SPANISH/MUSIC

**Spanish:** In Year 2, we will be looking at animal story with adjectives, Dear Zoo story .

**Music: Friendship Song**

We will be learning to sing, play, improvise and compose with this song by Joanna Mangona. The children will listen and appraise different styles of South African music.

## ART/ DT

**Art: Artist Study: Edwina Bridgeman and Andy Warhol**

In this topic, pupils will study the artists Edwina Bridgeman and Andy Warhol. We will revisit various skills, creating a variety of pieces influenced by the artists and using a range of mediums.

**DT: Mechanisms: Ferris Wheel**

Pupils will choose appropriate materials to design and create their own Ferris wheels.



YEAR 2

HISTORY

SUMMER 1

THE GREAT FIRE OF LONDON

PRIOR KNOWLEDGE

Previously in Reception:

- I started to talk about things that had happened in the past.
- I learned about the history of homes and how they have changed over time.

Previously in Year 1 :

- I learnt about homes and the difference between different types of homes.
- I learned about using timelines to see how long ago events were.
- I learned that we know about the past because of sources including: eye witness accounts, books and photographs.



FUTURE KNOWLEDGE

Later in Year 3:

- **Geography: Villages and Mountains**— I will learn about the difference between villages, towns and cities.

NEW KNOWLEDGE

During this unit, I will learn:

- what daily life was like in London 500 years ago.
- what houses were like in London 500 years ago.
- the events of the Great Fire of London.
- why some buildings were destroyed and others survived.
- about the impact of the Great Fire of London on the city, its buildings and its fire service.

KEY CONCEPTS

During this unit, I will learn:

Similarity and difference:

- I will be identifying the similarities and differences between the 1600s and life today.
- I will be identifying the changes in how we build houses and fight fires

Continuity and change:

- I will be considering how London has changed since the Great Fire.

Using sources:

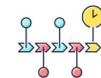
- I will be studying sources such as diaries from the time.

Historical Significance:

- I will think about why the Great Fire of London was so significant.

KEY IDEAS AND VOCABULARY

chronology



Chronology is the study of when things happened.

historical source



Evidence of things that happened in the past

the past



Something that has happened before now.

the present



Something that is happening now

timeline



A timeline is a way of presenting events in order of when they happened.

society



A large group of people living together in an organised way.

significant



Events or people that we remember because they are important.

diary



A written account of the events that have happened to someone.



# YEAR 2

# SCIENCE

# SUMMER 1

# HABITATS

## PRIOR KNOWLEDGE

### Previously in Year 1:

- Biology: Plants
- Biology: Living Things – Animal Kingdom
- Geography: Who lives here?
- Geography: Arctic Adventures

### Previously in Year 2:

- Geography — Seas and Coasts

## FUTURE KNOWLEDGE

### Later in Year 2:

- Geography: Let's Go on a Safari

### Later in Year 3:

- Biology: Plants
- Biology: Ecosystems
- Geography: Villages, Towns and Cities
- Geography: Mountains, Volcanoes and Earthquakes
- Geography: Water, Weather and Climate

### Later in Year 4:

- Biology: Adaptations
- Geography: Rivers

### Later in Year 5:

- Biology: Humans and Animals overtime
- Geography: Biomes
- Geography: Energy and Sustainability

### Later in Year 5:

- Chemistry: Sustainability
- Geography: Population
- Geography: Local Fieldwork
- Geography: Globalisation

## NEW KNOWLEDGE

### During this unit, I will learn:

- What are the characteristics of living things?
- What is a habitat?
- What is a microhabitat?
- What lives in a desert habitat?
- What lives in a rainforest habitat?
- Can a city be a habitat?

## SCIENTIFIC ENQUIRY

During years 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- Explore the outside environment regularly to find objects that are living, dead and have never lived Classify objects found in the local environment
- Observe animals and plants carefully, drawing and labelling diagrams
- Create simple food chains for a familiar local habitat from first hand observation and research
- Create simple food chains from information given e.g. in picture books (Gruffalo etc.)
- Can sort into living, dead and never lived
- Can give key features that mean the animal or plant is suited to its micro- habitat
- Using a food chain can explain what animals eat
- Can explain in simple terms why an animal or plant is suited to a habitat

## KEY IDEAS AND VOCABULARY

<b>Habitat</b>	A habitat is the natural place something lives. A habitat provides livings with food, shelter and water.
<b>Microhabitat</b>	A microhabitat is a very small habitat in places like under a rock, under leaves or on a branch.

### Key Knowledge

Examples of **habitats**:



woodland



urban



coastal



rainforest



arctic



desert



ocean



river



mountain

Examples of **microhabitats**:



flowers



inside rotting wood



under leaves