



YEAR 2

## CURRICULUM LEAFLET

CREATE—SUMMER 2

GLOBAL GOALS: 11



## READING

We will be reading:

- If your child attends Phonics, they will take part in a daily phonics lesson (9am-10am).
- Pupils who have graduated from Phonics, will begin daily Destination Reader lessons ready for KS2.

## WRITING

In Literacy, we will explore *Ocean Meets Sky* by Eric Fan and Terry Fan. This beautiful and poignant story has stunning illustrations throughout and explores themes of family, memory and loss.

We will also explore *The Dragon Machine* by Helen Ward and Wayne Anderson. Children will create a guide, exploring descriptive and positional language. They will work towards their final outcome of an extended 'dragon machine' story.



## MATHS

**Review Prior Learning:**

- Measurement
- Numbers 50-100 and beyond
- Addition and Subtraction

**New Learning:**

- Multiplication and Division – 3s and 4s

## RE/ PSHE

**RE:**

We will be exploring the question:

**What is a place of worship?**

We will be naming and discussing places that are special to us and what worship is and how people from different religions worship

**PSHE: Transition**

We will be preparing for our transition to Year 3!

## PE/COMPUTING

**Physical Education:**

In Year 2, will have two weekly PE lessons.

**Ball skills**

**Invasion games**



**Computing: Creating Media - Stop motion**

Pupils will explore storyboarding and simple animation creation using either tablet devices or devices with cameras.

## SPANISH/MUSIC

**Spanish:** A fairy tale in Spanish, Little Red Riding Hood

**Music: Reflect, Rewind and Replay**

Pupils will explore classical music and the history of music. They will look back and consolidate their learning and learn some of the language of music

## ART/ DT

**Art: Whole school Art Project**

We will be taking part in a whole school art project! We hope to share our artwork with you at our end of year Art exhibition!

**DT: DT Scrap Project**

We will be designing and creating their own Scrap Project, using all their skills they have developed this year! Watch out for our next projects!



YEAR 2

GEOGRAPHY

SUMMER 2

LET'S GO ON A SAFARI

### PRIOR KNOWLEDGE

#### Previously in Reception:

- Know similarities and difference between themselves and others among families, communities and traditions.

#### Previously in Year 1:

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

#### Previously in Year 2:

- Geography: Let's Explore London
- Geography: Seas and Coasts
- Biology: Habitats

### FUTURE KNOWLEDGE

#### Later in Year 3:

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

#### Later in Year 5:

- Geography: Biomes
- Biology: Humans and Animals over-time

### NEW KNOWLEDGE

#### During this unit, I will learn:



- To locate Africa on a world map and identify the country of Kenya.
- To explore the climate and weather of Kenya.
- To explore the animals of Kenya.
- To be able to use compass points to navigate around a map.
- To explore the landscapes of Kenya.
- To find out about the people and culture of Kenya.
- To identify similarities and differences between Kenya and the UK.

### GEOGRAPHICAL SKILLS AND FIELDWORK

#### During this unit, I will learn:

- Can children identify the seven continents and five oceans of the world?
- Can children identify the continent of Africa on a world map?
- Can children identify the country of Kenya on a world map?
- Can children identify similarities and differences between Kenya and the UK?
- Can children identify ways in which their life is similar to and different from the life of a Kenyan child?

### KEY IDEAS AND VOCABULARY

<b>endangered</b> 	A species of animal or plant that is at risk of becoming extinct (no longer existing).
<b>game reserve</b> 	A protected area of land where humans are allowed to live and carry out some different activities.
<b>habitat</b> 	The natural home of a plant or animal
<b>migration</b> 	When animals move from one area to another, often to find food, water or shelter.
<b>national park</b> 	A protected area of land where only tourism and research is allowed. No humans live there.
<b>rural</b> 	Areas away from towns or cities, also known as the countryside.
<b>savannah</b> 	Tropical grasslands with shrubs and trees but not much rainfall.
<b>tourists</b> 	People who travel for fun.

#### The Big Five - the largest and most dangerous African animals



African lion

African elephant

Cape buffalo

African leopard

White/black rhinoceros



PRIOR KNOWLEDGE

Previously in Nursery:

- All About Me

Previously in Reception:

- Animals
- Natural World and living Things – Life Cycle

Previously in Year 1:

- Biology: Living Things – Animal Kingdom

NEW KNOWLEDGE

During this unit, I will learn:

- What are the different parts of the human body?
- Why is exercise so important?
- What is a healthy diet?
- How do our bodies change as we get older?
- Why is it important to be hygienic?
- Whose job is it to keep us healthy?

KEY IDEAS AND VOCABULARY

Exercise



Moving parts of the body to become stronger and healthier.

Healthy



Feeling well and happy.

Hygiene



The things we do to keep our body clean and help stop the spread of germs.

Germs



Tiny living things we cannot see with our eyes. They can live on our bodies.

FUTURE KNOWLEDGE

Later in Year 3:

- Biology: Ecosystems

Later in Year 4:

- Biology: Adaptations
- Biology: Human Anatomy

Later in Year 5:

- Biology: Reproductive Cycles
- Biology: Humans and Animals overtime

Later in Year 6:

- Biology: Cells
- Biology: Diet and Lifestyle

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:

- Investigate the effect of exercise on their bodies
  - Classify food in a range of ways, including using the Eatwell guide
  - Investigate washing hands, using glitter gel
  - Describe, using diagrams, the life cycle of some animals, including humans, and their growth to adults e.g. by creating a life cycle book for a younger child
  - Measure/observe how animals, including humans, grow.
  - Collate what they know about looking after a baby/animal by creating a parenting/pet owners' guide
- Explain how development and health might be affected by differing conditions and needs being met/not met

Investigations:

- How far can a sneeze spread?
- How does exercise affect your breathing?

