

Science - Plants

- Children will be learning to be scientists by ask simple questions, recognising that they can be answered in different ways, observing closely, using simple equipment, performing simple tests, identifying and classifying, using their observations and ideas to suggest answers to questions as well as gathering and recording data to help in answering questions.

We will be:

- Observing and describing how seeds and bulbs grow into mature plants.
- Finding out and describing how plants need water, light and a suitable temperature to grow and stay healthy

Geography: How does the geography of Kampong Ayer compare with the geography of where I live?

During our enquiry we will have opportunities through the application and analysis of a wide range of geographical skills and resources to compare and contrast, locate and find information by answering these questions:

- How does the location of Kampong Ayer compare with where I live?
- How do people's homes in KA compare with mine?
- How does the weather at Kampong Ayer compare with the weather where I live?
- How do people in KA travel around compared with how people travel around where I live?

Mathematics: Fractions, Measurement, Geometry(position & direction)

- To compare mass and measure in grams and kilograms
- To use the four operations in mass
- To compare volume and capacity and measure in millilitres and litres
- Children will become mathematicians by becoming fluent in the fundamentals of mathematics, reason mathematically and learn to solve problems. We will be learning to:
- Continue to develop recall of adding and subtracting facts as well as, multiplication and division facts.
- Recognise and find a half, quarter and a third
- Unit fractions and non-unit fractions
- Equivalence of half and 2 quarters
- Find three quarters
- Count in fractions
- Comparing, ordering and measuring lengths and heights in cm and m
- Using the four operations with lengths
- Describing and problem solving with position
- Describing movement and turns
- Telling time to the hour, half hour, O'Clock, and half past, Quarter past, quarter to
- Telling the time to 5 minutes
- Writing time
- Hours and days, Finding and comparing durations of time



Year 2- Curriculum Overview Summer Term 2024

ENGLISH: Through using the Power of Reading Text 'The Bee Who Spoke' by Al MacCuish

Reading

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories including poetry
- drawing on what they already know or on background information and vocabulary provided by the teacher and their wider reading.

Writing

Develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- Create poetry
- Writing letters
- Make simple additions, revisions and corrections to their own work by: proof-reading to check for errors in spelling, grammar and punctuation
- Speak clearly and coherently the sentence that they want to write.
- Learn how to use capital letters, full stops correctly in a sentence, recognise common nouns and proper nouns and use commas, contracted forms of words and add suffixes to spell longer words.
- Read and spell correctly year 2 common exception words and irregular spelling rules
- Improve presentation of written work using Nelson handwriting programme.

History: How do we know so much about what happened in the Great Fire of London?

During our enquiry we will have opportunities through the application and analysis of a wide range of historical skills and resources to: identify, explain and describe, compare, contrast and reflect on:

- How did the Great Fire of London Start?
- What happened in London as the fire spread?
- Why did the fire spread so quickly and take so long to put out?

Art – Drawing: Tell a story

This unit focuses on helping pupils develop their ability to tell a story through drawing. It includes lessons on creating textures, observational drawing, character expression, and storytelling through illustrations, enhancing pupils' mark-making techniques, observational skills, and imagination in art.

Computing Skills: Journey to the Moon:

We will explore various concepts. Children will:

- Use a computer to create a list.
- Tell why making a list on the computer is good.
- Use simple tools in graphic software to draw a rocket.
- Put steps in order.
- Do what the steps say to make your rocket.
- Type details about your rockets into a table or spreadsheet.

D & T- Mechanisms: Wheels and axles

Intended outcome of the unit

- Explain that wheels move because they are attached to an axle.
- Recognise that wheels and axles are used in everyday life, not just in cars.
- Identify and explain vehicle design flaws using the correct vocabulary.
- Design a vehicle that includes functioning wheels, axles and axle holders.
- Make a moving vehicle with working wheels and axles.
 - Explain what must be changed if there are any operational issues.

RE: What is the 'good news' Christians say Jesus brings?

Children will learn to respect and make sense of belief.

- To be able to hear and tell stories from the Bible and begin to recognise a link with the concept of 'Gospel' or 'good news'.
- Give simple accounts of what Bible texts mean to Christians.
- To recognise that Christians believe Jesus gives instructions on how to behave.

Music: Charanga-How does music make us feel happy?

- Focus on dynamics and tempo
- Listening, Singing, Playing Composing and Performing.
- Create a graphic score
- Learning and playing simple accompaniments on the

PSHE : SCARF- Relationships

Children will learn to manage their health and well-being by learning to:

- Discuss me and my relationships, Value difference, Learn how to keep themselves safe, understand rights and responsibilities, understand growing and changing and learn how to be their best.

Physical Education: Team games, movement & athletics

- To develop agility and co-ordination and begin to apply these in a range of activities
- To move carefully and manage personal space
- Team building skills
- Communication and language
- How sports can lead to careers