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 Ogikubo in Japan, 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:

- Where is Ogikubo? Locate on a World Map.
- How does the location of Ogikubo compare with where I live?
- How do the people of Ogikubo cope in their surroundings with limited space, mountains and volcanoes?
- How do people's homes and schools in Ogikubo compare with mine?
- What do the farmers grow and how do they do it?
- How do people in KA travel around compared with how people travel around where I live?

Mathematics:, Statistics, position and direction

Statistics

- Learning to make tally charts.
- Using and understanding statistics in a table.
- Using and understanding block diagrams and pictograms.
- Learning to be able to interpret statistics in different forms such as tables and pictograms

Position and direction

- Using the language of position correctly
- Describing and understanding movement using the correct mathematical language
- Describing and problem solving with position
- Describing movement and turns using the correct mathematical language
- Describing and understanding shape patterns with turns using the correct mathematical language.

Year 2– Curriculum Overview
Summer Term 2024

ENGLISH: Literacy Tree using texts 'The Great Fire of London' by Emma Adams and James Weston Lewis and 'A Walk in London' by Salvatore Rubbino

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.

Phonics / Spelling / Handwriting:

Follow the 'Read Write Inc' Spelling programme

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?
- What was the impact of the fire?

Computing:

- Programming – Bee bots Recognise cause and effect when pressing buttons on a Bee-Bot.
- Discuss and demonstrate how the Bee-Bot works.
- Record video, ensuring everyone is in the shot.
- Give several clear instructions in sequence.
- Program a Bee-Bot to reach a destination. Identify and correct mistakes in their programming.

D & T- 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: Hindu and Christian

Children will learn to respect different beliefs and cultures by learning about:

Holi- Hindu festival of colour

Ascension Day- Christian celebration of when Jesus ascended to heaven.

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 glockenspiel

PSHE: SCARF- Growing and Changing

Children will learn to manage life cycles.

- Dealing with loss, being supportive, growing and changing.
- What does privacy mean?

Physical Education: Athletics and Cricket

- 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