



Y2 Curriculum Overview - Summer

	Summer 1 Stories from Africa (Geography Focus)	Summer 2 Stories from Africa (Geography Focus)
English	<p><u>Stories and poems from Africa</u> Handa's Surprise Tinga Tinga Tales</p> <p><u>Spine Books</u> Tuesday The Flower Fantastic Mr Fox</p>	<p><u>Non Chron Reports</u> African animals</p> <p><u>Spine Books</u> Meerkat Mail The Giraffe and the Pelly and Me Fantastic Mr Fox</p>
Maths	<p><u>Measurement: Length and Height</u> Children begin to measure larger objects using metres. They think about whether it is better to measure items in centimetres or metres and discuss the reasons why. Children do not yet convert from metres to centimetres; however they may see that 100 centimetres is the same as 1 metre and measurements can be written as mixed units e.g. the child is 1 metre and 25 centimetres tall.</p> <p><u>Geometry: Position and Direction</u> Children use language 'forwards', 'backwards', 'up', 'down', 'left' and 'right' to describe movement in a straight line. Children will practically follow and give directions with a partner before writing directions for routes and recording routes on 2-D grids. Teachers need to discuss the direction objects are facing, in order to correctly complete left and right movements</p>	<p><u>Consolidation and Problem Solving</u> Cover any missing skills, knowledge and concepts in run up to Key Stage 1 Statutory Assessments</p> <p><u>Measurement: Time</u> Children recap the Year one objective of telling the time to the hour and half past the hour. Children should be given the opportunity to create times using individual clocks with moveable hands. Children read and write times from clocks.</p> <p><u>Measurement: Capacity, Mass and temperature</u> Children recap on Year 1 learning by comparing the mass of different objects. They will initially use balance scales to compare the mass of two or more objects. Children compare mass using < and > and order objects based on their masses.</p>

	<p><u>Consolidation and Problem Solving</u> Cover any missing skills, knowledge and concepts in run up to Key Stage 1 Statutory Assessments</p>	
Science	<p><u>Life cycles - Plants</u> In this unit children have the opportunity to closely study plants and trees in the natural environment, taking measurements and making observational drawings. Children plant a seed and a bulb and compare them as they grow. They record changes in their plants in words and pictures, take measurements throughout the unit and finally draw bar charts to show the growth of the two plants. Children set up a comparative experiment to observe what plants need to grow well, and watch the germination process first hand by growing cress. Children begin to learn about plants we eat, and understand that farming involves creating the right conditions for food crops to grow.</p>	<p><u>Habitats - African animals</u> In this unit children have the opportunity to closely study African Animals in their natural environment. They will build on knowledge of habitats, adaption, dependency and food chains from previous work in Year One.</p>
Art	<p><u>Collage and print skills focus</u> Artists' reference Eric Carle (collage), Georges Seurat (Pointillist painter) Collage introduction and development, textured printing, fruit and vegetable printing, Pointillist and Australian painting styles</p>	<p><u>Sculpture and textiles skills focus</u> Artists' reference Clarice Cliff (pottery) Lucienne Day (fabric prints) Use, handle and shape clay. Explore creation of clay sculptures and artefacts by Clarice Cliff. Investigate organic shapes and transfer designs to textile squares. Wet painting with brusho inks African fabric print</p>
Computing	<p><u>Programming with Logo</u> An introduction to creating and debugging simple programs. Children will create simple algorithms.</p>	<p><u>Scratch Jr</u> Children will build upon prior knowledge in coding to create their interactive stories and games.</p>
Design Technology	<p><u>Mechanisms</u> To explore wheels and axles in order to make a moving vehicle. They will draw a simple design and annotate it.</p>	

	<p><u>African Bunting</u> This Fabric Bunting unit will teach the children about working with fabric. It starts with children evaluating a range of existing bunting with a theme around counting. Children are then set a design criteria. They will learn how to use a graphics program to create a design and template for their bunting. Working with felt, children will cut out a bunting shape and use a simple running stitch. Children will be given the chance to explore different fabrics that they could use to enhance their designs. Using techniques such as sewing, stapling and gluing, children will decorate their felt flag. Finally, children will evaluate their product.</p>	
French	<p><u>Unit 2</u> Je me presente</p>	
Geography	<p><u>Sensational Safari</u> This unit will teach the children about the geography of Kenya through focusing on the main human and physical features of the country. Children will learn about the key geographical features of the country including Kenyan wildlife, landscapes and culture. Children will learn about the similarities and differences between Kenya and the UK along with continuing to develop their geographical skills through a variety of fun and interactive activities.</p>	
History		
Music	<p><u>Reflect Rewind replay</u> This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>	<p><u>Hands Feet Heart</u> All the learning is focused around one song: Hands, Feet, Heart. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise different styles of <i>South African</i> music.</p>
PE	<p><u>Attack, Defend, Shoot Unit 2</u> The children will learn to select and apply a small range of simple tactics. They will recognise good quality in themselves and others. They will learn to work with others to build basic attacking play.</p>	<p><u>Run Jump Throw Unit 2</u> The children will learn to improve running and jumping movements, working for sustained periods of time. They will reflect on activities, and make connections between a healthy lifestyle. The children will experience and improve on jumping with distance and height.</p>

	<p><u>Gymnastics Unit 2</u> Children will develop management through a range of floor exercises. They will use core strength to link recognised gymnastic elements. They will attempt to use rhythm whilst performing a sequence.</p>	<p><u>Dance Unit 2</u> Children will perform using more sophisticated formations as well as an individual. They will use stimuli to copy, repeat and create dance actions and motifs.</p>
<p>PSHE</p>	<p><u>VIPs</u> This unit explores the Very Important Persons (VIPs) in children's lives and the ways in which they can develop positive relationships with them. It enables children to identify what makes someone a special person in their life and who these special people are. Children are also encouraged to explore why families and friendships are important and to understand that although these units are different for everyone, there are things they can do to resolve differences and build healthy and positive relationships within them. This unit also teaches children the importance of cooperation and how to show the special people in their lives that they care, as well as the positive impact of doing this.</p>	<p><u>Diverse Britain</u> This unit is inspired by the idea that individuals can have a positive impact on groups and communities to which they belong. It aims to enable the children to identify that they belong to various groups and communities and ways in which they contribute positively to these. In this unit, children learn about community, being good neighbours and looking after the environment. They will also learn about Britain, what it means to be British, about diversity and the importance of celebrating and being respectful of our differences.</p>
<p>RE</p>	<p><u>Buddhism</u> How do Buddhists show their beliefs?</p>	<p><u>Consolidation of Key Stage 1 Faiths</u> What can we learn from our local faith communities?</p>