





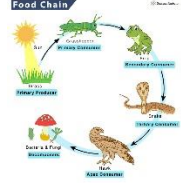



## Year 2 Summer Term Curriculum Plan

English	Maths	Science	PSHE and RSE (Jigsaw)
<p style="text-align: center;"><u>Hansel and Gretel</u> <u>Kassim and the Greedy Dragon</u></p> <div style="display: flex; justify-content: space-around;">   </div> <p><u>The children will learn:</u></p> <ul style="list-style-type: none"> <li>to read all of the 1<sup>st</sup> 100 HFW and all of the 200 HFW.</li> <li>to identify simple literacy language e.g. language typical of a traditional tale</li> <li>to use expression and intonation</li> <li>to use text for inspiration and for information</li> <li>to justify views on a text</li> <li>to discuss how vocabulary is used to describe settings and characters</li> <li>to offer alternative endings or plotlines</li> <li>to write narratives sustaining structure</li> <li>to write about real events</li> <li>to use commas to separate items in a list</li> <li>to use the suffixes -ly, -less, -ment, -ness</li> <li>to innovate own stories</li> <li>to use expanded noun phrases</li> <li>to use a range of punctuation e.g. . , ! and ?</li> </ul>	<p style="text-align: center;"><u>Herts for Learning Essential Maths</u></p> <div style="display: flex; justify-content: space-around; align-items: center;">  <math>\frac{1}{3}</math>  <math>\frac{2}{3}</math> </div> <div style="display: flex; justify-content: space-around; align-items: center;">  <math>\frac{1}{4}</math>  <math>\frac{3}{4}</math> </div> <p><u>The children will learn:</u></p> <ul style="list-style-type: none"> <li>about fractions and that they are part of a whole</li> <li>about time intervals, distance of time, how long something takes, beginning time and end time</li> <li>to solve word problem solving including all operations</li> <li>to name common geometrical shapes and identify their properties including symmetry, sequencing, rotation and right angles</li> <li>to review their strategies for mental calculations</li> <li>to review their knowledge of place Value and written calculations</li> </ul>	<p style="text-align: center;"><u>Living things and their Habitats</u></p> <div style="text-align: center;">  </div> <p><u>The children will learn:</u></p> <p><u>Plants</u></p> <ul style="list-style-type: none"> <li>to observe and describe how seeds &amp; bulbs grow into mature plants</li> </ul> <p><u>Living Things and Their Habitats</u></p> <ul style="list-style-type: none"> <li>to identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>to identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</li> </ul> <p><u>Animals Including Humans</u></p> <ul style="list-style-type: none"> <li>to notice that animals, have offspring which grow into adults</li> <li>to find out about and describe the basic needs of animals for survival (water, food and air)</li> <li>to begin to understand the process of growth in animals</li> </ul> <p><u>Work scientifically by:</u></p> <ul style="list-style-type: none"> <li>to use the local environment to identify and observe plants and animals in their habitats and micro-habitata</li> </ul>	<p style="text-align: center;"><u>Jigsaw Scheme</u> <u>Relationships</u> <u>Changing Me</u></p> <div style="text-align: center;">  </div> <p><u>The children will learn:</u></p> <ul style="list-style-type: none"> <li>there are different types of families</li> <li>there are boundaries to physical contact</li> <li>about friendships and conflicts</li> <li>to reflect on how they may need to match behaviours to situations</li> <li>about secrets and the effect of them</li> <li>about trusting others</li> <li>about life cycles in nature</li> <li>about growing from young to old</li> <li>how we become more independent as we get older</li> <li>that female and male body parts are different and name them using the correct terminology</li> <li>to be assertive but kind</li> <li>about preparing for transition to the junior school</li> </ul>

## History

### Windrush Generation



#### Children will learn:

- to understand the UK needed help to rebuild after WWII
- to know how the UK asked the Commonwealth for help
- to know how and why people from the Caribbean travelled to UK
- to know what life was like in the UK
- to know the impact of the Windrush Generation in the UK today

## Geography

### Tropical Paradise - Jamaica



#### Children will learn:

- To use world maps, atlases and globes to identify the World's continents
- To identify seasonal and daily weather patterns in Jamaica in relation to the Equator
- To identify the physical features of Jamaica
- To identify the Human features of Jamaica
- To compare the human and physical features of Jamaica to Watford
- To identify the vegetation of Jamaica

## Art and Design

### Sculpture

Basil Watson -Jamaican Sculptor (1958)



Alberto Giacometti – Swiss Artist (1901-1966)



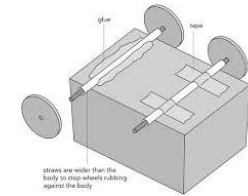
#### Children will learn:

- To learn about the works of craft makers and designers and describe similarities and differences
- To identify what art and craft techniques an artists has used in their work
- To design a pattern using techniques of colour, pattern, line, shape, form and space
- To develop the techniques of drawing, colour, pattern, line, shape, form and space through media of print
- To choose tools, objects to create a printed product
- To design and create using the chosen techniques and tools to create a printed product
- To evaluate their own work and the work of others

## Design and Technology

### Mechanisms

#### Wheels and Axles



#### Children will learn:

- to explain the purpose of the product
- to select the appropriate joining technique for making the chassis
- select the correct materials
- to use the design brief to evaluate the product
- to explain what is good about the product
- to explain any challenges during the making of the product
- to explain any changes made due to an evaluation of the product
- Health and Safety – cutting, drilling and joining
- to use the correct tools with safe techniques
- to use the design brief to evaluate the product

## Physical Education

### Dance and Gymnastics



#### Children will learn:

- to remember, repeat and link actions to tell the story of a dance
- to develop an understanding of dynamics and how they can show an idea.
- to use counts of 8 to help one stay in time with the music
- to explore pathways and levels
- to remember and rehearse a dance showing expression and character
  
- to perform gymnastics shapes with control and link them together.
- to use shapes to create balances
- to link travelling actions and balances using apparatus
- to demonstrate different shapes, take-off and landing when performing jumps

#### Superstar Sports

#### Fun fitness and Archery

To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination

## Religious Education

Why should we care for other people? (Zakah)  
What is important to Christians and Jews and how do they show this?



#### Children will learn:

- Who cares for me? Whom and what do I care for? Why?
- What does Jesus say about caring for others?
- What is Zakah and why is it important to Muslims?
- How can we show that we care for other people whom we don't know?
- What things and beliefs are important to me? How do I show this?
- Why are the Torah Scrolls important to Jews and how do they show this?
- Why are the Gospels important to Christians and how do they show this?
- How do the things that are important to us affect how we behave?

#### Celebration days

Eid ul fitr (Islam)

Buddha Day (Buddhism)

## Music

### Charanga Music Scheme

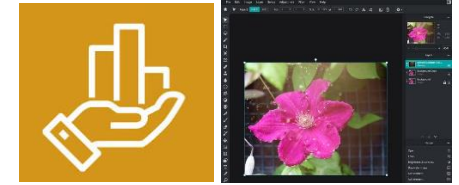


#### Children will learn:

- to create a pulse or beat within a piece of music
- to create a rhythm using long and short sounds
- to create melodic patterns using high and low
- to use voices in different ways to create music
- to use pitch in a piece of music
- to create a chant or song that goes in time to a beat
- to create a tune that expresses my chosen emotion
- to learn six notes C, D, E, F, G and A

## Computing

### Data and Information and Creating Media



#### Children will learn:

- to recognise information can be recorded using tally charts
- to enter data onto a computer
- to create a pictogram using a computer
- to group data using attributes
- to explain that we can present information using a computer
  
- to use a digital device to take a photograph
- to make choices when taking a photograph
- to describe what makes a good photograph
- to decide how photographs can be improved
- to use tools to change an image
- to recognise that photos can be changed

#### E-Safety

#### Children will learn:

- to describe how anyone's online information could be seen by others
- to explain how information put online about someone can last for a long time
- to give examples of how someone might use technology to communicate with others and explain why this might be risky