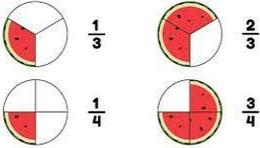
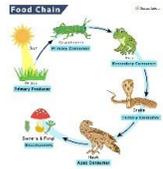




# Year 2 Summer Term Curriculum Plan

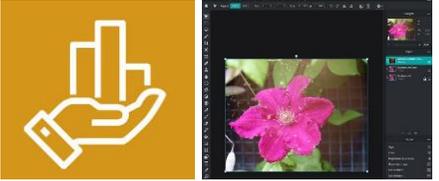
English	Maths	Science	PSHE and RSE (Jigsaw)
<p data-bbox="114 292 495 347"><b>Hansel and Gretel</b> <b>Non Chronological animal reports</b></p>  <p data-bbox="87 552 338 576">The children will learn:</p> <ul data-bbox="91 584 510 1382" style="list-style-type: none"> <li>• to read all of the 1<sup>st</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 data-bbox="607 292 987 316"><b>Herts for Learning Essential Maths</b></p>  <p data-bbox="539 552 790 576">The children will learn:</p> <ul data-bbox="551 584 1039 1078" 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 data-bbox="1198 292 1512 316"><b>Living things and their Habitats</b></p>  <p data-bbox="1070 547 1294 571">The children will learn:</p> <p data-bbox="1070 576 1133 600"><u>Plants</u></p> <ul data-bbox="1070 608 1592 663" style="list-style-type: none"> <li>• to observe and describe how seeds &amp; bulbs grow into mature plants</li> </ul> <p data-bbox="1070 671 1384 695"><u>Living Things and Their Habitats</u></p> <ul data-bbox="1070 703 1637 1094" 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 data-bbox="1070 1102 1330 1126"><u>Animals Including Humans</u></p> <ul data-bbox="1070 1134 1637 1318" 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 data-bbox="1070 1326 1285 1350"><i>Work scientifically by:</i></p> <ul data-bbox="1070 1358 1637 1437" 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 data-bbox="1832 292 2007 379"><b>Jigsaw Scheme</b> <b>Relationships</b> <b>Changing Me</b></p>  <p data-bbox="1664 552 1915 576">The children will learn:</p> <ul data-bbox="1664 584 2163 1126" 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>

## Year 2 Summer Term Curriculum Plan

History	Geography	Art and Design	Design and Technology
<p data-bbox="181 220 427 244"><b>Windrush Generation</b></p>   <p data-bbox="91 815 297 839">Children will learn:</p> <ul data-bbox="91 850 517 1145" style="list-style-type: none"> <li>• to understand the UK needed help to rebuild after WWII</li> <li>• to know how the UK asked the Commonwealth for help</li> <li>• to know how and why people from the Caribbean travelled to UK</li> <li>• to know what life was like in the UK</li> <li>• to know the impact of the Windrush Generation in the UK today</li> </ul>	<p data-bbox="645 220 945 244"><b>Tropical Paradise - Jamaica</b></p>   <p data-bbox="544 804 750 828">Children will learn:</p> <ul data-bbox="566 839 1030 1233" style="list-style-type: none"> <li>• To use world maps, atlases and globes to identify the World's continents</li> <li>• To identify seasonal and daily weather patterns in Jamaica in relation to the Equator</li> <li>• To identify the physical features of Jamaica</li> <li>• To identify the Human features of Jamaica</li> <li>• To compare the human and physical features of Jamaica to Watford</li> <li>• To identify the vegetation of Jamaica</li> </ul>	<p data-bbox="1267 220 1411 244"><b>Sculpture</b></p> <p data-bbox="1140 252 1572 276">Basil Watson -Jamaican Sculptor (1958)</p>  <p data-bbox="1108 459 1603 483">Alberto Giacometti – Swiss Artist (1901-1966)</p>  <p data-bbox="1070 815 1276 839">Children will learn:</p> <ul data-bbox="1093 850 1637 1182" style="list-style-type: none"> <li>• To identify the medium, style and techniques used by an artist and compare and contrast with another</li> <li>• To manipulate wire for a specific purpose</li> <li>• To choose tools/objects to create specific textures</li> <li>• To add line/shape to their sculpture</li> <li>• To create a piece of work in response to a chosen artist</li> <li>• To evaluate art work of others and my own</li> </ul>	<p data-bbox="1809 220 2040 292"><b>Food Technology Super Salads</b></p>  <p data-bbox="1666 724 1939 748">The children will learn:</p> <ul data-bbox="1666 759 2175 1345" style="list-style-type: none"> <li>• to understand where food comes from</li> <li>• to know what foods are healthy</li> <li>• to evaluate current salad packaging</li> <li>• to have an understanding of health and safety and hygiene</li> <li>• to use the safe cutting methods; bridge and claw</li> <li>• to develop the skill of grating and snipping methods</li> <li>• to use a brief to develop ideas to design a healthy salad</li> <li>• to use the skills taught to make a healthy salad</li> <li>• to evaluate the healthy salad against the design brief</li> </ul>



# Year 2 Summer Term Curriculum Plan

Physical Education	Religious Education	Music	Computing
<p><b>Dance and Gymnastics</b></p>  <p>Children will learn:</p> <ul style="list-style-type: none"> <li>to remember, repeat and link actions to tell the story of a dance</li> <li>to develop an understanding of dynamics and how they can show an idea.</li> <li>to use counts of 8 to help one stay in time with the music</li> <li>to explore pathways and levels</li> <li>to remember and rehearse a dance showing expression and character</li> <li>to perform gymnastics shapes with control and link them together.</li> <li>to use shapes to create balances</li> <li>to link travelling actions and balances using apparatus</li> <li>to demonstrate different shapes, take-off and landing when performing jumps</li> </ul> <p><u>Superstar Sports</u> <u>Fun fitness and Archery</u></p> <ul style="list-style-type: none"> <li>To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination</li> </ul>	<p><b>Why should we care for other people? (Zakah)</b></p> <p><b>What is important to Christians and Jews and how do they show this?</b></p>  <p>Children will learn:</p> <ul style="list-style-type: none"> <li>Who cares for me? Whom and what do I care for? Why?</li> <li>What does Jesus say about caring for others?</li> <li>What is Zakah and why is it important to Muslims?</li> <li>How can we show that we care for other people whom we don't know?</li> <li>What things and beliefs are important to me? How do I show this?</li> <li>Why are the Torah Scrolls important to Jews and how do they show this?</li> <li>Why are the Gospels important to Christians and how do they show this?</li> <li>How do the things that are important to us affect how we behave?</li> </ul> <p><u>Celebration days</u> Eid ul fitr (Islam) Buddha Day (Buddhism)</p>	<p><b>Charanga Music Scheme</b></p>  <p>Children will learn:</p> <ul style="list-style-type: none"> <li>to create a pulse or beat within a piece of music</li> <li>to create a rhythm using long and short sounds</li> <li>to create melodic patterns using high and low</li> <li>to use voices in different ways to create music</li> <li>to use pitch in a piece of music</li> <li>to create a chant or song that goes in time to a beat</li> <li>to create a tune that expresses my chosen emotion</li> <li>to learn six notes C, D, E, F, G and A</li> </ul>	<p><b>Data and Information and Creating Media</b></p>  <p>Children will learn:</p> <ul style="list-style-type: none"> <li>to recognise information can be recorded using tally charts</li> <li>to enter data onto a computer</li> <li>to create a pictogram using a computer</li> <li>to group data using attributes</li> <li>to explain that we can present information using a computer</li> <li>to use a digital device to take a photograph</li> <li>to make choices when taking a photograph</li> <li>to describe what makes a good photograph</li> <li>to decide how photographs can be improved</li> <li>to use tools to change an image</li> <li>to recognise that photos can be changed</li> </ul> <p><u>E-Safety</u></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>to describe how anyone's online information could be seen by others</li> <li>to explain how information put online about someone can last for a long time</li> <li>to give examples of how someone might use technology to communicate with others and explain why this might be risky</li> </ul>