
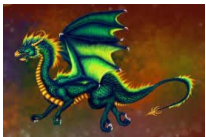
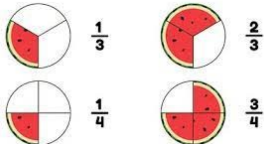
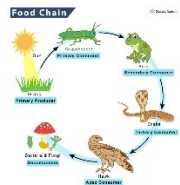
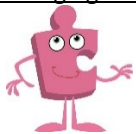






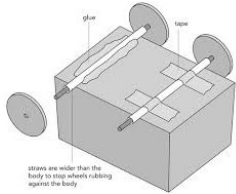



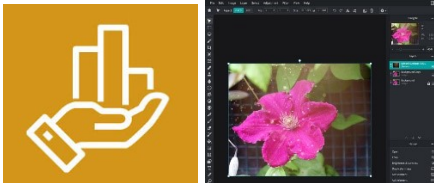


## Year 2 Summer Term Curriculum Plan

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="text-align: center;">  </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	Geography	Art and Design	Design and Technology
<p data-bbox="185 100 421 124"><u>Windrush Generation</u></p>   <p data-bbox="91 699 293 722"><u>Children will learn:</u></p> <ul data-bbox="91 730 517 1026" 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="656 100 947 124"><u>Tropical Paradise - Jamaica</u></p>   <p data-bbox="544 686 745 710"><u>Children will learn:</u></p> <ul data-bbox="566 718 1055 1114" 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="1312 100 1417 124"><u>Sculpture</u></p> <p data-bbox="1149 132 1581 156">Basil Watson -Jamaican Sculptor (1958)</p>  <p data-bbox="1115 339 1615 363">Alberto Giacometti – Swiss Artist (1901-1966)</p>  <p data-bbox="1093 699 1294 722"><u>Children will learn:</u></p> <ul data-bbox="1115 730 1626 1058" 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="1850 100 1995 124"><u>Mechanisms</u></p> <p data-bbox="1821 132 2024 156"><u>Wheels and Axles</u></p>  <p data-bbox="1664 686 1865 710"><u>Children will learn:</u></p> <ul data-bbox="1686 718 2175 1281" style="list-style-type: none"> <li>• to explain the purpose of the product</li> <li>• to select the appropriate joining technique for making the chassis</li> <li>• select the correct materials</li> <li>• to use the design brief to evaluate the product</li> <li>• to explain what is good about the product</li> <li>• to explain any challenges during the making of the product</li> <li>• to explain any changes made due to an evaluation of the product</li> <li>• Health and Safety – cutting, drilling and joining</li> <li>• to use the correct tools with safe techniques</li> <li>• to use the design brief to evaluate the product</li> </ul>

Physical Education	Religious Education	Music	Computing
<p data-bbox="181 100 427 124"><u>Dance and Gymnastics</u></p> <div data-bbox="123 178 443 363">  </div> <p data-bbox="91 427 295 451"><u>Children will learn:</u></p> <ul data-bbox="91 459 515 1090" 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 data-bbox="91 1126 271 1150"><u>Superstar Sports</u></p> <p data-bbox="91 1158 347 1182"><u>Fun fitness and Archery</u></p> <p data-bbox="91 1190 501 1318">To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination</p>	<p data-bbox="555 100 1050 124"><u>Why should we care for other people? (Zakah)</u></p> <p data-bbox="555 132 1050 188"><u>What is important to Christians and Jews and how do they show this?</u></p> <div data-bbox="584 193 1021 264">  </div> <p data-bbox="544 432 748 456"><u>Children will learn:</u></p> <ul data-bbox="544 464 1061 951" 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 data-bbox="544 991 732 1015"><u>Celebration days</u></p> <p data-bbox="544 1023 725 1046">Eid ul fitr (Islam)</p> <p data-bbox="544 1054 808 1078">Buddha Day (Buddhism)</p>	<p data-bbox="1234 100 1496 124"><u>Charanga Music Scheme</u></p> <div data-bbox="1167 193 1554 288">  </div> <p data-bbox="1093 464 1296 488"><u>Children will learn:</u></p> <ul data-bbox="1093 496 1635 895" 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 data-bbox="1697 100 2148 124"><u>Data and Information and Creating Media</u></p> <div data-bbox="1704 161 2136 344">  </div> <p data-bbox="1668 480 1872 504"><u>Children will learn:</u></p> <ul data-bbox="1668 512 2168 1023" 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 data-bbox="1668 1031 1756 1054"><u>E-Safety</u></p> <p data-bbox="1668 1062 1872 1086"><u>Children will learn:</u></p> <ul data-bbox="1668 1094 2157 1326" 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>