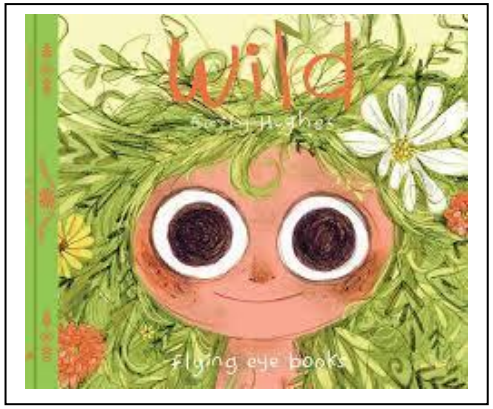
Curriculum Journey

Year 2 – Summer 2

Areas of learning

This half term's topic is the Antarctic and the children will become ambassadors of this freezing region. They'll learn about where it is in the world, what makes it unique, and how it is being threatened by climate change. In science, they will begin learning about plants, how they survive and thrive, their life cycles and recording the growth of seeds and bulbs into plants over time. In PE, children will be doing athletics and practising activities linked to sports day. They'll also be swimming every week and developing their swimming strokes. In DT they will be researching, designing and making an Antarctica animal hand puppet. Also year 2 will be visiting Bushy Park to investigate animals and plants, and they will have scooter training with experienced teachers.



COLLIS Primary School











5Cs focus	
Care	We will take care of each other as we face new experiences and learning challenges.
Challenge	We will challenge ourselves to learn independently particularly when writing down our ideas using descriptive language.
Collaboration	We will support each other when learning new skills to make a hand puppet.
Courage	We will show courage when talking about moving into year 3 and making new friends, and meeting our new teacher.
Creativity	We will design, create and evaluate a hand puppet of an animal that has Antarctica as its habitat.

<table>
<tr><th colspan="2">ENGLISH</th></tr>
<tr><td>Reading
To read accurately most words of two or more syllables.
To read most words containing common suffixes.
To read most common exception words.
To read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding.
To sound out most unfamiliar words accurately, without undue hesitation.
In a book that they can already read fluently, the pupil can:
check it makes sense to them, correcting any inaccurate reading.
To answer questions, retrieve information and make some inferences.
To explain what has happened so far in what they have read.
To explore how using expression and emphasis when reading can change how the writing is interpreted.</td><td>Writing
To write sentences that are sequenced to form a short narrative (a character description and a setting description, and writing instructions).
To demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required.
To use co-ordination (e.g. or / and / but) and subordination (when, because, if, that) to link ideas.
To segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others.
To read what has been written and up level by using adventurous vocabulary.
To practise using neat, cursive handwriting.</td></tr>
<tr><td>Grammar
To identify and use full stops, finger spaces and capital letters.
To use an appropriate adjective in an expanded noun phrase.
To edit writing, focusing on capital letters, full stops and spellings.
To use the present and past tense mostly correctly and consistently.
Revise: apostrophes for contraction.
Revise: apostrophe to show possession.
Revise: appropriately using some words with suffixes (-ment, - ness, - ly).</td><td>Spelling
Adding suffixes where there is a change to the root word eg supply, supplier, supplies, supplied
Revise the long ‘ee’ sound using ‘y’ , ‘ee’ or ‘igh’.
Plural nouns where we drop the ‘y’ and add ‘I’ ‘es’ eg baby – babies.
Words that end in ‘y’ making long ‘igh’ sound eg cry, dry.
Words that double the consonant when adding ‘y’ eg dot – dotty.
Year 2 harder to read and spell words.</td></tr>
<tr><th colspan="2">MATHS</th></tr>
<tr><td>Multiplication and Division
Recognise repeated addition contexts, representing them with multiplication equations and calculating the product.
Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables.
Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts.</td><td>Measure
To choose and use appropriate standard units to estimate and measure mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using scales, thermometers and measuring vessels.
To compare and order mass, volume/capacity and record the results.
Position
To understand and follow directions using ¼, ½ and ¾ turns clockwise and anticlockwise.
To identify, describe and use patterns and sequences.</td></tr>
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SCIENCE – What does a plant need to grow and stay healthy?	COMPUTING – How can I make a stop motion animation?
• Know and explain how seeds and bulbs grow into plants. • Know what plants need in order to grow and stay healthy (water, light & suitable temperature). • Record growth of seeds into plants over time. • Identify and name some common plants and trees in the local environment. • To use simple measurements and equipment. • To gather and record simple data to help answer questions. • To observe closely over time.	• To understand that an animation is made up of a sequence of still images. • To know that stop motion animation is a sequence of photographs with small changes in each one. • To be able to take a sequence of photographs using a camera. • To be able to create a stop motion animation from a sequence of pictures. • To be able to work collaboratively with others to plan an animation. • To be able to use a planning sheet to structure and create a stop motion animation. • To know that animators normally sketch a storyboard to plan their ideas and the sequence for an animation.
PE	**PE**
Swimming • To develop the kicking action on front. • To develop the kicking action and introduce breathing. • To develop the arm action of pulling. • To develop the pulling arm action and begin to develop gliding on fronts. • To develop the kicking on action on backs and gliding on backs. • To consolidate skills learnt. • To develop confidence and consistency in a range of skills. • I can begin to use arms and legs together to move effectively across the water. • I can demonstrate what to do if I fall into water. • I can float on my front and back. • I can glide on both front and back. • I can roll from my front to my back and then regain a standing position.	**Outdoor – Athletics** • To develop the sprinting action. • To develop jumping for distance. • To develop technique when jumping for height. • To develop throwing for distance. • To develop throwing for accuracy. • To develop technique when taking part in an athletics carousel. • I can jump and land with control. • I can use an overarm throw to help me to throw for distance. • I show balance and co-ordination when running at different speeds. • I can identify good technique. -Work in pairs considerately -Help to support team members and be positive -Give and receive feedback -Understand and adhere to simple rules -Understand expectations when dealing with their feelings and emotions -Make an effort to do their best

DT – How can we design and make an Antarctic animal puppet?

- To investigate different fabrics to decide on a success criteria.
- To use simple design criteria provided to them to help develop their ideas.
- To use their own likes and dislikes to design an animal puppet.
- To use orthographic drawings to communicate design ideas.
- To use an over sew / running stitch to create a mock up of a puppet.
- To explore the skills needed to make a hand puppet.
- To cut fabric to the right size by:
- Sticking a template to the fabric using sellotape or pinning.
- Drawing around a template using chalk.
- To know that fabric can be joined by oversewing, stapling, gluing or pinning.
- To be able to thread a needle.
- To be able to select from a range of tools with support and select materials and components showing some consideration for their characteristics.
- To evaluate final product against the design criteria.

MUSIC – Tanczymy labada

Listen and appraise

- Listen and match the beat of others and recorded music, adapting speed accordingly.

Sing and Play

- Demonstrate an internalised sense of pulse through singing games.
- To know that singing in *unison* is singing the same part altogether.
- Listen to traditional and composed music from Poland. Begin to understand how music helps people share tradition and culture.
- Sing confidently in Polish, and play a cumulative game with spoken call-and-response sections.
- Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern.
- To know that *body percussion* is sounds produced by parts of the body eg. clapping, stamping and finger clicks.
- To know that *melody* is another word for the tune.
- To know that an *accompaniment* is a part that supports an instrument or voice.
- To know that an accordion is often used in folk music, and to recognise what it looks and sounds like.

RE CHRISTIANITY – What can we learn from Jesus' stories?

Sacred Texts

The Bible – Its books and stories and how it is used in public worship and private devotions

- To know that the Bible is a special book for Christians.
- To understand the importance of Jesus for Christians.
- To know the message from two of the Bible stories.
- **The Good Samaritan** – To understand the importance of helping others.
- **The Lost sheep** – To know that all people are equally important to God.
- **Zacchaeus** – To understand that sometimes you have to do something really difficult to be a better person.
- **The Prodigal son** – To know how the actions of each character created a need for forgiveness.
- I can talk about the meaning of a range of religious stories.

PHSE – How do we change as we grow up?

- To be able to recognise the cycles of life in nature.
- To be able to tell you about the natural process of growing from young to old and understand that this is not in my control.
- To recognise how my body has changed since I was a baby and where I am on the continuum from young to old.
- To know that males have a penis and testicles, and females have a vulva and vagina, that males and females have an anus and know that there are all private.
- To know that if I am unhappy with a physical touch I must tell a trusted adult.
- To be able to identify what I am looking forward to when I move to my next class.

GEOGRAPHY – What is life like in Antarctica?	
• To know where Antarctica is in the world using maps and globes and name the oceans that surround this continent. • To begin to match places spatially (e.g. recognise UK and Antarctica on a small scale and larger scale map). • To use different research resources. • To understand what makes Antarctica special; extreme weather, huge space, beautiful, wildlife, glaciers. • To understand that the continent is fragile and that it must be protected from climate change. • To know there is no permanent human population living in Antarctica. • To know that the climate in Antarctica has 2 seasons, summer and winter. • To start to understand that the ice in Antarctica is melting because it is getting hotter. • To know which animals live in Antarctica and how they have adapted to survive there. • To compare the sounds of our school with the sounds of Antarctica. • To identify the human and physical features of Antarctica: Human: Research station, glacier camp; Physical: South Pole, mountain, glacier, sea ice, iceberg.	