







Curriculum Information Sheet Summer Term 2nd Half 2019-2020
Year 2: Precious Peacocks & Fabulous Flamingos

THEMES	This Summer term 2nd half is based around the themes of Narratives (stories), Map makers (Geography), Earth Art (Art) and Plants (Science)
<p data-bbox="132 394 248 421">ENGLISH</p> 	<p data-bbox="320 394 456 421">Core Text:</p> <p data-bbox="320 432 1251 465"><i>The Day the Crayons Quit</i> by Drew Daywalt (continued from Summer 1)</p> <p data-bbox="320 510 1094 544">Instructions – Cooking with vegetables, how to plant a seed</p> <p data-bbox="320 584 1126 618">Information leaflet about a plant – based on ‘Plants’ (Science)</p> <p data-bbox="320 663 1326 734">Non-Chronological Report on a Local area – based on the topic ‘Map Makers’ (Geography)</p> <p data-bbox="320 779 1433 813">We will continue to focus on improving our own writing through drafting and editing.</p> <p data-bbox="320 857 799 891">Speaking, Listening and Responding</p> <p data-bbox="320 898 1474 1010">Children will have opportunities to work in groups of different sizes, independently and in pairs or as a whole class. Through discussions children will be encouraged to use both in spoken language and in their writing:</p> <ul data-bbox="368 1016 1437 1335" style="list-style-type: none">• Speak with clear diction, choose words with precision and organise what they say• Compose sentences for writing using the correct tense• Adopt the role of different characters• Tell real and imagined stories using the conventions of familiar story language• Explain ideas and processes using language and gesture appropriately• Discuss similarities and differences between the different stories• Interpret illustrations <p data-bbox="320 1379 432 1413">Reading</p> <ul data-bbox="368 1420 1318 1615" style="list-style-type: none">• To find clues in the text and be able to talk about what children think• Sequencing a story and retelling it• Fluency in reading known and unknown text• To infer and explain thoughts using evidence from the text• Retrieve information from a text <p data-bbox="320 1659 1445 1771">Children will be listening to, sharing and discussing a wide range of books in class with the teacher, other adults and each other through English lessons, guided reading sessions and individual reading.</p> <p data-bbox="320 1816 1437 1928">Pupils will be encouraged to participate actively in discussions of new word meanings so that they can build up a wider range of vocabulary and understand what they hear or read.</p> <p data-bbox="320 1973 1390 2040">Emphasis will continue to be placed on improving children’s comprehension skills, particularly inference and deduction.</p>

	<p>Writing/SPAG</p> <ul style="list-style-type: none"> • Use vocabulary for effect • Use varied sentence openers (including some adverbs) • Use a range of coordinating and subordinating conjunctions • Use of literary devices including similes and alliteration • Use of adverbs to add detail to verbs • Use of paragraphs • Use a range of punctuation including ? and !
<p>MATHS</p> 	<p>Consolidation of topics based on each class's gap analysis on assessment system</p> <ul style="list-style-type: none"> - Problem Solving and Efficient Methods - Investigations involving strategies and concepts taught throughout the academic year
<p>SCIENCE</p> 	<p>Plants</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • observe and describe how seeds and bulbs grow into mature plants • find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. • explore and compare the differences between things that are living, dead, and things that have never been alive • 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 • identify and name a variety of plants and animals in their habitats, including micro-habitats

<p>TOPIC WORK</p> 	<p>Geography – Map Makers (Value: Respect, Community)</p> <p>In this unit children will get an opportunity to learn all about maps and the geography of their surrounding area with these 'Map Makers'. They will find out why we use maps and how to read maps, as well as having the opportunity to draw their own maps and plan perspectives. This unit provides opportunities for children to perfect their map reading skills and put them into practise in school and the surrounding local area.</p> <p>Art – Artist: Andy Goldsworthy (Continued)</p> <p>Earth Art – Andy Goldsworthy This hands-on art unit ‘Earth Art’ will provide opportunities to create unique artwork using natural materials. Rocks, leaves, twigs and acorns found in the playground offer a world of imagination and artistic potential.</p> <p>Design and Technology – Plants (Link to Art) (Continued)</p> <p>Leaf rubbings, printing on fabric and Sewing (Link to ‘Plants’ in Science)</p> <p>Children will feel and experience the textures of different leaves and learn to do rubbings of leaves on paper. They will also use paints to print a leaf pattern on fabric and finally use this fabric to sew their own pencil cases.</p> <p>Computing – Recap</p> <p>Year 2 are using this term to catch up or fill in gaps for computing from the year, particularly due to KS1 SATS preparation and tests in May. It will also be used to make cross curricular links with other subjects, or to aid in the themed weeks in this term.</p>
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<p><u>Philosophy Religion and Ethics</u> Theme: Feelings</p> <p>Children will learn to identify different feelings, using more complex and varied language to talk about feelings. Using engaging drama and arts activities and with the use of stories from secular and religious texts, they should be guided into recognizing situations, which give rise to different feelings and that humans have different feelings in the same situation. Children should have the opportunity to talk about their own real-life situations before exploring situations in stories.</p>	<p><u>Performing Arts</u></p> <p><u>Music</u></p> <p>Children will focus on the unit named ‘Our Bodies’ and will learn the following:</p> <ul style="list-style-type: none"> • Recognising and responding to steady beat • Recognising and responding to a rhythm ostinato pattern • Recognising and playing rhythmic patterns • Recognising and responding to steady beat at different tempi
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<p><u>PSHE</u> How can we keep safe in different places?</p> <p>Rules for keeping safe in different places; including online; people who work in the community; asking for help; including in an emergency; rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety about people who look after them, their family networks, who to go to if they are worried and how to attract their attention</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about rules for keeping safe (in familiar and unfamiliar situations) 	<ul style="list-style-type: none"> • Playing steady beats at different tempi on body percussion and instruments • Singing in two parts and combining steady beats • Recognising and responding to different steady beats • Performing rhythmic movement patterns to a steady beat • Performing rhythmic patterns on percussion <p><u>SANSKRIT</u> Reading and Writing Practising to read, write and transliterate all Devanagri Consonants Conversation Polite forms of referring to M and F persons. Story Time Rosa Goes to the City Song / Verse Bhagavad Gita: 15.7</p>
<p style="text-align: center;">HEALTH & WELLBEING</p> <p>Physical Education Athletics & Sports Day Children will explore and development fundamental movement skills, becoming increasingly competent and confident with their own motor skills. They will have the opportunity to engage in a range of competitive and co-operative physical activities, in a range of challenging situations. Children will get the opportunity to explore running, jumping and throwing activities in preparation for sports day.</p> <p>Meditation Meditation is practised in the morning and halfway through the day to reflect on learning.</p>	<p>Yoga Introduce nadi Shodhana or Nadi shudhi Chandra and surya nadi.</p> <p>What was Patanjali?</p> <p>Mantra: Sarve bhavantu sukhinaha. : explaining the meaning: May all be happy, may all be health, let us see the good in each other, may no one suffer from pain or misery - discuss</p> <p>Events TBC on our return to school.</p>