

**Year group: 2 Term: Summer 1**

**Focus Subject: Geography**

**Key Vocabulary:**

Ocean, equator, habitat, mammal, mollusc, crustacean, fish, oxygen, food, transportation, threat, risk, coral, protection, Indonesia, waste, plastic, policies, government

**Relationships and Health Education:**

Children will learn that:

- We are created individually by God
- God wants us to talk to Him often through the day and treat Him as our best friend
- God has created us, His children, to know, love and serve Him
- We are created as a unity of body, mind and spirit: who we are matters and what we do matters
- We can give thanks to God in different ways

**RE: as theologians, we will:**

**Knowledge and Understanding learning about:**

- Recognise some religious stories
- Retell, in any form, a narrative that corresponds to the scripture source used
- Recognise that people act in a particular way because of their beliefs
- Describe some of the actions and choices of believers that arise because of their belief
- Recognise some religious signs and symbols used in worship
- Describe some religious symbols and the steps involved in religious actions and worship

**Engagement and response learning from:**

- Say what they wonder about
- Ask wondering questions
- Talk about their own feelings, experiences and the things that matter to them
- Ask and respond to questions about their own and others' feelings

**Geography: As geographers, we will:**

develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes. Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes. Can interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). Are able to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

**BIG Question: Why are oceans important?**

**Computing: As programmers, we will**

In this unit, learners will be using a computer to create music. They will listen to a variety of pieces of music and consider how music can make them think and feel. Learners will compare creating music digitally and non-digitally. Learners will look at patterns and purposefully create music.

**Practise at Home:**

Timetables Rockstar's  
IXL  
Spelling Shed – weekly spellings  
Daily reading

**As Musicians, we will:**

In this unit, the Musical Spotlight is 'Music that Makes You Dance'. You will be learning about all the Foundational Elements of Music with a focus on music we can dance with, while working implicitly with all the other elements of music as you go through the steps of the unit. The children should be encouraged to move to the music and songs they are listening to, singing and performing with.

**Science: As scientists, we will:**

Defining space, How we learn about space, Things found in space: planets, sun, moon, stars

Order of planets in solar system, Features of the planets in the solar system

Why do we have seasons and day and night?

Examples of stars and famous constellations, Drawing constellations

History of space, Examples of famous astronauts

Examples of jobs related to exploring space



**PE: As athletes, we will:**

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

Participate in team games, developing simple tactics for attacking and defending

**Maths: As mathematicians, we will**

**Unit 13 - Time**

This unit will develop children's ability to tell and write the time to five minutes, including quarter past and to the hour. Children will link intervals of time to the number line, and know the number of minutes in an hour, and hours in a day.

**Unit 11 – Position and direction**

This unit focuses on describing position in relation to other objects, describing lateral and rotational movement and describing and completing repeating patterns. Children will apply their previous learning about fractions to describe degrees of turn and their knowledge of 2D shapes

**Unit 9 – Properties of shape**

This unit focuses on the properties of 2D and 3D shapes. Children will learn to describe and sort shapes based on the shapes' mathematical properties, using the correct terminology. Children will also draw on their counting skills and their ability to compare and order numbers. In this unit, children will learn to describe and categorise shapes based on their number of sides, vertices, edges and faces.

**SAT's – Paper 1 and 2**



**Cultural Capital/Trips/Local Area and Opportunities for Outdoor Learning:**

Geography – trip to a river

**DT: As designers, we will:**

Measure, mark out, cut and shape materials and components. Assemble, join and combine materials and components. Learn about the movement of simple mechanisms such as levers, sliders, wheels and axles. Use knowledge of existing products to help them come up with ideas. Develop and communicate ideas by talking and drawing what they like and dislike about products. Generate ideas by drawing on their own experiences. Select from a range of materials and components according to their characteristics. Plan by suggesting what to do next. Select from a range of tools and equipment, explaining their choices. Work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment. Talk about their design ideas and what they are making, make simple judgements about their products and ideas against design criteria and suggest how their products could be improved. Who products are for, where products might be used how products work, how products are used what materials products are made from. Generate ideas by drawing on their own experiences, state what products they are designing and making, describe what their products are for and say how they will make their products suitable for their intended users. Use finishing techniques, including those from art and design, select from a range of materials and components according to their characteristics. Use the correct technical vocabulary for the projects they are undertaking, make simple judgements about their products and ideas against design criteria and suggest how their products could be improved.



**English: As readers and writers, we will:**

develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing poetry
- writing for different purposes - information books/instructions
- consider what they are going to write before beginning by:
- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear

**Art: As artists, we will:**

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- to know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.