

## Science

### Focus: minibeasts and their microhabitats

- Ask and answer questions about animals and habitats.
- Identify and name a variety of mini beasts within our local area
- Develop an awareness of microhabitats.
- Describe a habitat and the animals that live in it.
- Identify how an animal is suited to its habitat and how they can play an important role in the sustainability of their habitats and environment.
- Explain how living things in a habitat depend on each other.
- Understand why bees are so important and how we can help them.



## Design and Technology

### Food Technology

- Design and make a product for a school bake sale
- Design appealing products for themselves and others based on design criteria
- Develop, model and communicate ideas through talking and drawing
- Select from and use a range of tools and equipment to perform practical tasks for example, cutting, mixing.
- Select from and use a wide range of materials and components, including ingredients, according to their characteristics
- Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria
- Use the basic principles of a healthy and varied diet to prepare dishes
- Understand where food comes from



# Year 2 Curriculum Map Summer Term 2

Value: Generosity and Kindness

## Geography

### Focus: Mugurameno Village

- Locate Zambia on a map and identify human and physical features of Zambia.
- Locate the village of Mugurameno.
- Find out about how people of Mugurameno use the river and compare to how we use rivers in the UK.
- Find out about animals in Mugurameno and the animals people choose to live with and those they don't.
- Find out about food eaten in Mugurameno and how it is prepared and compare to the food we eat.
- Find out about homes and daily chores in Mugurameno and compare to where we live.
- Compare school life in Mugurameno with our own.
- Compare and contrast our lives with that of a contrasting locality.



| P.E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | PSHE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | R.E                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Practise a variety of ball skills including bouncing and dribbling.</li> <li>• Use space effectively.</li> <li>• Throwing a ball in a variety of ways to pass.</li> <li>• Know and use effective skills when catching to receive the ball.</li> <li>• Use attacking and defending skills in a game.</li> </ul>                                                                                                                                                                                                                                                                                                                             | <p><u>Focus: Transition</u></p> <ul style="list-style-type: none"> <li>• Understand how change might make us feel (think about moving to a new school).</li> <li>• Identify what we are looking forward to when we move to the Juniors School.</li> <li>• Know the importance of a positive mind set when reaching for my goals.</li> <li>• Identify any worries I may have about next year and know ways to cope with the changes.</li> <li>• Evaluate my time in Year 2, discuss what I have achieved and how.</li> </ul> | <p><u>What can we find out about Muslims and Mosques?</u></p> <ul style="list-style-type: none"> <li>• Describe what a special place is</li> <li>• Understand what sacred words are</li> <li>• Learning about celebrations</li> <li>• Learning about Holy leaders</li> </ul>                                               |
| Computing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Music                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Important Dates                                                                                                                                                                                                                                                                                                            |
| <ul style="list-style-type: none"> <li>• Learn the functions of the 2Paint a Picture tool.</li> <li>• Recreate the Impressionist style of art using 2Paint (Monet, Degas, Renoir).</li> <li>• Recreate Pointillist art and look at the work of pointillist artists such as Seurat.</li> <li>• Learn about the work of Piet Mondrian and recreate the style using the lines template.</li> <li>• Learn about the work of William Morris and recreate the style using the patterns template.</li> <li>• Explore surrealism and eCollage.</li> <li>• E-safety- use technology respectfully and safely</li> <li>• Create, store, manipulate and retrieve digital content.</li> </ul>  | <ul style="list-style-type: none"> <li>• Sing with a sense of the shape of a melody.</li> <li>• Perform songs using creativity and expression and create dramatic effect.</li> <li>• Learn and rehearse songs for our Year 2 Leavers concert.</li> </ul>                                                                                                                                                                                                                                                                    | <p>Phonics Screening Week – Monday 8th June<br/> Inset Day – Friday 19<sup>th</sup> June<br/> Wednesday 8<sup>th</sup> and Thursday 9<sup>th</sup> July – Year 2 Graduation (Information to follow)<br/> Thursday 9<sup>th</sup> July – Year 2 Leavers' Disco<br/> Monday 13<sup>th</sup> July – Panto Visiting Year 2</p> |

## Literacy Overview

### Text: *Rosie Revere, Engineer* by Andrea Beaty

While reading this inspiring and imaginative book by Andrea Beaty, we will be developing our prediction, inference and explanation skills. Children will explore Rosie's creative inventions and think like engineers as they solve problems and design their own ideas. We will enrol in Rosie Revere's Engineering Academy and take on an exciting engineering challenge to design a new bridge for our local area. Children will create models of their bridge designs and write explanations about how they work. We will also explore the wacky inventions in the story and write guides and posters to explain and advertise them. Later in the unit, children will write a school report for Rosie, explaining why she is such a positive role model. Finally, children will invent and describe their own imaginative creations, explaining clearly how they work and what makes them special. We will continue to develop our handwriting, spelling, proof-reading and editing skills with increasing independence.

Children will

- Write sentences with different forms, including statements and questions.
- Use expanded noun phrases to describe inventions and objects.
- Use conjunctions such as because, when and if to join ideas.
- Use present and past tense correctly and consistently.
- Sequence writing clearly using words such as first, next and finally.
- Read writing aloud with appropriate intonation to make meaning clear.
- Re-read and edit writing to check for sense, punctuation and spelling.

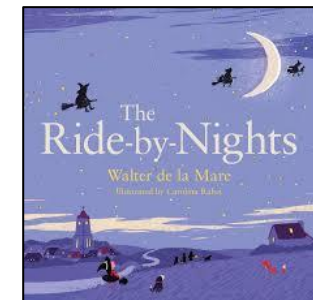
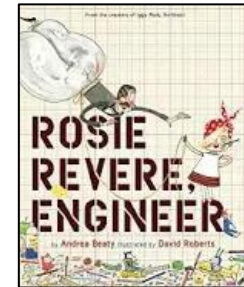
### Text: *Ride by Nights* by Walter de la Mere

It's Halloween and a family is preparing to go trick-or-treating. Little do they know that high above them, a mysterious coven of witches glides silently through the moonlit sky. Carolina Rabe's atmospheric illustrations bring Walter de la Mare's magical and suspenseful poem vividly to life. While exploring this rich and imaginative text, children will develop their prediction and inference skills by discussing the mood, imagery and language used throughout the poem. They will explore how authors create tension and mystery through descriptive vocabulary and poetic language. Children will imagine themselves within the story world and write from different perspectives, describing the sights and sounds of Halloween night. They will also create their own spooky settings, characters and narratives inspired by the poem.

Children will:

- Draw on knowledge of vocabulary to understand texts.
- Identify and explain key features of poetry and narrative texts.
- Discuss how language creates mood and atmosphere.
- Make inferences about characters and events from clues in the text and illustrations.
- Predict what might happen next.

## We are reading:



## Numeracy Overview

### Multiplication, Division and Fractions

Double multiples of 10 and 5 (answers less than 100), double 2-digit numbers ending in 1, 2, 3 or 4 (answers less than 100), find a quarter of numbers up to 40 by halving twice, begin to find  $\frac{3}{4}$   $\frac{1}{2}$   $\frac{1}{4}$  and  $\frac{1}{3}$  of amounts (sharing). Count in 3s, recognising numbers in the 3 times-table; write multiplications to go with arrays and use arrays to solve multiplication problems, understand that multiplication is commutative and that division and multiplication are inverse operations, solve divisions as multiplications with a missing number, count in 2s, 3s, 5s and 10s to solve divisions and solve division problems in context.

### Addition and Subtraction

Count back in 10s and 1s to solve subtraction and check subtraction using addition, add three or more small numbers using number facts.

Partition to add two 2-digit numbers, find the difference between two 2-digit numbers, multiply two numbers using counting in steps of 2, 3, 5 and 10, solve division problems by counting in steps of 2, 3, 5 and 10.

Record amounts of money using £·p notation including amounts with no 10s or 1s; find more than one way to solve a money problem.

### Place Value

Compare two 2-digit numbers and find bonds to 100, revise place value in 2-digit numbers, numbers between 100 and 200, and 3-digit numbers (including zeros in the 10s and 1s places)