

Year 2 Curriculum – Summer Term Overview

<p align="center">Religious Education Islam</p> <p>Children will learn about the 5 Pillars of Islam and the Prophet Mohammed (PBUH), Core Values and Beliefs, Birthing and naming and worship and prayer</p> <p>Key Questions: How do Muslims show their respect for Allah in everyday life? Why is Prophet Muhammad (pbuh) important to Muslims? What are the five pillars of Islam? What does worship mean to Muslims? What is the Qur'an? · What does this look like in our world today? What do Muslims believe?</p> <p>Vocabulary: Shahadah, (there is no God but Allah) Salah, Prayer Sawn, Fasting Zakat-Charity Hajj, Pilgrimag, Adhan (Call to worship) Bismillah (In the name of God)</p>	<p align="center">History Significant People/Mary Seacole and Florence Nightingale</p> <p>Children will look at the lives of significant individuals in the past who have contributed to National and international achievement and how did they impact the Britain we live in today?</p> <p>How did the actions of Florence Nighthgale compare to Mary Seacole/Edith Cavel, and how did they impact the Britain we live in today?</p> <p>How do we look after people in difficulty what are the similarities and differences between then and now?</p> <p>What influence has Florence Nightingale/Mary Seacole/Edith Clavell had on the health system today? How do we know about these achievements? Who/what was significant in the health system then compared to now? · What differences can you notice in the working conditions? · Why do you think these people were and are still today significant?</p> <p>Vocabulary Chronology, source, influence, impact, national, international, military Red Cross, health system (NHS) hospital</p>		<p align="center">DT</p> <p>Children will design and create a home/feeding table suited to a habitat.</p> <p>Key Questions: How has your outcome met the design criteria? Is it durable?</p> <p>What is a habitat? What animals are in our local environment? What would be useful to make- what did they need? What resources, materials would we need?</p> <p>Vocabulary: Habitat, structure, stable, durable weatherproof, rigid, stiffen, construct, evaluate, product</p>
<p align="center">Computing Digital Literacy</p> <p>Give specific examples of uses of information technology beyond school, giving reasons why this technology has been chosen</p> <p>More fluently use digital technologies to create, organise, store, manipulate and retrieve digital content</p> <p>How does technology help us in our everyday lives?</p> <p>Technology, app, create, store, manipulate, retrieve, digital, content, login</p>	<p align="center">Geography Importance of Rivers (Summer 1 Thames Summer 2 Nile)</p> <p>Children will be able to explain and compare the physical features of rivers and the human impact of rives. They will be able to explain and compare the economic and environmental factors for each river.</p> <p>Key questions: Why are these rivers important? (Nile and Thames) How have they impacted on human settlement?</p> <p>Vocabulary: Globe, mouth, source, farming, vegetation, delta, settlements, pollution, transportation, environment, Egypt</p>		<p align="center">MFL</p> <p align="center">School level</p>
<p align="center">Art</p> <p>Observational drawing - A study of Maritime Greenwich objects. Final outcome pencil and charcoal.</p> <p>Close observational drawing using a range of media including charcoal. - Drawing with charcoal to investigate tone by drawing light/ dark lines. Build on mark-making skills by encouraging children to look closely through close observational drawing of simple objects.</p> <p>What effects can you create with charcoal?</p> <p>Tone, light/dark, observation line</p>	<p align="center">PSHE Feelings</p> <p>mood; times of change; loss and bereavement; growing up</p> <p>Key Question: How do we recognise our feelings?</p> <p>how to recognise, name and describe a range of feelings, how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)</p> <p>No Outsiders 2.6 Key learning – To know I belong Suggested Text: All Are Welcome by Alexandra Penfold and Suzanna Kaufman</p>	<p align="center">PSHE Being Healthy</p> <p>Being healthy: eating, drinking, playing and sleeping that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest , that eating and drinking too much sugar can affect their health, including dental health</p> <p>Key Question: What can help us grow and stay healthy? No Outsiders 2.5 Key learning – To communicate in different ways Suggested Text: What the Jacksaw Saw by Julia Donaldson and Nick Sharratt</p>	<p align="center">Physical Education 1</p> <p align="center">School level</p> <p align="center">Physical Education 2</p> <p align="center">School level</p>
<p align="center">Music</p> <p>Melody/Use of Voice Performing songs expressively. Using more complex lyrics and melodies. Instrument families – name and identify Composers and Genres. Key questions What do the words mean? What is the story in the song? What is the song about? Vocabulary: Song Word Verse Chorus Warm-up</p> <p>Composition and Improvisation To define composition. To create a short musical idea (motif). To understand what an ostinato is. To create a basic ostinato. Key questions What is an ostinato? What is pitch? What pitch would you use for...(a mouse etc) ? What does composition mean? Vocabulary: Motif Ostinato Melody Pitch Composition Piano Mezzo forte Forte Fortissimo</p>		<p align="center">Science Living things and their Habitats</p> <p>Science Knowledge: Children will 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/ describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other /identifies and names a variety of plants and animals in their habitats, including micro-habitats Describes 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</p> <p>Key Science Skills: Ask simple questions and recognise that they can be answered in different ways /Observe closely using simple equipment/Perform simple tests / Identifying and classifying / Use observations and ideas to suggest answers to questions /Gather and record data to help in answering questions</p> <p>Key Questions: Why do animals live where they live?</p> <p>Vocabulary: dead, alive, offspring, habitat, damp, shelter, suitable</p>	