



## Where shall we go?

## Curriculum Half Termly Overview



## Year group - 2

## Term - Summer 2

Trip to a beach

| English text types   |   |  | SPAG   |  |
|--|---|--|--|--|
| <p><b>Book read aloud to children</b> - Michael Recycle and Litterbug Doug - Ellie Bethel, The greatest show on Earth - Mini Grey, Something swallowed Stanley - Sarah Roberts</p> <p><b>Week 1 - 2: Something Fishy</b> - The children will look at developing their description using expanded noun phrases and the video 'Something Fishy' to help stimulate the development of their vocabulary.</p> <p><b>Week 3-5: The Tale of the Toothbrush</b> - The children will enjoy learning about how to be eco-friendly humans by focusing on the adventurous journey of a lonely dis-guarded toothbrush. They will look at the reality of what happens to plastic in our oceans. They will also look at the story 'Something swallowed Stanley' and compare the journey of the toothbrush to the journey of the plastic bag.</p> <p><b>Week 6-7: Save our Oceans</b> The children will look at reasons why our oceans are not safe and look at the impact of rubbish. They will then create a persuasive piece (they can choose how this is presented) to encourage/ persuade others to make more eco- friendly choices. This will link to our class trip to the beach where we will be doing a litter spot along the beach and see how many pieces of rubbish they spot.</p> |   |  | <p>Focus on similes and use alliteration to interest a reader will continue...</p> <ul style="list-style-type: none"><li>Use 'ly to turn adjectives into adverbs.</li><li>Use of suffixes -er, -est in adjectives.</li></ul> <p>The chn will work on RWI spelling lessons and begin to read short novels if they have finished RWI phonics.</p> <p>The children will be working on including simple sentences, questions and exclamation sentences in their writing. They will be introduced to the rhetorical question.</p> |  |
| Fiction Model text:<br>The Tale of the toothbrush  | Non-fiction model text<br>Save our oceans   |  |  |  |
| Story type:<br>Change / cumulative/ journey  | Non-fiction text type:<br>Persuasion  |  |  |  |
| Focus:<br>suspense and action  |   |  |  |  |
| Maths  |   | Tables   | MFL  |  |
| <p><b>Week 1: Time</b> - recognise hour, half past, quarter past and quarter to. Recognise days and be able to write the time.</p> <p><b>Week 2: Statistics</b> - During this unit, the children will look at data analysis and begin to interpret and draw block diagrams, pictograms and tally charts - there will be opportunities for chn to complete activities at home and while we are on our beach trip, there will be activities where the chn will be completing data collection.</p> <p><b>Week 3-4: Position and direction</b> - We will look at understanding and using positional and directional language - this will be done through lots of orienteering based activities where chn will describe movement, turns and patterns.</p> <p><b>Week 5: 3d shapes</b> - The chn found this unit tricky earlier in the year so we are revisiting 3d shapes.</p>  |   | continue to work on x2, x5, x10 and x3 tables in and out of order.   | <p><b>Language Angels - Seasons</b></p> <p>In this unit pupils will learn how to recognise, recall, and remember the 4 seasons in Spanish, a short phrase for each season in Spanish and say which season is their favourite in Spanish.</p>   |  |
| Science and Forest schools   |   | PSHE   |  |  |
| <p><b>Making connections - Plant based materials</b></p> <p>This half term, the children will learn about the terms reduce, reuse and recycle. They will look at the process of making paper and how to select suitable materials to complete a job. E.g. make a plant pot or a chair. The chn will recap - what are the best conditions for seeds to grow and look at the investigation that we started last half term that looked at rainfall and how this can affect growth of different plants. We will look closely at how to be eco - friendly and what this means.</p>  |   | <p><b>Changing Me</b></p> <p>Throughout this unit, the children will focus on how everyone is unique. They will look at changes that are likely to affect them and how to deal with change. This will directly link to work that we have previously done on zones of regulation and tabletop toolkits so that chn link their strategies with possible situations. Children will explore transition in school and life and be encouraged to talk about worries.</p>   |  |  |
| Geography  | RE  | PE   |  |  |
| <p><b>Where shall we go?</b></p> <p>The children will continue to look at places they can go on holiday in the UK (linked to last half terms holidays unit) and look at beach holidays where they will focus on South shields. They will look at the fact that there are lots of human and physical features and look at different places to stay (hotel, caravan). Then they will focus on a hotter destination focusing on Nigeria and make comparisons between the two different places. They will link this to their locational knowledge and make links between equator and the climate.</p>  | <p><b>What can we learn about our local faith communities?</b></p> <p>This unit introduces pupils to the understanding that there are other religions in the world and not everyone believes the same. This unit explores the concept of respect and tolerance. It allows children to understand that everyone may have a belief and to be respectful of people's beliefs and wishes.</p> | <p><b>Athletics</b></p> <p>The children will have fun whilst improving a range of skills and techniques. They 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.</p> <p><b>Sports Day</b></p> <p>Throughout this half term, the children will work individually and as a team to compete in a variety of races. They will also work on improving balance and co-ordination.</p> |  |  |
| D&T  |   | Music  | Computing  |  |
| <p><b>Cookery</b></p> <p>Children will explore a range of ideas and begin to understand healthy eating. They will explore colour codes on packaging. They will design and make a healthy lunch.</p>  |   | <p><b>Music that makes you dance</b></p> <p>The children will learn about different songs focusing on tempo and identify their likes and dislikes.</p>   | <p><b>Programming quizzes</b></p> <p>This unit initially recaps on learning from the Year 1 ScratchJr unit 'Programming B - Programming animations'. The children will begin to understand that sequences of commands have an outcome, and make predictions. They use and modify designs to create their own quiz questions in ScratchJr and realise these designs in ScratchJr using blocks of code. Finally, the children will evaluate their work and make improvements to their programming projects.</p>                |  |