



The Learning Challenge

Curriculum

2023-2024

YEAR 2



CLASS: HEDGEHOG



Summer Term Curriculum Map Year 2

	Summer – The Caribbean <u>How does life in the Caribbean differ from the UK?</u> https://www.dailymotion.com/video/xgw6w3	
Engl	<ul style="list-style-type: none"> Poems on a theme Different stories by the same author 	<ul style="list-style-type: none"> Poetry appreciation Persuasive Letters
Maths WRM	<ul style="list-style-type: none"> Fractions Time Statistics Position and direction <p><i>Ongoing fluency, reasoning and problem solving</i></p>	
Science	<p>Animals, including Humans</p> <ul style="list-style-type: none"> Describe what animals need to survive explain that animals grow and reproduce explain why animals have offspring which grow into adults describe the life cycle of some living things (e.g. egg, chick, chicken) explain the basic needs of animals, including humans for survival (water, food, air) describe why exercise, balanced diet and hygiene are important for humans 	
History	<p>Caribbean with a focus</p> <ul style="list-style-type: none"> recount some interesting facts from an historical event, Christopher Columbus, transportation, tobacco, tomatoes, potatoes America and Europe explain why Britain has a special history by naming some famous events and some famous people –Anne Bony, Sir Francis Drake? Bob Marley? Identify different ways in which the past is represented. (looking in books, internet) Uses information to describe differences between then and now Caribbean life to the uk life 	

Geography	<p>Locational Knowledge (Caribbean Island) https://cdn.britannica.com/75/196475-050-83AAA9BA/pirates-history.jpg</p> <ul style="list-style-type: none"> Name and locate the continents of the world and the oceans on a map/globe retouch on this but focus on the Caribbean sea South America Identify the equator on the globe Look at 4 main islands (any more that we can fit in) <p>Physical and Human Geography</p> <p>Physical features</p> <ul style="list-style-type: none"> describe some physical features in a place outside Europe using geographical words – Caribbean climate, mountains ranges, rivers, volcanoes, waterfall, rainforest <p>Human features</p> <ul style="list-style-type: none"> describe some human features of a place in the world (Caribbean) such as houses, jobs, roads, transport <p>Geographical enquire and fieldwork</p> <ul style="list-style-type: none"> describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environment Compare physical and human features from a place in the Caribbean to their own locality eg jobs, transport, houses, landscapes <p>Mapping</p> <ul style="list-style-type: none"> use simple compass directions (NSEW) as well as locational and directional language when describing features and routes begin to understand the need for a key
Computing	<div> <div> <p>Data organising and databases (spreadsheets) – Purple Mash Unit 2.3</p> <ul style="list-style-type: none"> To review spreadsheet related vocabulary To use copying, cutting and pasting shortcuts in 2Calculate To add coins to using spreadsheets To add and edit data in a table layout To use data to create a block graph </div> <div> <p>Data retrieving and organising (Pictograms and questioning) – Purple Mash Units 1.3 (Year 1 unit) and 2.4</p> <p>Pictograms (Unit 1.3)</p> <ul style="list-style-type: none"> To understand that data can be represented in picture format To contribute to a class pictogram To use a pictogram to record the results of an experiment <p>Questioning (Unit 2.4)</p> <ul style="list-style-type: none"> To use and create pictograms To use yes/no questions to separate information To construct a binary tree to separate items To use a binary tree to answer questions </div> </div>

Design & Technology	<p>Textiles: Textile pirate faces – design and make –cut shapes round a template onto fabric, use different fabrics creatively to depict a pirate’s face. Join using glue, running stitch. Use stitch to add detail such as facial features or a parrot</p> <p>Developing, planning and communicating ideas:</p> <ul style="list-style-type: none"> • choose the best tools and materials • make simple drawings and label parts <p>Working with tools, equipment, etc:</p> <ul style="list-style-type: none"> • join things (materials/ components) together in different ways <p>Evaluating:</p> <ul style="list-style-type: none"> • explain what went well with their work <p>Textiles (DT):</p> <ul style="list-style-type: none"> • measure and cut out textile • join textiles together to make something e.g. stapling, gluing, running stitch <p>Textiles(A&D):</p> <ul style="list-style-type: none"> • cut shapes round a template onto fabric
Art	<p>Focus Artist Picasso abstract Picasso faces</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • say how other artist have used colour, pattern and shape • create a piece of work in response to another artist’s work <p>Drawing:</p> <ul style="list-style-type: none"> • show patterns and texture in their drawings <p>Sketchbooks:</p> <ul style="list-style-type: none"> • begin to demonstrate their ideas through drawings in their sketch books <p>Collage:</p> <ul style="list-style-type: none"> • create individual collages • use different kinds of materials on their collage and explain why they have chosen them • use materials and manipulate them effectively to create a collage

Music	<div data-bbox="197 196 913 268"> <p>Charanga Scheme Exploring improvisation Summer 1 Summer 2</p> </div> <div data-bbox="1610 196 2078 233"> <p>Charanga Scheme our big concert</p> </div> <div data-bbox="197 317 613 354"> <p>musician ownership options</p> </div> <div data-bbox="244 360 564 437"> <ul style="list-style-type: none"> • understanding music • improvising together </div> <div data-bbox="197 478 454 515"> <p>Listen & respond</p> </div> <div data-bbox="197 520 1008 557"> <p>To know five songs off by heart and know what they're about</p> </div> <div data-bbox="197 561 775 598"> <ul style="list-style-type: none"> • To know that songs have a musical style </div> <div data-bbox="197 603 313 639"> <p>Singing</p> </div> <div data-bbox="197 644 2040 804"> <ul style="list-style-type: none"> • Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause) • To confidently sing five songs from memory, following the melody • Learn to start and stop singing when following a leader, begin to understand that phrases are where we breathe in a song </div> <div data-bbox="197 809 315 845"> <p>Playing</p> </div> <div data-bbox="197 850 848 927"> <ul style="list-style-type: none"> • Play a tuned instrumental part • Learn the names of the notes they are playing </div> <div data-bbox="197 932 672 968"> <p>Improvisation and Composition</p> </div> <div data-bbox="197 973 1592 1094"> <ul style="list-style-type: none"> • Learn to listen to, copy and clap back rhythms and then improvise their own • Using voices and instruments, listen and copy back, then improvise own answers using one or two notes • Learn how the notes of the composition can be written down and changed if necessary </div> <div data-bbox="197 1099 387 1136"> <p>Performance</p> </div> <div data-bbox="197 1141 1489 1217"> <ul style="list-style-type: none"> • Perform a song they have learnt trying hard to look at their audience while they are performing • Record the performance and say how they were feeling about it </div>
-------	--

P.E	<p>Athletics skills</p> <ul style="list-style-type: none"> • Run at different speeds. • Jump with accuracy. • Use a small range of techniques. • Choose which throwing and retrieving technique to use <p><u>NC Skills</u></p> <ul style="list-style-type: none"> • Master basic movements (running, jumping, throwing and catching, developing balance, Agility and co-ordination) <p>Basketball Skills</p> <ul style="list-style-type: none"> • Develop dribbling skills • Develop sending (throwing) and (catching) skills with a ball • move and stop safely • throw in different ways • Be confident and safe in the spaces used to play games. • Explore and use skills, actions and ideas individually and in combination to suit the game they are playing • Choose and use skills effectively for particular games <p><u>NC Skills</u></p> <ul style="list-style-type: none"> • Master basic movements (running, jumping, throwing and catching, developing balance, ability and co-ordination) • Participate in team games (Developing simple tactics for attacking and defending) • 	<p>Athletics skills</p> <ul style="list-style-type: none"> • Run at different speeds. • Jump with accuracy. • Use a small range of techniques. • Choose which throwing and retrieving technique to use <p><u>NC Skills</u></p> <ul style="list-style-type: none"> • Master basic movements (running, jumping, throwing and catching, developing balance, Agility and co-ordination) <p>Three Ts basic cricket skills</p> <ul style="list-style-type: none"> • use one tactic in a game • follow rules • use hitting and/or rolling in a game • stay in a 'zone' during a game • Remember, repeat and link combinations of skills • choose the best tactics for attacking and defending • Developing throwing and catching <p><u>NC Skills</u></p> <ul style="list-style-type: none"> • Master basic movements (running, jumping, throwing and catching, developing balance, ability and co-ordination) • Participate in team games (Developing simple tactics for attacking and defending)
R.E	<p>Why do people have different views about the idea of God?</p> <p>Multi / Humanist</p>	

Relationships

- explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.
- give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.

Changing me

- use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't.
- tell you what I like and don't like about being a boy/girl and getting older, and recognise that other people might feel differently to

