



The Learning Challenge

Curriculum

2024-2025

YEAR 2



CLASS: HEDGEHOG



Summer Term Curriculum Map Year 2

	Summer 1 & Summer 2 The Caribbean <u>How does life in the Caribbean differ from the UK?</u> https://www.dailymotion.com/video/xgw6w3			
English	<ul style="list-style-type: none">Poems on a themeDifferent stories by the same author		<ul style="list-style-type: none">Poetry appreciationPersuasive Letters	
Maths WRM	<ul style="list-style-type: none">FractionsTimeStatisticsPosition and direction <i>Ongoing fluency, reasoning and problem solving</i>			
Science	Plants <ul style="list-style-type: none">1. Plant parts2. Tree parts3. Wild and garden plants4. Plants in my local area5. Deciduous trees6. Evergreen trees7. Trees in my local area	Growing up <ul style="list-style-type: none">1. Parent and offspring2. Life cycle of humans3. Life cycles of different mammals4. Life cycle of amphibians5. Life cycle of a butterfly6. Are there patterns between the life cycles of different animals?	Bulbs and seeds <ul style="list-style-type: none">1. Findings – bulbs and seeds Growing up <ul style="list-style-type: none">1. Butterfly diary	Wildlife <ul style="list-style-type: none">1. What does wildlife do for us?2. What can we do for wildlife?
History	<u>Caribbean with a focus</u> <ul style="list-style-type: none">1. Recount some interesting facts from an historical event - Explaining historical significance Talk about Christopher Columbus and his links to the Caribbean (Christopher Columbus, transportation, tobacco, tomatoes, potatoes, America and Europe)2. Uses information to describe differences between then and now Caribbean life to the uk life - Interpreting sources and evidence / Explaining historical significance Look at ways Caribbean life of different to UK – houses, shops, jobs, schools, clothes, beach etc3. Explain why Britain has a special history by naming some famous events and some famous people – Explaining historical significance / Geographical enquire Learn about Bob Marley and his historical significance to Caribbean (Anne Bony, Sir Francis Drake? Bob Marley?)			

Geography	<p>1. Look at the 5 main islands of the Caribbean and locate these on a map - Location/Place Knowledge Introduce the Caribbean to the children—look at it on the map and locate those four map islands, Haiti, Jamaica, Cuba and Puerto Rico and Dominican republic - Children locate and label these.</p> <p>2. Learn about Cuba (include - describe some physical features in a place outside Europe using geographical words – Caribbean climate, mountains ranges, rivers, volcanoes, waterfall, rainforest - describe some human features of a place in the world (Caribbean) such as houses, jobs, roads, transport) - Location/Place Knowledge/ Human features / Physical feature To learn about Cuba Caribbean Island, facts, posters, pictures, flags</p> <p>3. Learn about Jamaica (include - describe some physical features in a place outside Europe using geographical words – Caribbean climate, mountains ranges, rivers, volcanoes, waterfall, rainforest - describe some human features of a place in the world (Caribbean) such as houses, jobs, roads, transport) - Location/Place Knowledge/ Human features / Physical feature To learn about Cuba Caribbean Island, facts, posters, pictures, flags</p> <p>4. Identify the equator on the globe - Location/Place Knowledge Identify the equator on a map</p> <p>5. Learn about Haiti (include - describe some physical features in a place outside Europe using geographical words – Caribbean climate, mountains ranges, rivers, volcanoes, waterfall, rainforest - describe some human features of a place in the world (Caribbean) such as houses, jobs, roads, transport) - Location/Place Knowledge/ Human features / Physical feature To learn about Cuba Caribbean Island, facts, posters, pictures, flags</p> <p>6. Use simple compass directions (NSEW) as well as locational and directional language when describing features and routes -Mapping PIRATE NESW compass skills map, go through pp first</p> <p>7. Hot tasks</p>		
Computing	<table border="1"> <tr> <td data-bbox="170 906 1039 1291"> Data organising and databases (spreadsheets) – Purple Mash Unit 2.3 <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 </td><td data-bbox="1039 906 2152 1291"> Data retrieving and organising (Pictograms and questioning) – Purple Mash Units 1.3 (Year 1 unit) and 2.4 Pictograms (Unit 1.3) <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 Questioning (Unit 2.4) <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 </td></tr> </table>	Data organising and databases (spreadsheets) – Purple Mash Unit 2.3 <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 	Data retrieving and organising (Pictograms and questioning) – Purple Mash Units 1.3 (Year 1 unit) and 2.4 Pictograms (Unit 1.3) <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 Questioning (Unit 2.4) <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
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Design & Technology		<p><u>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</u></p> <ol style="list-style-type: none"> 1. To choose the best tools and materials and make simple drawings, labelling parts. Developing, planning and communicating ideas. 2. To join materials and components together in different ways. Working with tools, equipment, etc. 3. To measure and cut textiles. Textiles. 4. To cut shapes round a template onto fabric. Textiles. 5. To join textiles together to make something e.g. stapling, gluing, running stitch. Textiles. 6. To explain what went well with their work. Evaluating.
Art	<p><u>Focus Artist Picasso abstract Picasso faces</u></p> <ol style="list-style-type: none"> 1. To research and look at art work from artists and understand how they have used colour, pattern and shape – knowledge 2. To begin to demonstrate their ideas through drawings in their sketch books – Sketchbooks 3. To show patterns and texture in their drawings – Drawing 4. Show patterns and texture in their drawings / create a piece of work in response to another artist's work – Drawing / collage 5. 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 – Drawing / collage 	

Music	<p>Charanga Scheme Exploring improvisation</p> <p>musician ownership options</p> <ul style="list-style-type: none"> • understanding music • improvising together <p>Listen & respond To know five songs off by heart and know what they're about</p> <ul style="list-style-type: none"> • To know that songs have a musical style <p>Singing</p> <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 <p>Playing</p> <ul style="list-style-type: none"> • Play a tuned instrumental part • Learn the names of the notes they are playing • Improvisation and Composition • 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 <p>Performance</p> <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 	<p>Charanga Scheme our big concert</p> <p>musician ownership options</p> <ul style="list-style-type: none"> • understanding music • improvising together <p>Listen & respond To know five songs off by heart and know what they're about</p> <ul style="list-style-type: none"> • To know that songs have a musical style <p>Singing</p> <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 <p>Playing</p> <ul style="list-style-type: none"> • Play a tuned instrumental part • Learn the names of the notes they are playing • Improvisation and Composition • 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 <p>Performance</p> <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
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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><u>Philosophy - Why do people have different views about the idea of God?</u></p> <ol style="list-style-type: none"> 1. Illustrate and describe God based on personal beliefs 2. Examine a range of religious beliefs about God 3. Explain the different roles God plays in our lives 4. Compare religious and non-religious ideas about how we should live 5. Formulate a personal view regarding the idea of God 	

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



The Learning Challenge *Curriculum*



Knowledge organisers and vocabulary grids

Key Vocabulary

How does life in the Caribbean differ from life in the UK?

Island	Beach	Sea	River	
Mountain	Cuba	Haiti	Jamaica	
Caribbean	Rainforest	Equator	Puerto Rico	Climate

Knowledge organiser Year 2 The Caribbean

Key vocabulary

Island	A body of land surrounded by water
Beach	A pebbly or sandy shore
Caribbean	The region consisting of the Caribbean Sea and its islands
Rainforest	A dense forest rich in biodiversity found in tropical areas
Climate	Weather conditions in a particular area
Sea	An expanse of salt water
Equator	An imaginary line around the middle of the earth
Mountain	A large natural elevation of the earth's surface
River	A large natural stream of water flowing to the sea
Cuba	A main island country in the Caribbean
Haiti	A main island country in the Caribbean
Jamaica	A main island country in the Caribbean
Puerto Rico	A main island country in the Caribbean

Map of the Caribbean



Flags of the Caribbean countries



Key facts

The Caribbean is made up of more than 7,000 islands. Most of them are surrounded by sea.
The islands in the Caribbean are also sometimes referred to as the West Indies.
In the Caribbean there are over 500 species of birds.
The most populated countries in the Caribbean are Haiti and the Dominican Republic, as well as Cuba.
The name Caribbean comes from Carib.
There are lots of coral reefs, mountains, tropical forests, valleys, waterfalls and volcanoes in the Caribbean.

Important people



Christopher Columbus
Explorer and navigator



Sir Francis Drake
Explorer

The equator

