

## YEAR 2 CURRICULUM OVERVIEW – SUMMER 2022



### Geography

**Location Knowledge:** Name and locate the world's seven continents and five oceans.

#### Human and physical geography:

Identify location of hot and cold areas of the world in relation to the Equator.

Identify seasonal and daily weather patterns in the United Kingdom.

Use basic geographical vocabulary to refer to:

- Key physical features, including: forest, hill, river, valley, vegetation.
- Key human features, including: city, town, village, factory, house, office, shop, farm.

**Geographical skills and fieldwork** - Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.

### RE (Religious Education)

What can we learn about Islam in Sandwell?

What is the good news Christians think Jesus brings?

### ICT

**Data handling:** Learn how data is collected and used to keep astronauts safe on the I.S.S

Using technology to create and label images and to put data into a spreadsheet.

Consider inputs and outputs to understand how sensors work.

**Creating media:** Using technology purposefully to create, organise, store, manipulate and retrieve digital content. Understanding how to use tablets or computers to take photos.

### English

**Texts we will explore:** The Crow's Tale and The Penguin who Wanted to Find Out

**Purposes we will explore:**

To instruct, to narrate, to recount, to describe, to inform

### PE (Physical Education)

Striking and fielding games: Cricket: Throw underarm, bowl overarm, catch and field. Strike a ball from a tee.

Athletics: Develop running, jumping and throwing skills

is what your child will be learning across curriculum areas summer term.

### History

**Florence Nightingale/ Neil Armstrong:** The lives of significant individuals in the past who have contributed to national and international achievement.

### RHE

**One world :** Discuss special people in their life. Talk about different homes, schools and environments around the world and the differences and similarities between our own experience and the experiences of others around the world. Talk about what they love about the world in which they live and describe how they would feel if these things disappeared.

### Science

#### Investigate living things

Explore and compare the differences between things that are living, dead, and things that have never been alive

Describe 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

Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other

Identify and name a variety of plants and animals in their habitats, including microhabitats

#### Understanding Plants

Observe and describe how seeds and bulbs grow into mature plants

Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

### Maths

**Geometry** use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)

**Measures Length and Height. Measures: Mass, Capacity and temperature** Compare and order lengths, mass, volume/capacity and record the results using >, < and =. Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels

**Time** - tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. Know the number of minutes in an hour and the number of hours in a day. compare and sequence intervals of time

### Art and DT

#### Art-

#### Andy Goldsworthy – Natural Sculpture

- Use a range of materials creatively to design and make products
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Painting- Spring
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

#### DT-

#### Mechanisms – Fairground Wheel

#### Design

♣ design purposeful, functional, appealing products for themselves and other users based on design criteria

♣ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

#### Make

♣ select from and use a range of tools and equipment to perform practical tasks

♣ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

#### Evaluate

♣ explore and evaluate a range of existing products

♣ evaluate their ideas and products against design criteria