

YEAR 2 CURRICULUM SUMMER TERM

‘AUSTRALIAN
ADVENTURE’





Longhill Primary School Year 2 Summer Curriculum

Theme – Australian Adventure

Driving the Theme:

Geography

As a Geographer we will compare and contrast the locality of our school with a small area of a non-European country- Australia. (Kangaroo Island and the Yarra Ranges)

Programmes of Study

Locational Knowledge

- Name and locate the world's seven continents and five oceans.

Place Knowledge

- Understanding geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom **and of a small area in a contrasting non European country.**

Human and Physical Geography

- Use basic geographical vocabulary to refer to ocean, soil, valley, vegetation, mountain, 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 at this key stage.
- Use simple compass directions and locational and directional language to describe the location of features and routes on a map.

We will discover and focus on one small area in Australia and identify some key features of the area and compare them to our locality. We will name the continents and oceans around the world. We will use atlases, globes and simple compass directions and some locational language to identify and describe the location of the UK and Australia. We will briefly name and locate the continents that the UK and Australia lie within and the oceans that surround them.

We will locate the main areas and cities and practice our mapping skills in the UK and Australia.

We will discover what we should pack if we were taking a trip to Australia compared with a trip to Scarborough and explore some differences in the way British and Australians speak.

We will find out about everyday life, customs and leisure.

We will learn and practise geographical vocabulary.

We will discover aboriginal heritage and beliefs. We will find out about what the Aboriginal people call Dreamtime and the origins of the didgeridoo and boomerang. This will highlight some of the key features of this area of Australia. Briefly acknowledge the indigenous people of Africa and the Eskimo's in the Arctic.

| Writing | Reading | SPaG |
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| <p>Non Chronological reports</p> <p>Narrative</p> | <p>One SPIES session per week which covers:</p> <p>S: Sets out the objective for the lesson.</p> <p>P: Probe the text. This focuses on content domain 1a and picks out useful vocabulary and language that will help the children to better understand the text and develop their own vocabulary knowledge.</p> <p>I: Investigate further. This focuses on content domain 1b where children identify key information from the text using simple retrieval strategies.</p> <p>E: Extend the learning. This focuses on content domain 1d where children develop their inference skills.</p> <p>S: Search for meaning. This changes depending on what is relevant to the children's learning. It will cover 1e (prediction) but will also revisit the other content domains.</p> <p>.</p> <p>Mini Mission</p> <p>There are two further reading lessons in the week. The first is a taught 'Mini Mission' that focuses on further developing the inference skills of the children and the second is a much more independent 'Mini Mission' where children focus on retrieval questions</p> | <p>Formation of nouns using suffixes – ness, er</p> <p>Formation of nouns by compounding – whiteboard</p> <p>Formation of adjectives using suffixes – ful, less</p> <p>Use of suffixes – er and est in adjectives.</p> <p>Use of suffix – ly to turn adjectives into adverbs.</p> <p>Use of subordination – when, if</p> <p>Use of co ordination – or, but</p> <p>Use of expanded noun phrases for description and specification.</p> <p>How grammatical patterns in a sentence indicate its function (statement, question, exclamation, or command)</p> <p>Correct choice of present tense and past tense throughout writing.</p> <p>Use of progressive form of verbs in the present and past tense.</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Use of apostrophes to mark where letters are missing.</p> <p>Use of apostrophes to mark singular possession in nouns.</p> <p>Use of commas to separate items in a list.</p> |

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| | <u>TEXT</u> Dingo Dog Rainbow Bird | |
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| Science | Art | Music |
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| <p><u>Working Scientifically</u> During years 1 and 2, pupils should be taught to work scientifically by:</p> <ul style="list-style-type: none"> • Asking simple questions and recognising that they can be answered in different ways. • Observing closely, using simple equipment • Performing simple tests. • Identifying and classifying • Using observations and ideas to suggest answers to questions. • Gathering and recording data to help in answering questions. <p><u>Summer 1</u> <u>Animals, including humans</u></p> <ul style="list-style-type: none"> • To know that animals (including humans) have offspring which grow into cats, puppies into dogs, babies into adults. • To know the basic needs of animals (including humans) e.g. food, water, air • To know the importance for humans of exercise, eating the right amounts of different food and hygiene. | <p><u>Summer 1</u> <u>Printing</u> Can apply ink to a shape or surface to experiment with printing and improving the quality and placement of the image. They can use hands, feet, shapes, objects and found materials Can Monoprint by marking onto an ink block, or drawing onto the back of paper on an inked block, controlling line and tone using tools or pressure Can take rubbings from texture to understand and inform their own texture prints Can repeat a pattern, randomly placed or tiled in a grid with a range of blocks Can explore and create patterns and textures with an extended range of found materials - e.g. sponges, leaves, fruit, ink pads</p> <p><u>Summer 2</u> <u>Sculpture</u> Can handle and manipulate rigid and malleable materials such as clay, card and found objects to represent something known and suggest familiar objects or things Can model in malleable/plastic materials and control form to assemble basic shapes or</p> | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music. <p><u>Charanga</u> Friendship Song Reflect, Rewind and Replay</p> <p><u>Continuous Provision</u> Focus on a particular style of music to listen to over time. Display posters that use musical terminology. Sing songs and rhymes for pleasure throughout the school day. Provide apps and devices with music composing functions.</p> |

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| <p><u>Summer 2</u> <u>Living Things and their habitats</u></p> <ul style="list-style-type: none"> • To know the differences between things that are living, dead and things that have been alive. • To know that most living things live in habitats to which they are suited. To know that different kinds of animals and plants depend on each other. • To know and name a variety of plants and animals in their habitats including microhabitats. • To know 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><u>Conscious Connections/CP</u> Identify and name a range of animals from offspring to adulthood and match these together. Do they know what a group of these animals would be called as a collective e.g. flock/herd? Can children identify predators and prey and create a simple food chain? Identify the difference in climate, rainfall, plant growth and terrain in Australia/UK. How</p> | <p>forms e.g. bodies/heads and add surface features Can respond to sculptures and craft artists to help them adapt and make their own work Can feel, recognise and control surface experimenting with basic tools on rigid / pliable materials Can use clay to construct a simple functional form such as a pinch pot or coil pot, smoothing and joining clay with care</p> | <p><u>Longitudinal Learning</u> <u>Sound Effects</u> In this ongoing challenge, linked to reading activities, pupils listen to short stories or poems and create sound effects using tuned and untuned musical instruments.</p> |
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| are the animals in each country different and why do the children think this is/what different things do they need to survive. Link to seasonal changes – do any animals in Australia hibernate/when do they have their young? | | |
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History

Analyse and evaluate the impact of significant people/events in history

Look at the origins of the boomerang and the didgeridoo.

Explore how these had an impact on peoples' lives

Historical Enquiry

Explore who the Aboriginal people were and why their heritage is important.

Answer questions about the aboriginal people and their beliefs.

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| <p>PE</p> <p><u>Summer 1</u></p> <p><u>Athletics Basic Skills</u></p> <ul style="list-style-type: none"> 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><u>Multi Skills</u></p> <ul style="list-style-type: none"> 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><u>Summer 2</u></p> <p><u>Athletics Basic Skills</u></p> <ul style="list-style-type: none"> 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>RE</p> <p>Discover RE</p> <p><u>Summer 1</u></p> <p><u>Theme</u> Covenant</p> <p>Key Question: How special is the relationship the Jews have with God?</p> <p>Religion: Judaism</p> <p><u>Summer 2</u></p> <p><u>Theme</u> Rites of Passage and good works</p> <p>Key Question: What is the best way for a Jew to show commitment to God?</p> <p>Religion: Judaism</p> | <p>PSHCE</p> <p><u>Relationships</u></p> <p>I can identify the different members of my family, understand my relationships with each of them and know why it is important to share and cooperate.</p> <p>I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.</p> <p>I can identify some of the things that cause conflict with my friends.</p> <p>I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.</p> <p>I recognise and appreciate people who can help me in my family, my school and my community.</p> <p>I can express my appreciation for the people in my special relationships.</p> <p><u>Changing Me</u></p> <p>I can recognise cycles of life in nature.</p> <p>I can tell you about the natural process of growing from young to old and understand that this is not in my control.</p> <p>I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old.</p> |
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| | | <p>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private.</p> <p>I understand there are different types of touch and can tell you which ones I like and don't like.</p> <p>I can identify what I am looking forward to when I move to my next class.</p> |
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Computer Science

Mr Andrews Online – Key Stage One Projects – Computing: Strange Creatures (<https://mrandrewsonline.co.uk/strange-creatures/>)

Information Technology

- Collect images by capturing screenshots and editing them.
- Present information on a topic using images, text boxes and voice recordings.
- Create a simple animation with moving characters and voice recordings.
- Combine text and images to create video presentation.
- Edit video content to improve.

Digital Literacy

- Use simple keywords in a search engine to find things out.
- Navigate a simple webpage to get the information I need (e.g. home, forward, back buttons; links, tabs and sections).
- Describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable worried or frightened.
- Explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.

Try New Things

Continuous Provision

Predict the Weather