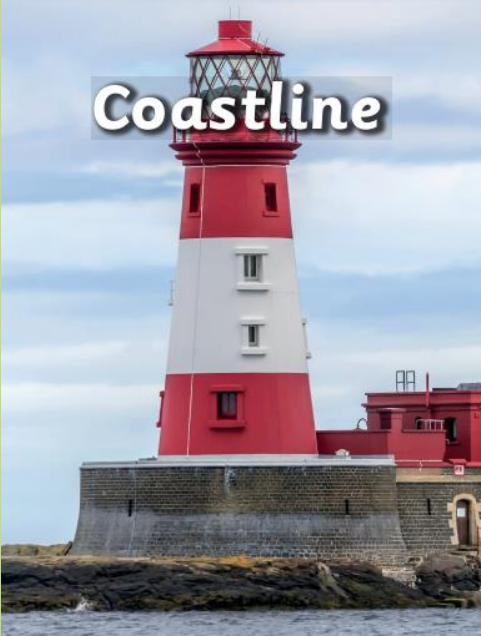





# Girton Glebe Primary School Curriculum Organiser


Year 2 (Birch Class) - Summer Term 2

Key Skills					Key Knowledge
<p>Name, locate and identify characteristics of the four countries of the United Kingdom and its surrounding seas.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country.</p> <p>Identify seasonal and daily weather patterns</p> <p>Under key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>	Key Vocabulary				<p>To understand the key vocabulary for this topic.</p> <p>To understand what the coastline is and know which countries form the UK and what seas and oceans they are surrounded by.</p> <p>To understand physical and human features of the UK coastline.</p> <p>To know what erosion is on the coast.</p> <p>To understand dangers at the coast and what to do in an emergency.</p> <p>To know about the work of the RNLI.</p> <p>To do a focused study on a coastal town, such as Whitby.</p> <p>To know what Captain Cook is famous for.</p>
<p>Develop good map skills and understand of compass directions and directional language.</p>	capsize	charity	coastline	compass	
	emergency	explorer	feature	volunteer	
<p>To know about key historical figures.</p>	erosion	voyage	lifeboats	Royal Navy	



<p><b>English:</b> In English, we will be developing our reading and comprehension skills. We will be reading the text 'At the Beach' as inspiration for our writing. We will be writing diary entries, letters, stories, newspaper reports and non-chronological reports.</p> <p><b>We will cover the following skills:</b></p> <ul style="list-style-type: none"> <li>• Reading accurately, automatically and without undue hesitation, especially for words that can be decoded phonetically.</li> <li>• Develop a love of reading for pleasure.</li> <li>• Read both fiction and non-fiction.</li> <li>• Develop a rich vocabulary.</li> <li>• Use inference and checking skills to support comprehension.</li> <li>• Participate in discussion of books.</li> <li>• Develop an increased stamina for writing.</li> <li>• Develop the ability to plan before writing.</li> <li>• Make simple additions, revisions and corrections to a piece of writing.</li> <li>• Use the 4 different sentence types.</li> <li>• Use a full range of Y2 punctuation most correctly</li> <li>• Use a range of conjunctions.</li> </ul>	<p><b>Science:</b> This half term we will be focusing on 'Living things and their habitats'</p> <p><b>During this topic we will cover the following skills:</b></p> <ul style="list-style-type: none"> <li>• Identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>• 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.</li> <li>• 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</li> <li>• Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</li> </ul> 	<p><b>Maths:</b> This half term we focusing on mass, capacity and temperature and statistics.</p> <p><b>Statistics</b> -interpret and construct simple pictograms, tally charts, block diagrams and simple tables        ☐ ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity        ☐ ask and answer questions about totalling and comparing categorical data.</p> <p><b>Measurement</b>        - 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        -compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</p>
<p><b>Computing:</b> In computing, pupils will focus specifically on the technology that surrounds the film industry and is used to create both animated and live action films. Pupils will use the app Toontastic to digitally plan and create an animated film and Scratch Jr as a method of storyboarding, before filming a live action trailer using the app iMovie.</p> <p><b>During this topic we will cover the following skills:.</b></p>	<p><b>PSHE:</b> In PSHE we will be thinking about 'Changing Me'.</p> <p><b>We will cover the following skills:</b></p> <ul style="list-style-type: none"> <li>• Recognise cycles of life in nature.</li> <li>• Tell you about the natural process of growing from young to old and understand that this is not in my control.</li> <li>• Recognise how my body has changed since I was a baby and where I am on the continuum from young to old.</li> </ul>	<p><b>R.E:</b> This half term we will be thinking about 'What is the best way for a Jew to show commitment to God?'</p> <p><b>During this topic we will cover the following skills:</b></p> <ul style="list-style-type: none"> <li>• Express an opinion on which ways I think might be best for Jews to show their commitment to God and start to give my reasons.</li> </ul>



<ul style="list-style-type: none"> <li>• Pupils know all stories consist of a beginning, middle and an end.</li> <li>• Pupils can name three camera angles.</li> <li>• Pupils understand why a storyboard is used before filming.</li> <li>• Pupils will be able to plan their own short storyline.</li> <li>• Pupils know what a theme is in regards to film.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vulva, vagina, anus) and appreciate that some parts of my body are private.</li> <li>• Understand there are different types of touch and can tell you which ones I like and don't like.</li> </ul> 	<ul style="list-style-type: none"> <li>• Describe some ways that Jews choose to show commitment to God and am start to understand that they may do this in different ways.</li> </ul>
<p><b>Art/DT:</b> We will be investigating, designing and creating our own beach huts. We will also create models of the coastline using natural materials.</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> <li>• Build structures, exploring how they can be made stronger, stiffer and more stable.</li> <li>• Generate and communicate their ideas through a range of different methods.</li> <li>• Choose appropriate components and materials and suggest ways of manipulating them to achieve the desired effect.</li> <li>• Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).</li> </ul>	<p><b>Music:</b> In music, the children will be looking at folk songs, tension and relaxation in music and will be Composing with Britten's Sea Interludes.</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> <li>• 20th century classical music</li> <li>• 2- and 3-time Beat</li> <li>• Beat groupings</li> <li>• Create action patterns in 2- and 3- time.</li> <li>• Mark the beat by tapping, clapping and swinging to the music.</li> <li>• Listen and move, stepping a variety of rhythm patterns and identify them in familiar songs.</li> <li>• Move freely and creatively to music using a prop.</li> </ul>	<p><b>PE:</b> In PE the children will be practising a range of skills in athletics and striking and fielding</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> <li>• Get in and out of the pool safely and confidently.</li> <li>• Move around the water in different ways safely and confidently.</li> <li>• Emerge ourselves in water.</li> <li>• Develop using a range of strokes to swim.</li> </ul>