



Girton Glebe Primary School Curriculum Inquiry

BirchClass (Y2) – Summer 2

<p>English:</p> <p>In English, we will be reading 'Katie Morag', 'Clean Up!' and 'At the beach'.</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> Developing a pleasure for reading. Discussing the sequence of events in books. Discussing their favourite words and phrases. Participating in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say. Checking that the text makes sense to them. Writing about real events. Writing for different purposes. Evaluating their own writing. Proof-reading to check for errors. Learning how to use apostrophes for contracted forms (didn't). Learning to use apostrophes for possession. Using the present and past tense correctly and consistently. Using sub-ordination (when, if, that, because) and coordination (or, and, but). Applying spelling rules in writing. 	<h2>Sharing the planet</h2>				<p>Maths:</p> <p>This half term we shall be covering the following aspects of the maths curriculum:</p> <p>Fractions:</p> <ul style="list-style-type: none"> Find three quarters Count up to a whole in fractions <p>Time:</p> <ul style="list-style-type: none"> Recognising o'clock and half past Recognising quarter past and quarter to Tell the time to the hour and to 5 minutes Minutes in an hour and hours in a day <p>Statistics:</p> <ul style="list-style-type: none"> Tally charts and tables Block diagrams Drawing and interpreting pictograms <p>Geometry:</p> <ul style="list-style-type: none"> Language of position and movement Describe movement and turns Shapes and patterns with movement and turns
<p>Key Concepts:</p> <ul style="list-style-type: none"> Form – What are natural materials like? 	coral reef	oxygen	headland	cave	<p>Approaches to Learning:</p> <ul style="list-style-type: none"> Communication skills
	lifeboats	erosion	compass	stack	



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<ul style="list-style-type: none">• Connection – What are the connections between plants and animals?• Responsibility – How do people’s actions affect the lives of living things?	emergency	explorer	voyage	bay	<ul style="list-style-type: none">• Self-management skills• Research skills
<p>Line of Inquiry: An inquiry into what natural materials are like. (Form)</p> <p>In this Line of Inquiry, we will cover the following skills:</p> <p>In Geography:</p> <p>This half term we will look at:</p> <ul style="list-style-type: none">• Understanding the process of coastal erosion.• Distinguishing between man-made and physical features.• Naming, locating and identifying characteristics of the four countries of the United Kingdom and its surrounding seas.		<p>Line of Inquiry: An inquiry into the connections between plants and animals. (Connection)</p> <p>In this Line of Inquiry, we will cover the following skills:</p> <p>In Geography:</p> <p>This half term we will look at:</p> <ul style="list-style-type: none">• Identifying key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. <p>In Science:</p> <p>This half term we will look at:</p> <ul style="list-style-type: none">• Identifying microhabitats and the creatures that live them• Describing how animals are suited to their habitats.			
<p>Line of Inquiry: An inquiry into how people’s actions affect the lives of living things. (Responsibility)</p> <p>In this Line of Inquiry, we will cover the following skills:</p> <p>In Art:</p> <p>This half term we will look at:</p> <ul style="list-style-type: none">• Exploring how art can be used to celebrate the natural world and raise awareness of environmental issues, focusing on threats to the Great Barrier Reef and using Melanie Hava’s ‘A Reef Wonderland’ as inspiration to create their own Reef Paintings.					



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<p>Science:</p> <p>This half term we will be focusing on 'Living things and their habitats', with a focus on microhabitats.</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> Observe objects, materials, living things and changes over time, sorting and grouping them based on their features and explaining their reasoning. Identify and name a variety of plants and animals in their habitats, including microhabitats 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 <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p>	<p>PSHE:</p> <p>In PSHE we will be thinking about 'Changing Me'.</p> <p>We will cover the following skills:</p> <ul style="list-style-type: none"> Recognise cycles of life in nature. Understand the natural process of growing from young to old and understand that this is not in my control. Recognise how my body has changed since I was a baby and where I am on the continuum from young to old. 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. Understand there are different types of touch and can tell you which ones I like and don't like. 	<p>Music:</p> <p>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"> Listening to 20th century classical music 2- and 3-time Beat Beat groupings Create action patterns in 2- and 3- time. Mark the beat by tapping, clapping and swinging to the music. Listen and move, stepping a variety of rhythm patterns and identify them in familiar songs. Move freely and creatively to music using a prop.
<p>PE:</p> <p>In PE the children will be developing their swimming and water safety skills.</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> Get in and out of the pool safely and confidently. Move around the water in different ways safely and confidently. Emerge ourselves in water. Use a range of strokes to swim. 	<p>R.E:</p> <p>This half term we will be learning about Jumu'ah and traditions in Islam.</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> Demonstrate that they can share opinions and feelings and explain views through discussions with one other person and the whole class. Understand that people have different opinions, feelings and views. It is important to be able to express these views, as well as being respectful of others, to have successful relationships. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. 	<p>Computing:</p> <p>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>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> Pupils know all stories consist of a beginning, middle and an end. Pupils can name three camera angles.



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	<ul style="list-style-type: none">• Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities• Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.	<ul style="list-style-type: none">• Pupils understand why a storyboard is used before filming.• Pupils will be able to plan their own short storyline.• Pupils know what a theme is in regards to film.
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