



Year 2

**Summer Curriculum
Overview and Topic
Webs**



Year 2 Summer Topic Web

English

Fiction, Non-fiction and Poetry writing

Children will be asked to develop, recall and understand the language and organisational features of a range of text-types including: Descriptions, Persuasive posters and Letters.

Grammar/Phonics:

- Subordinate conjunctions (If, when, as)
- Comma after subordinate clause
- Rhetorical questions
- Emotive language
- Power of three (repetition)

Spelling will be taught using Spelling Shed to cover Y2 spelling rules.

Maths

Fractions

Children are introduced to a variety of examples showing parts and wholes. Children use their understanding of $\frac{1}{2}$ to find half of a quantity. Children recognise a quarter, focusing mainly on shapes but also considering length and sets of objects

Time

Children tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clockface to show these times.

Statistics

children explore the use of simple tables. Children are introduced to block diagrams and pictograms as ways of representing data. Children draw pictograms where the symbols represent 2, 5 or 10 items

Position and Direction

Children start by describing the position of objects using left and right. Children use their understanding of position to describe movement. Children learn about quarter, half, three-quarter and full turns, as well as using clockwise and anticlockwise. Links could be made to other areas of the curriculum (time, fractions) to help conceptualise the learning

Religious Education

EASTER

This unit is designed to develop the children's knowledge and understanding of the stories of Easter from the New Testament and of the symbols the Church uses to celebrate the Season.

PENTECOST

This unit is designed to develop the children's knowledge and understanding of the story of Pentecost and of the activity and presence of the Holy Spirit. The unit also focuses on the way Pentecost is celebrated in the Church and Confirmation being the Sacrament of the Holy Spirit.

OUR CHURCH

This unit is designed to develop children's understanding of what it means to belong to God's Family. In the unit we focus on the role of the parish and people with special responsibilities. Children will also hear about the origins of the Church through the lives of the Apostles.

THE MASS

This unit is designed to develop children's understanding of the structure of the Mass and what is taking place. The focus will be on seeing Christ present when we gather, in the Word and in the Eucharist.

Science 1

Materials and Matter

This unit builds on directly from Year 1 – Materials and Magnets. In Year One, pupils learned about the names of everyday materials. They began to consider simple properties of everyday materials and learned about John Dunlop and his work on developing a suitable material for wheels. This unit offers another opportunity to reinforce the names and uses of every day materials, developing the conceptual understanding that all materials are used for a purpose based on their properties. In this unit, building on their knowledge of John Dunlop and his work, pupils will study George de Mestral and will find out how he developed Velcro after noticing how the shape of burdock seeds allowed them to grip onto his clothes and his dog's fur whilst out walking. Pupils will learn how he needed to test the properties of materials in order to find something suitable for his invention. They will look at images of Velcro under a microscope.

Humanities

History – Powerful Voices

This unit introduces key figures from the past and today, who have fought for human rights: Gandhi (political freedom), Rosa Parks and Martin Luther King Jr (equality for African Americans, freedom from discrimination), Malala Yousafzai (access to education for girls), and Greta Thunberg (climate change activist). In this unit, we look at the stories of some significant people who were not born into powerful positions (like a king or queen) but were able to use their voices to spread their beliefs to influence change. Some of the individuals studied in this unit are still alive today and continue to be making change in the world. The children will learn that historians study the lives of significant people and look at what they say and do and evaluate the contributions they have made to national and international achievements. The lives of each of the significant people studied in this unit can be told to the children as stories from the past. In each lesson, the children will be given a quote from each person- a primary source- and asked to explain what they think they meant by what they said, thinking about the purpose of the quote, who they were addressing and what was the intended impact of their words.

Northern Europe

Within this unit children will use maps of Northern Europe to identify key countries and key physical features. They will use maps to explore the location of countries such as Denmark, Norway and Sweden. They will recognise human features of the region, such as the Oresund Bridge that links Denmark and Sweden. Children will learn how to read a simple climate graph and compare the climate of a region on Northern Europe to that of the UK.

Physical Education

Hit, catch and run

To develop hitting skills with a variety of bats. Practice feeding/bowling skills. Hit and run to score points in games. Work a variety of ways to score runs in the different hit, catch, run games. Work in teams to field. Begin to play the role of wicketkeeper or backstop.

Send and return

Be able to track the path of a ball over a net and move towards it. Begin to hit and return a ball with some consistency. Play modified net/wall games throwing, catching and sending over a net. Be able to make it difficult for their opponent to score a point. Begin to choose specific tactics. Transfer net/wall skills. Improve agility and coordination and use in a game.

Computing

Computing is taught discretely through BGFL 365. Computing also takes a pivotal role throughout core and foundation subjects, where children are provided the opportunity to retrieve, record and publish work on computers. Children are taught to use computers and access the internet safely and appropriately through E-Safety lessons and during Safer Internet Day.



Art

History Painting

The term history painting is used to describe painting which shows stories from classical history, mythology and the Bible. This unit builds on the children's knowledge from their study of paintings showing St George and the Dragon in year 1 in the unit on Narrative Art. To explore the idea of history painting, the children look at mythological art, studying in detail art which tells the story of Theseus and the Minotaur. The paintings they study, which tell different parts of the story as well as the whole story range from frescos found at Pompei in ancient Rome to 20th century paintings. They consider how history paintings show different settings and characters and explore how artists can show different characteristics or personalities by the way they draw. The children then make a detailed study of the work of Picasso which show the minotaur and create their own work in mixed media incorporating the minotaur and the maze.

Murals and Tapestries

The children are introduced to murals, what they are and how they have been painted throughout history, by looking at cave paintings, murals in churches of the Italian renaissance, and at more modern works by Rivera and Banksy. They then study famous examples of frescoes (exploring what this term means), including Michelangelo's paintings in the Sistine Chapel and Leonardo's The Last Supper, previously looked at in relation to symmetry in the unit on Landscapes and Symmetry.

Technology

Cut, Stich, Join

This project teaches children about fabric home products and the significant British brand Cath Kidston. They learn about sewing patterns and using a running stitch and embellishments before making a sewn bag tag.



KEY VOCABULARY

matter
solid
liquid
atoms
materials
properties
transparent
opaque

the word scientists use to describe **everything that makes up the world** around us, it includes solids, liquids and gases

matter that can be held, **holds its shape and stays in one place**, like wood; we can hold solids in our hand and some solids can be changed through squashing, bending or twisting)

matter that **flows like water**; liquids can take the shape of the bottom of their container, and we can pour them

a tiny building block that **everything around us is made from**

matter from which **something is made**, e.g., wood, glass, metal

characteristics that we can use to describe objects, e.g., smooth, hard, soft

a material that **allows light to pass through**; we can see through it, e.g., glass

a material that **does not allow light** to pass through; we cannot see through it, e.g., wood

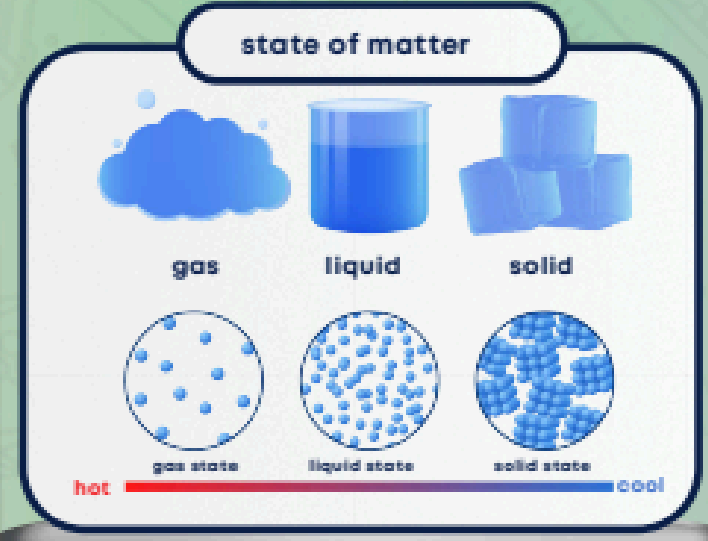


microscope

velera normal view

a tool that scientists use to look closely at very tiny things

velera under microscope





KEY VOCABULARY

empire

a group of states or countries ruled over by a single person or ruling power

protest

to complain and speak out against something they disagree with in an organised way

boycott

when people refuse to buy, use, or go somewhere in protest to bring about a change

activist

a person who feels passionately about something and wants to make a change

civil rights

the rights that belong to every person: the American Civil Rights Movement was a movement that fought for equal rights for black people

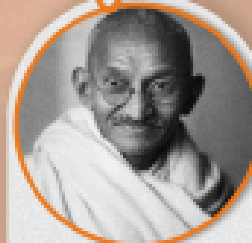
campaign

planned actions to achieve a goal

climate change

the process of our planet heating up

"In a gentle way, you can shake the world"



Born in India in 1869 and fought for independence from British rule

Gandhi

"Each person must live their life as a model for others"



Born in the USA in 1917 and known as the "mother of the civil rights movement" for refusing to give up her seat on a public bus

Rosa Parks

"I have a dream"



Born in the USA in 1929 and led the American Civil Rights Movement

Martin Luther King

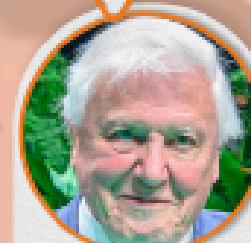
"One child, one teacher, one pen, and one book can change the world"



Born in Pakistan in 1997 and stood up for a girls' right to attend school

Malala Yousafzai

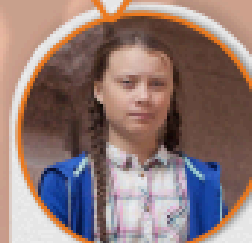
"The future of humanity and indeed all life on earth depends on us"



Born in the UK in 1918 and a British broadcaster who speaks out about protecting the world

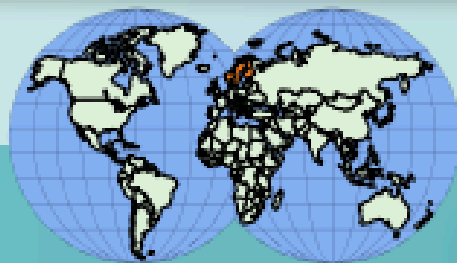
David Attenborough

"I have learned you are never too small to make a difference"



Born in Sweden in 2003 and an environmental activist

Greta Thunberg



Northern Europe

KEY VOCABULARY

Scandinavia

Denmark, Sweden and Norway

Nordic

Denmark, Sweden, Norway, Finland and Iceland

weather

what the sky and air are like outside at a particular time, e.g., rainy, windy, cloudy

climate

the weather **in a place** over a long period of time

migration

movement of animals or people from **one place to another**

compass

an object that **indicates direction**: north, south, east and west

adapt

to **change**

explorer

a **person who travels** through new areas to learn about them

human features

things built or **created by humans**, such as the Oresund bridge that links Denmark and Sweden

physical features

things **found in the natural environment**, not made by humans

Sámi People

people who have lived in the **coldest and most northern** parts of Northern Europe for a very long time



Roald Amundsen

"Victory awaits him who has everything in order"

flags of Northern European countries



Norway

capital city: Oslo



Denmark

capital city: Copenhagen



Sweden

capital city: Stockholm



Finland

capital city: Helsinki



Iceland

capital city: Reykjavik



history painting

paintings that tell stories from myths, classical history and the Bible

myth

a traditional story made up in the past, often to explain an event, belief or custom

mythological paintings

paintings relating to or based on myths

classical

something that is from ancient Greek or Roman culture

narrative

a piece of art that tells a story with colour and lines, instead of words

character

a person or an animal in a piece of narrative art

characteristic

an important thing about thing or a person which makes them what they are

setting

the place where a story takes place

minotaur

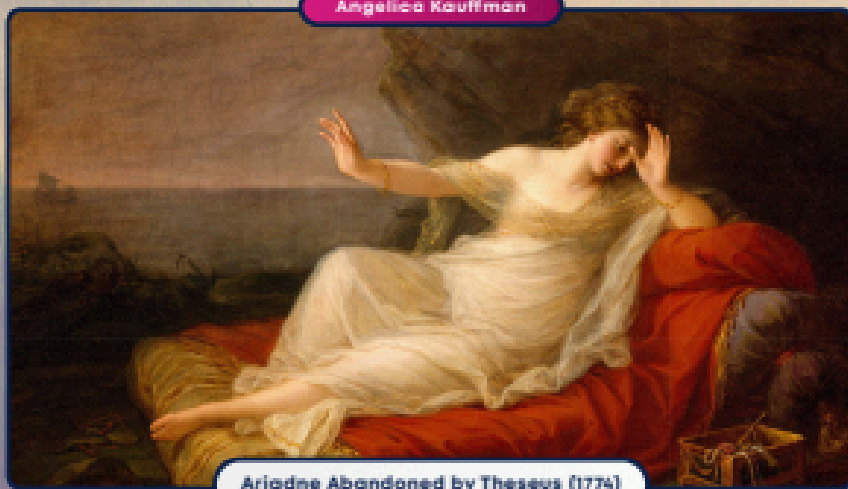
a monster which is half bull and half man

Antonio del Pollaiuolo



Apollo and Daphne (c.1432-1498)

Angelica Kauffman

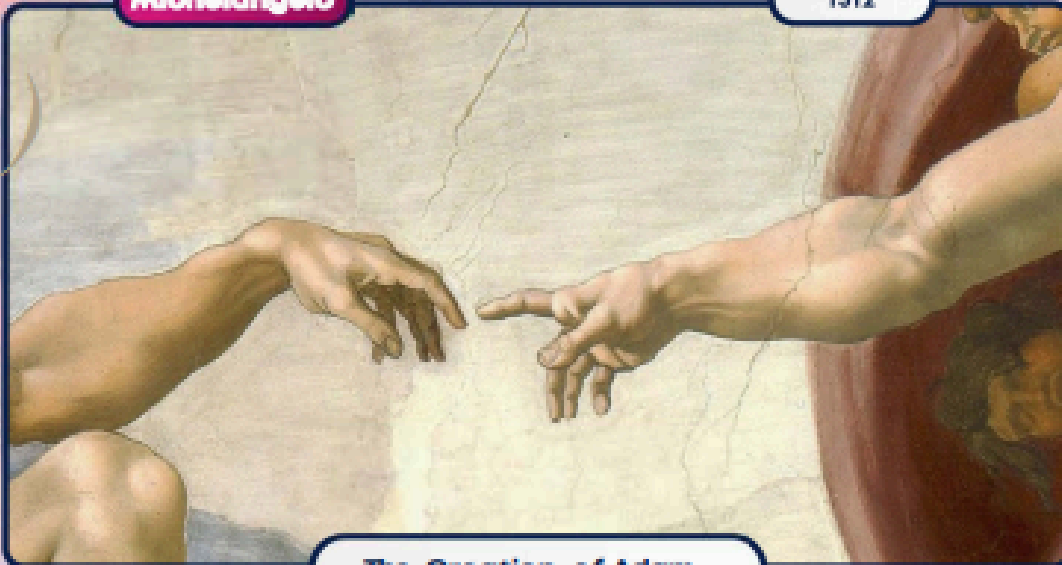


Ariadne Abandoned by Theseus (1774)

KEY VOCABULARY	
mural	a painting that is painted directly onto a wall or ceiling
fresco	a mural that is painted onto wet plaster
plaster	a soft mixture for spreading on walls that becomes hard and smooth when it has dried
Pope	the head of the Roman Catholic church
Sistine Chapel	the chapel in the Pope's palace
National Gallery	an art gallery in London which has a large and important collection of art
tapestry	a thick piece of fabric , with patterns and/or pictures on it, made by weaving
weaving	a way of making fabric by crossing over threads
composition	how the different ingredients in art (colour, line, shape, texture) are put together to make up a whole work of art

Michelangelo

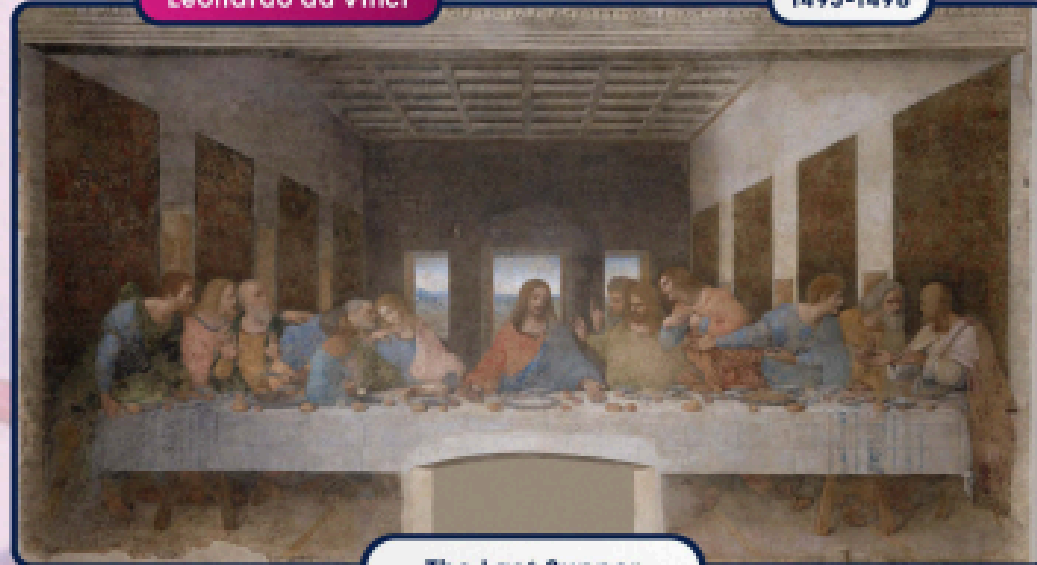
1512



The Creation of Adam

Leonardo da Vinci

1495-1498



The Last Supper