



Year 2
**Curriculum Meeting for Parents
and Carers**

Summer 1
Key Information and Dates

Who is working in Year 2?

Belgium:

Ms Z Iqbal

Italy:

Ms C Smith

Spain:

Ms A Begum

Poland:

Ms T Choudhury

Classroom Practitioner:

Ms T Cable

Year Group Leader:

Ms Z Iqbal

Phase Leader:

Ms S Reay



PPA (Specialist Teachers)



Mr Gillingham - Art

Ms Valverde - Spanish

Mr Kai - PE

Ms Calver - History
and Geography

Summer 1 Theme: Travelling and Explorers

Big Question: Do you like to be beside the seaside?



Rights Respecting Schools

Children's rights are learned, taught, practised, respected, protected and promoted.



Personal Development

SMSC - spiritual, moral, social and cultural development.



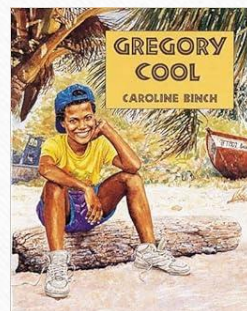
Fundamental British Values

Democracy, individual liberty, rule of law, mutual respect and tolerance of different faiths and beliefs.

English Texts

- English Lessons - Creative Writing

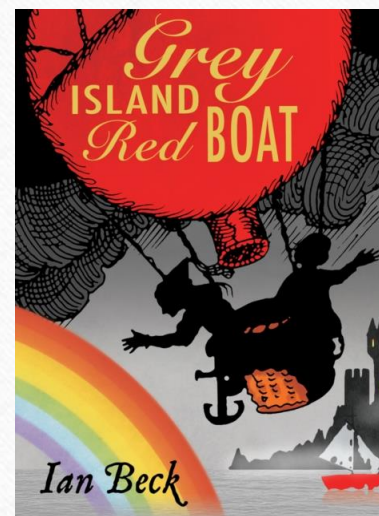
- Gregory Cool



- Space Tortoise



- Phonics/Take One Book
- Grey Island Red Boat





Maths

- Mastering Number
- 2D/3D shapes
- Fractions
- Time

Explore:

Includes questions related to various lesson objectives as an introductory activity for pupils.

Master:

Introduces new concepts through a C-P-A approach with the use of engaging pictures and manipulatives.

Guided Practice:

Children work with a partner for further consolidation of concepts.

Independent:

Children work through questions independently applying skills taught during the lesson.

Science – Plants



Working scientifically skills:

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

Geography George



Geography



‘Do you like to be beside the seaside?’

Look at how holidays have changed over the years, with a particular focus on beach holidays.

- Map work related to beaches and where the most popular beaches are situated in the UK. Look at how the weather impacts when we go on holiday. Using basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast etc.



Art and Design

- *Kapow Scheme of Work*
- *Sculpture and 3D* - Clay Houses
- Exploring clay
- Pinch pots
- Applying skills in clay
- Designing a tile
- House tiles





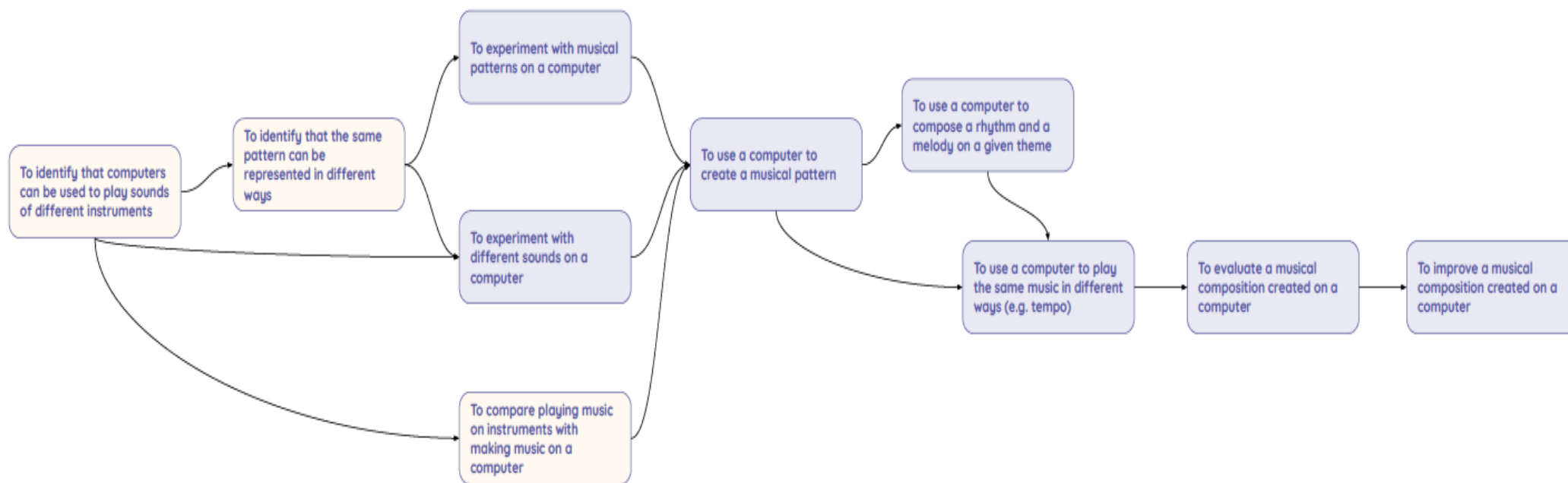
Design and Technology

- *Kapow Scheme of work*
- *Food Technology: Nutrition - A Balanced Diet*
- Food groups
- Balanced meals
- Preparing ingredients
- Taste testing ingredients
- Planning recipes
- Creating and evaluating wraps



Computing

- **NCCE Scheme of Work**
Creating Media - Digital Music



PSHE



- Topic: Relationships

- I can identify the different members of my family, understand my relationship with each; of them and know why it is important to share and cooperate. I accept that everyone's family is different and understand that most people value their family.
- 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. I know which types of physical contact I like and don't like and can talk about this.
- I can identify some of the things that cause conflict with my friends. I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends.
- I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this.
- I recognise and appreciate people who can help me in my family, my school and my community. I understand how it feels to trust someone.
- I can express my appreciation for the people in my special relationships. I am comfortable accepting appreciation from others.
- Parents and carers can find copies of the letters regarding the PSHE curriculum, and about the books used in PSHE Read Aloud, on the school website.



Religious Education (RE)

- **Big Question: What can we learn from special stories**
- **How does special food and fasting help people in their faith?**
- The children will be taught to:
 1. What is fasting and why do people do it?
 2. How would I feel if I had to go without food?
 3. Why do Muslim people fast in Ramadan?
 4. What special food do Muslim people share at Eid?
 5. Why do Christian people fast in Lent?
 6. What do Christian do before Lent starts?
 7. Should we all fast?



Spanish

- El bocadillo
- (the sandwich): mini role-play



Physical Education

- PE Days - Tuesday and Wednesday
- Class teacher and PE teachers -
Sports' Day



Music

- Music about Travelling



Key Events Coming Up This Year...

Educational Visits

- Mosque Visit - dates to be confirmed

The children will be visiting Masjid Ibrahim Islamic Centre as part of their learning in RE, looking at how special food and fasting helps people in their faith.





Any Questions?
