

Cleveland Road Primary School Curriculum Map – Year 2, Summer 2024

	Summer Term 2024	
TOPIC	A Treasured Friendship	
KEY TEXTS	<i>Fox</i> by Margaret Wild and Ron Brooks <i>The Fox and the Wild</i> by Clive McFarland <i>The Fox and The Star</i> by Coralie Bickford-Smith <i>Moon Forest</i> by Patricia MacCarthy	
ENGLISH <i>Convention on the Rights of the Child (CRC)</i> <i>Articles</i> 6, 7, 12, 15, 19, 21, 24, 27, 28, 29, 31, 35, 36, 37	<u>Philosophical thinking:</u> How do we treat people who are vulnerable? For example, with a disability? Are we stronger together or alone? How? Why do people sometimes get jealous? How can we cope with jealousy, so it leads to positive outcomes? How can we rectify these? Is the grass always greener on the other side? The children will begin their learning journey by exploring bushfires and fire safety, creating their own leaflet about the causes and effects of fire and how to keep safe. They will research the impact that bushfires have in Australia. The children will then take part in role-play activities to delve into the feelings and thoughts of the main characters in the story, 'Fox', as well as analysing the illustrations in the key text. They will discuss and reflect on how it feels to lose something and will further explore vocabulary based around loss and grief, as well as the impact it can have on people afterwards, for example: after losing a limb, so that children can relate to and empathise with the main character of the story. From discussions generated through conscience alleys, class debates and hot-seating, the children will explore the concepts of trust and jealousy between the three main characters. Using what they have learned about the characters, the children will then write internal monologues and the next part of the story.	
MATHS <i>CRC Articles</i> 3, 28, 29	<u>Number and Measure:</u> The children will revise numbers to 100; addition and subtraction; multiplication of 2s, 5s and 10s; division of 2, 5 and 10; length; and solve word problems. <u>Money:</u> The children will learn to write amounts, find totals and change, calculate and solve money-based word problems. <u>Statistics:</u> The children will learn how to read, interpret, analyse and construct their own pictograms, as well as analysing and solving data-based reasoning problems.	<u>Mass:</u> The children will learn about mass in the context of kilograms and grams, how to read a scale, compare the weight of different objects and solve word problems related to mass. <u>Temperature:</u> The children will gain experience in measuring temperature, learn about the term 'degrees Celsius' and how to read thermometers accurately. <u>Volume:</u> The children will compare volume, measuring in litres and millilitres, and solve reasoning problems related to volume.
SCIENCE <i>CRC Articles</i> 6, 24, 27	Plants The children will plant their own seeds and measure the growth that occurs. They will also investigate the difference between bulbs and seeds by dissecting both, as well as carry out different experiments to observe the effect light, water and temperature have on the growth of plants. The children will make observations over time and record their findings for each experiment they conduct.	

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COMPUTING <i>CRC Articles</i> 16, 17	Online Safety The children will be reminded about how to use technology safely and respectfully, and the importance of keeping personal information private. They will identify where to go for help and support when they have concerns about content on the internet. Making Digital Music Over the course of the term, the children will build upon their musical skills and combine Computing with musical composition. They will use mouse skills to compose their own music, making cross-curricular links to Art and Music.	Communication (Power Point and Publisher) The children will present information about a topic by collating ideas, drawing text boxes, typing information, copying and pasting images and using a variety of tools such as, changing font size, text box size and image size, etc.
HISTORY <i>CRC Articles</i> 6, 13, 17, 24, 28, 32	The Great Fire of London The children will build on their understanding of the Great Plague from Spring term and learn about significant events of the Great Fire of London. They will compare life and architecture from 1666 to today. They will take part in role-play activities in order to engage a and to develop a deeper understanding of the key events. The children will create a timeline of the main events, learn facts about the life and involvement of Samuel Pepys and comparing how fire is extinguished today.	
GEOGRAPHY <i>CRC Articles</i> 7, 10, 24, 28, 29		India In this unit, the children will look at the similarities and differences between India and the UK, through studying the human and physical geography. In doing this, they will develop their geographical vocabulary.
ART <i>CRC Articles</i> 28, 29, 31	Reliefs The children will study the work of Teyjah McAren and Ron Brooks as a starting point to create their own art work. They will use different materials and painting techniques that have been previously taught to create a scene.	

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DT <i>CRC Articles</i> 28, 29, 31		Food Technology The children will extend their learning in science on the healthy food plate by designing and creating their own healthy wraps, using a variety of healthy ingredients from the eat-well plate. They will then evaluate and comment on improvements for future iterations.
MUSIC <i>CRC Articles</i> 28, 29, 31	Composition This term, the children in Year 2 will continue to explore simple patterns in rhythm, and they will learn to sing and play songs supported by musical notation. They will be introduced to the <i>C Major</i> and <i>G Major</i> scale, as well as the 4/4- and 3/4-time signature. They will also study songs on the Glockenspiel. As well as this, they will learn aspects of Music Theory such as <i>sharps</i> and <i>flats</i> . This term, the children will also compose a piece of music using percussion instruments such as Metallophones, Glockenspiels, Xylophones, untuned instruments, keyboard and ukuleles, based on a book they have read. They will perform their own class compositions to the other Year 2 classes. Additionally, the children will start being introduced to the concept of Music History and different composers with their compositions.	
PE <i>CRC Articles</i> 28, 29, 31	Outdoor P.E.- Athletics The children will develop their athletics skills through: sprinting, exchanging of a baton (for relay), long jump, speed bounce and javelin, taking part in simple team games which explore agility, balance and coordination. Indoor P.E.- Dance The children will learn a simple choreography to incorporate elements of dance (shape, space, time, dynamic) into the sequence of simple movements as a starting point. They will represent different moods and feelings throughout appropriate movement.	Outdoor P.E.- Sports Day Preparation The children will practise a range of skills in preparation for this year's Sports Day activities, such as hot potato, across the river, rob the nest, speed bounce, relay races. Indoor P.E.- Gymnastics The children will continue to refine their spatial awareness by performing and using equipment. They will experience and practise prior skills and develop jumping for height and jumping for distance.
RE <i>CRC Articles</i> 2, 14	Islam The children will develop their understanding of Islam. They will learn about the key features of a mosque and learn why the Qur'an is important to Muslims by analysing different stories.	What ways are a church/mosque etc important to believers? (mosque focus) The children will explore, compare and contrast different places of worship. They will understand the significance of collective worship and how it brings a community together.

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PSHE <i>CRC Articles</i> 3, 4, 5, 12, 13, 19	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	Sun Safety • I know what to wear to keep myself safe from the sun. • I recognise the sun is good for me but I need to play in it safely. Changing Me • I can recognise cycles of life in nature. • I understand there are some changes that are outside my control and can recognise how I feel about this. • I can tell you about the natural process of growing from young to old and understand that this is not in my control. • I can identify people I respect who are older than me. • I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old. • I feel proud about becoming more independent. • I understand there are different types of touch and can tell you which ones I like and don't like. • I am confident to say what I like and don't like and can ask for help. • I can identify what I am looking forward to when I move to my next class. • I can start to think about changes I will make when I am in Year 3 and know how to go about this.
SPANISH <i>CRC Articles</i> 2, 3, 7, 8, 10, 12, 13, 14, 16, 23, 28, 30, 31, 39, 42	Seasons In this unit, the children will learn the four seasons of the year, highlighting a key feature for each season in Spanish. By the end of the unit, they will have the skills and knowledge to say which is their favourite season.	Fruit In this unit, the children will learn 10 fruits and be introduced to the simple opinions 'I like' and 'I do not like'. By the end of the unit, they will have the knowledge and skills to be able to say which fruits they like and do not like, in Spanish.
Safeguarding <i>CRC Articles</i> 2, 3, 4, 5, 7, 8, 10, 12, 13, 14, 16, 17, 19, 23, 24, 27, 28, 29, 30, 31, 32, 36, 39, 42	Throughout this learning journey, the children will explore the importance of trustworthy relationships and how they can have a positive effect on our mental health. They will reflect on the importance of gratitude, acceptance and belonging to themselves and the community around them.	