

ICT – EMAIL

The children will investigate the development of communication before considering the advantages and disadvantages of e-mail. They will explore the journey of an email whilst considering important pieces of technological equipment such as: the modem and router. They will be given their own log in details and understand the importance of keeping these private before learning how to access and reply to their emails. Next, they will learn how to add 'e-pals' to their address book and how to attach a range of documents, including sound files.

MFL – FRENCH BREAKFAST

The children will learn how breakfast time in France is different. They will learn how to say the names of different foods that are eaten at breakfast time in French and how to ask for food with the correct pronunciation. The children will then take part in a French breakfast fun day where they will try different French food whilst practising a conversation in French that they have learnt by asking for different food and remembering to say thank you after.

SCIENCE – ANIMALS AND HUMANS

The children will understand that animals and humans produce off-spring which grow into adults before working scientifically to sequence and compare the life cycles of humans, frogs, butterflies and chickens. They will then consider the basic needs of humans and animals such as: air, water and food. Next, they will learn about the different food groups and their own design healthy meal plates. They will also understand the importance of exercise and the ways that it affects our muscles and bones before investigating the importance of hygiene.

GEOGRAPHY – LEISURE CENTRE

The children will begin by looking at aerial maps of Hemsworth to identify local amenities including the leisure centre. They will investigate why the leisure centre was built in this particular location and conduct surveys, both in school and at home, to find out how much it is used by people they know. They will visit the centre to interview staff and the community about what types of activities take place there. They will then use simple maps to consider where else might have been a good location for the Hemsworth leisure centre.

Fighting Fit

Year 2 - Summer



RE – LIFE OF A MUSLIM

The children will begin by considering the importance of Muhammad before exploring the Qu'ran and investigating why it is so important to Muslims. They will use this investigation to learn and retell stories from the life of Allah. Next, they will reflect on their own daily rituals before comparing these to Muslim daily rituals. They will explore the meaning of Ramadan and Eid-Al-Fitr before applying their new knowledge to role play interviews about life as a Muslim.

HISTORY – MARY SEACOLE

The children will learn about the lives of Mary Seacole and Florence Nightingale before placing their lives on a timeline. They will discuss the events of their lives and will compare how their experiences made them want to help others. The children will compare the conditions that Seacole and Nightingale worked in to the hospitals and surgeries we have today. They will follow a day in the life of Mary Seacole and create a role play to represent this. They will then add captions to their role play to create their own stories based on historical facts.

DT – HEALTHY SMOOTHIES

The children will test and evaluate a variety of smoothies containing water, fizzy water, milk, fruit juice and yoghurt. They will learn to use different tools and techniques to combine their different ingredients and will investigate how to make a smoothie thicker, sweeter or colder. Next, they will create questionnaires to identify consumer preferences before using the results of these to create their own specifications. They will apply their new skills to create their own smoothie before considering how this should be presented to appeal to consumers.

MUSIC – RHYTHM AND RAP

The children will explore their understanding of timbre and texture as they listen to and discuss a range of music inspired by the weather. The children will then learn how to create a range of descriptive sounds with unturned percussion, body percussion and a range of vocal sounds using different weather conditions as a stimulus. They will then independently create their own descriptive sounds and word rhythms with raps and songs about weather. They will apply this to create a class composition using voices and a range of percussion.

ART – STILL LIFE

The children will look at detailed pencil drawings of fruit before learning how to make their own observational sketches which show an understanding of outline, shape, proportion, tone colour and texture. Next, they will contrast this study by appraising a range of work by still life artist William Scott. They will recognise his use of abstract shapes and understand that he used motifs from memory rather than observation. Using *Brown Still Life* as a stimulus, they will create abstract, abstract, still life representations of their own breakfast tables.

OUTDOOR PE – ATHLETICS

Throughout this unit, children will continue to work on a range of basic athletics skills and will describe, in more detail, what happens to their body when they exercise. The children will explore and develop their running skills over short distances and will use mobility exercises to aid movement. They will consider jumping with different take-offs and landing and develop the accuracy of their skills when throwing over long distances. They will apply these skills to a range of game situations and begin to choose their own equipment to complete different challenges.

Fighting Fit

Year 2 - Summer



PSHCE – GOOD TO BE ME

The children will be encouraged to consider what makes them feel good about themselves before collaboratively designing a new world where people can be happy with themselves.

ENRICHMENT

The children will visit Thackray Medical Museum where they will embark on a journey to a Scutari hospital ward where they will help Florence Nightingale treat a wounded soldier.

INDOOR PE – LINKING MOVEMENTS

In Dance, the children will use different flash cards as a stimulus for creating their own sequences to music. They will apply their understanding of basic dance skills to select appropriate movements for their dance ideas and will work collaboratively to develop these. In Gymnastics, the children will learn how different movements can be linked together smoothly and will plan sequences which incorporate these links. They will explore changes of direction, speed and level before composing simple sequences with a partner.