

## Year 2 Curriculum – Summer Term Overview

### Religious Education

**Philosophy:** Why do people have different views about the idea of God?

**Children will learn about:**

- The word 'God' is a name.
- The key beliefs about God from at least two different religions/worldviews.
- How a person's behaviour is connected to their view of God.

**Vocabulary:**

God, atheist, humanist, agonist, Brahman, Allah, theist

### History

#### The Great Fire of London

Events beyond living memory that are significant nationally or globally: Great Fire of London)

**Key questions**

- Where is The Great Fire of London placed on the global class timeline?
- What caused the fire?
- How was the fire put out?
- How long did it last?
- Why did it take so long to put the fire out?
- Were there any fire engines?
- How did the city of London look then vs now and how do we know?
- Why did the Fire spread so quickly?
- What was the most important reason for why the Great fire of London was so destructive?
- What has the impact been on our rescue services?
- What has changed as a result of the fire?

**Assessment questions:**

- How did the Great Fire of London impact upon a community and its landscape?**
- What were the causes and consequences of the fire?**
- What are the similarities and differences between London then and now?**

**Vocabulary:** king, landscape, cause, consequences, king Samuel Pepys, cause and consequence, chronology, change, discovery, disaster, causation, international, sources, significance

### Art

#### Jan Griffier

#### Images of the city during the Great Fire of London

Children will know about the work and styles of Mariya McAllister and understand the historical and cultural development of their art form.

**Key questions:**

- How would you develop ideas further through discussion?
- Can you reflect on your finished piece?
- Is this what you intended?
- What did you find difficult?
- What effects can you create with a pencil?
- What different methods can you use to add tone?

**Vocabulary:**

Tone: light/dark, Observation Line, Graphical line drawings, Form

### Computing 1

#### Creating Media – Digital Music

In this unit, learners will listen to a variety of pieces of music and consider how music can make them think and feel. Learners will compare creating music digitally and non-digitally. Learners will look at patterns and purposefully create music.

### Computing 2

#### Programming B – Programming Quizzes

This unit initially recaps on learning from the Year 1 ScratchJr unit 'Programming B – Programming animations'. Learners begin to understand that sequences of commands have an outcome, and make predictions based on their learning. They use and modify designs to create their own quiz questions in ScratchJr, and realise these designs in ScratchJr using blocks of code. Finally, learners evaluate their work and make improvements to their programming projects.

### Geography

#### Importance of Rivers

#### Physical and Human Geography Comparing River Thames and River Nile

**Knowledge:**

To gain an understanding of different weather and climates and the impact on physical and human geography. Explain key geographical similarities and differences between London and the Thames and Cairo and The Nile. Locate the non-European locality on a map and identify the continent it's located on.

**Key questions:**

What is the physical geography of The River Thames and River Nile?

**Assessment questions:**

- Why are these rivers important?**
- How have they impacted on human settlement?**

**Vocabulary:**

atlas, globe, mouth, source, farming, vegetation, soil, delta, London, Thames, Cairo, Nile, settlements, pollution, transportation, environment

### MFL – French

In KS1 children develop enthusiasm and a positive attitude towards foreign language acquisition. This is done through class registers, assemblies, rhymes and songs.

<p style="text-align: center;"><b>PSHE 1</b> <b>Health and wellbeing</b> <b>Being healthy: eating, drinking, playing and sleeping</b></p> <p><b>Key question:</b> What can help us grow and stay healthy?</p> <p><b>Vocabulary:</b> Stereotypes, Gender roles, Boy, Girl, Male, Female, Private parts, Penis, Vulva, Life cycle</p> <p><b>No Outsiders 2.5 Key learning – To communicate in different ways Suggested Text: What the Jacksaw Saw by Julia Donaldson and Nick Sharratt</b></p>	<p style="text-align: center;"><b>PSHE 2</b> <b>Health and wellbeing</b> <b>Feelings; mood; times of change; loss and bereavement; growing up</b></p> <p><b>Key question:</b> How do we recognise our feelings?</p> <p><b>Vocabulary:</b> Communication, Manage Feelings, Belonging</p> <p><b>No Outsiders 2.6 Key learning – To know I belong Suggested Text: All Are Welcome by Alexandra Penfold and Suzanna Kaufman</b></p>	<p style="text-align: center;"><b>Physical Education 1</b> <b>Net and wall</b></p> <p><b>Children will:</b> Master basic movements including running, jumping, throwing and catching.</p> <p style="text-align: center;"><b>Physical Education 2</b> <b>Athletics</b></p> <p><b>Children will:</b> Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>
<p style="text-align: center;"><b>Music 1</b> <b>Exploring Improvisation</b> <b>How Does Music Make Us Happy?</b></p> <p><b>Musical learning:</b> Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, Bb, B</p> <p style="text-align: center;"><b>Music 2</b> <b>Our Big Concert</b> <b>How Does Music Teach Us About Looking After Our Planet?</b></p> <p><b>Musical learning:</b> Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A, Bb, B</p>	<p style="text-align: center;"><b>Science</b> <b>Animals including humans</b></p> <p><b>Key questions:</b> What are the different stages of life? What happens if you only ate one type of food? What would happen if soap did not exist?</p> <p><b>Assessment questions:</b> <b>How do humans stay healthy?</b> <b>Describe the importance of exercise, a balanced diet and hygiene for humans What do animals need to stay alive?</b> <b>Describe the basic needs of animals for survival What are the main changes as young animals, including humans, grow into adults?</b></p> <p><b>Vocabulary:</b> Offspring, survival, exercise, nutrition, hygiene, growth, healthy, heart, babies, vegetables, fruit</p>	