

History

What was it like when the queen came to the throne in 1953?

Pupils will learn about events beyond living memory that are significant nationally or globally.

In their lessons, they will learn the following:

- What is a coronation and what does one look like?
- What would you have done after school if you had lived in 1953?
- What would your favourite football team have looked like in 1953? Or, What would your favourite dress have looked like in 1953?
- What was the British Empire?
- What key events have happened since the Queen has reigned?
- What job does the Queen do?
- How much would our shopping basket have cost in 1953?
- Reflection: Children to put together a presentation to do with our monarchy.

ART

What will our wallpaper look like?

Pupils will learn about different types and styles of wallpaper. They will choose their favourite design and then create their own design.



Pupils will learn how to print their design by using more than one colour and they will learn to do this by using different types of printing techniques. At the end pupils will evaluate their completed piece by judging how well the wall paper looks when hanging on a wall.

Year 2

Summer 1 Curriculum Map

Big Learning Question (Theme): What was it like when the queen came to the throne in 1953?

Links to Our School Values & The British Values?

Pupils will be learning about having **mutual respect** and **tolerance** for those who are from different faiths and have different beliefs and for those without faith by...

- accepting that other people might have different beliefs than ours and they may believe in different religions.
- accepting that We might not always agree with other people, but we try to show respect for their thoughts and feelings.
- giving respect to others and expecting other people to show us respect.

Save The Dates!

[Trip to Buckingham Palace](#)

Focus on the Queens life and coronation [14.05.19](#)

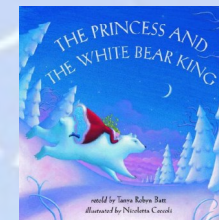
FANTASTIC

The children are going to be having a tea party to celebrate Queen Elizabeth. They will also share their projects and wall paper pieces.

[24.05.19](#)

English

Learning will be based on our Main Text:



The Princess and the White bear king.

by [Tanya Batt](#) (Author), [Nicoletta Ceccoli](#) (Illustrator)

Writing outcomes:

- Character description
- Role play
- Story mapping
- Story writing
- Diary entries
- Persuasive writing
- instructions

Reading:

As well as reading The Lonely Beast pupils will enjoy daily class reader time and increase familiarity with a range of books;

- Discuss the sequence of events in books; Answer and ask questions;
- Predict what might happen on the basis of what has been read;
- Draw inferences on the basis of what is being said and done; Express
- Express views and opinions about reading
- Discuss the meaning of new words.
- Talk about why a character does or says something.

Maths

Measurement and SATS

Pupils will be learning to:



- Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$.
- Know the number of minutes in an hour and number of hours in a day.
- **Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.**
- Compare and sequence intervals of time.

Consolidate shape

- **Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).**
- SATS Revision

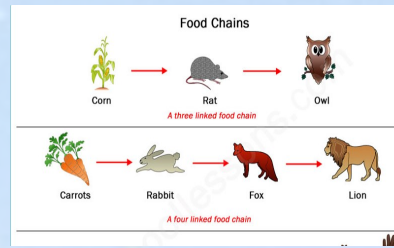
Pease note that objectives that are in **bold and underlined** are known as **Key Performance Indicators (KPIs)**. These must be achieved by the end of the year .

Science

What makes a good habitat?

By the end of this unit, all pupils should be able to:

- Recognise whether things are alive, dead for never been alive.
- Explore a food chain
- Create a food chain
- Identify food chain dioramas
- Create a classroom Aquarium



Religious Education

Water

By the end of this unit, pupils will be taught to:

- water is necessary to stay alive.
- water is used in baptism.
- water is used for cleansing.
- describe a ritual involving water.
- understand that different religions use water for cleansing of the spirit.
- To write about your favourite water place.

In their lessons, they will learn the following:

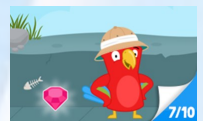


Computing

Unit 11: Functional Thinking

Pupils will be learning about:

- become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active
- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- use logical reasoning to predict the behaviour of simple programs; debug simple programs
- recognise common uses of information technology beyond school



PSHE

Relationships and growing up.

Overarching aims of this terms theme:

- **Identity** (personal qualities, attitudes, skills, attributes and achievements and what influences these)
- **Risk** (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings)
- **Diversity** and **equality** (in all its forms)
- **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
- **Career** (including enterprise, employability and economic understanding)

During their lessons, pupils will learn how:

- To identify the qualities of a good friend
- To understand and learn the PANTS rules
- To understand that they have the right to say "no" to unwanted touch
- To identify differences between males and females .



PE

PE

Pupils will learn to:

Indoor (Yoga)

- To develop coordination while in basic yoga poses and moving between them.
- To increase coordination while on all fours.
- To develop agility by correctly coming into and out of the dog pose.
- To develop agility by varying the speed of movements and poses.
- To develop balance in standing positions.
- To develop balance when moving between yoga positions

Outdoor (MultiSkills)

- To use appropriate skills and technique to sprint in a race.
- To be able to balance an egg on a spoon while racing against others
- To jump in a sack while racing against others.
- To throw overarm and underarm to reach a target.

Music



What is the score?

Year 2 - 'What's the Score?'

Pupils will:

- Explore how we can create and notate sounds using symbols.
- Perform various compositions using symbols as a guide.
- Compose their own music to fit with a drawn cartoon strip, notating their score with symbols.
- Use relevant musical vocabulary throughout the unit.

Home Learning

Children are expected to read at home every night.

Reading record books will be sent home every **Friday** and are due back in on **Monday**. Please make sure you write a comment in your child's Reading Record after listening to them read.

PE kits must be in school on **Mondays** and will be sent home on **Fridays**.

Please encourage your child to use:

