

Programmes of Study

Year 2 'I am one with the world'


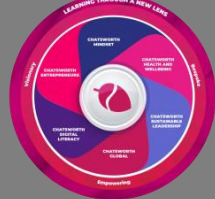
Summer Term 1


Unit title: Eco Explorers- Exploring Nature, Weather, Our Feelings and our Natural Environment

Literacy Genres: The structure and style of traditional tales 'Once upon a time' Rhyming couplets.

Morning verse: 'The sun with loving light'

Reading Enhancements: *The Lorax Dr Seuss, One Plastic Bag Story, We Are Water Protectors, The Seeds of Change*

<p>Literacy</p>  <p>Chatsworth Sustainable Leadership: Eco Responsibility</p>	<p>Grammar To add question marks to questions.</p> <p>Writing purpose Writing to entertain: Stories (Including re-telling & traditional tales) Descriptions Poetry In character role</p> <p>Writing to inform: Labels, Captions, Lists Recount – First-hand experience Instructions – First-hand experience NCR – Information Leaflet</p>	<p>Maths</p> <p>Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening</p> <p>Recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p>Tell the time to the hour and draw the hands on a clock face to show these times.</p> <p>Describe positions, directions and movements using language such as left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside</p>	<p>Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening</p> <p>Recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p>Tell the time to the hour and draw the hands on a clock face to show these times.</p> <p>Describe positions, directions and movements using language such as left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside</p>
<p>Art</p>	<p>Weather related paintings to display</p> <p>Build a whole class multimedia painting of an ecosystem</p> <p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p> <p>Watercolour – Weather patterns and skies Form drawing: Running forms Handwork – fixing/patching</p> <p><i>to use a range of materials creatively to design and make products</i></p>	<p>Humanities</p>  <p>Chatsworth Sustainable Leadership:</p>	<p>Sustainability in our Environment Sustainability within our school -Sustainability within our park -Importance of caring for our environment -Why is the environment important? -What can we do to help? Reduce-reuse-re -Weather and its importance in nature -Waste reduction and composting</p> <p>FEATURES AND PHYSICAL OF OUR PARK</p> <ul style="list-style-type: none"> Understand geographical similarities and differences including physical features of the park and its natural habitats

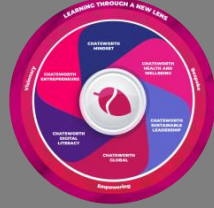
		sustainability in our environment	<ul style="list-style-type: none"> • Ask and answer questions about the local environment in relation to the park and its ecosystems • Recognise how the park environment can be adapted and improved • Caring for our park and our environment (sustainability) <p><i>use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</i></p>
<p>Relationships and Health</p>  <p>Chatsworth Sustainable Leadership: recycling focus</p>	<p>Weather and Our Feelings</p> <p>Sustainable development Citizenship / British Values Children will learn: • about the environment Children should: • take part in a class recycling activity</p> <p>Looking after myself Citizenship / British Values – Children will learn: • more about road safety and who helps us keep safe Children should: • understand the role of the emergency services</p>	Forest School	<p>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>- Pupils might work scientifically by: observing closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants including trees. Pupils might keep records of how plants have changed over time, for example the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants</p> <p>Begin tracking two tree species common in the woodland (oak and hawthorn). Each week children speak observations recorded by adults (a class book?) Observe minibeasts living on and around the trees.</p>
<p>Design and technology / Woodwork</p>	<p>One Plastic Bag Story- Isatou Ceesay Explore reduce, reuse and recycle through an artistic sculpture piece.</p> <p>Plant Class beans together and watch them grow</p>	Science	<p>BIOLOGY - PLANTS</p> <ul style="list-style-type: none"> • Identify and name a variety of common wild and garden plants including deciduous and evergreen trees. <p>Identify and describe the basic structure of common flowering plants including trees (leaves, flowers, blossom, petal, fruits, roots, bulb, seed, trunk, branches, stem).</p>
<p>Religious Studies</p>	<p>Spirituality: Learn about meditation, mindfulness and Yoga – understand their benefits and how they are good for health wellbeing and spirit. Morning Mindfulness Practise and Yoga Stretching</p> <p>Religion- Easter and its significance to different religions</p>	PE	<p>ROUNDERS AND CRICKET/ SUMMER GAMES Develop ball skills, field skills, develop team working skills.</p> <p>FITNESS Develop and improve physical activity for sustained periods of time. Learn skills to solve problems, individually and as part of a team. Increase and improve on longevity of physical activity.</p>



Chatsworth Mindset:
mindfulness

French

To explore the names of rooms in the house
 To label our homes
 Learn verbs associated with the home
 Learn school subjects
 Can spell some common words with some accuracy
 French vegetables names
 French foods (popular) have an early Gouter?
 Singing French Songs and rhymes



Music

Chatsworth Health and Wellbeing:
teamwork skills of playing music together

Sing a variety of songs with growing awareness of the overall plan of the music (beginning, middle, end).
 -Begin to identify aurally the length of a phrase in a simple song by marking the number of pulse beats
 -Begin to feel and show phrase in a simple song e.g. by using an 'arch' hand movement out and back, to mark the start of each new phrase.
 -Begin to recognise aurally where the rhythm or melody of a phrase is repeated or changed.
 -Begin to identify simple structures like verse and chorus (ABAB) and 'ABA' (a 'musical sandwich').

Trips and or events