

Programmes of Study

Year 2 :Willow 'I am one with the world'

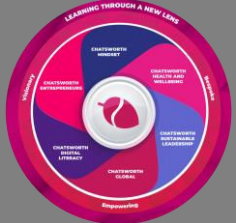
Summer Term 2



Unit Title: The Heavens Above Topic exploring the stars, the sun and moon. A lesson of Geometry and stories throughout different cultures about heavenly bodies.

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

Morning verse: 'The sun with loving light'

Reading Enhancements: *I took the Moon for a Walk-* Carolyn Curtis Moon, *A Peek Through Book-* Britta Teckentrap *Moons first Friends-* Susanna Hill *Sun and Moon-* Lindsey Yankey *Why the Sun and the Moon live in the Sky*

<p>Literacy</p>  <p>Chatsworth Global: different cultural views of heavens</p>	<p>Grammar To understand other common uses of capitalisation e.g., for personal titles (<i>Mr, Miss</i>), headings, book titles, emphasis.</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>Recognise, find and name a half as one of two equal parts of an object, shape, length or quantity e.g. Find half of a length of string, by folding.</p> <p>Compare, describe and solve practical problems for: lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half) mass or weight (e.g. heavy/light, heavier than, lighter than) capacity/volume (full/empty, more than, less than) time (quicker, slower, earlier, later)</p> <p>Use non-standard measures to measure and begin to record the following: lengths and heights mass/weight capacity and volume</p> <p>Recognise and know the value of different denominations of coins</p>	
<p>Art</p>	<p>Sponge Moon art project piece</p> <p>Geometry- Exploring Symmetry, 2D and 3D Shape recognition</p> <p>Language around positioning and movement</p> <p>Watercolour – Plants and flowers</p>	<p>Humanities</p>	<p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Human and physical geography: identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>A study of Historical figure Neil Armstrong</p>

	<p>Form drawing: More complex Running forms</p> <p>Handwork – Paint Sun and Moon tee-shirts. Jewellery with clay and finger knitting.</p> <p>Sew a Moon, Stars and Sun mobile with felt/pressed flower bookmarks</p>		
<p>Relationships and Health</p>  <p>Chatsworth Mindset: British values and being different</p>	<p>The Moon’s First Friend Story Used to explore healthy relationships and building friendships.</p> <p>- Emotional Health Anti-bullying Citizenship Children will learn:</p> <ul style="list-style-type: none"> • more about differences between fantasy and reality <p>Children should:</p> <ul style="list-style-type: none"> • understand the difference between these <p>Being different Values – diversity and equal opportunities Citizenship / British Values – sense of community Children will learn:</p> <ul style="list-style-type: none"> • more about other people’s opinions and views <p>Children should:</p> <ul style="list-style-type: none"> • be able to construct a simple survey 	<p>Forest School</p>  <p>Chatsworth Health and Wellbeing: spiritual/personal connection to nature</p>	<p>Link to Buddhist teaching- A nature mandala- a flat transient art pieces using natural materials; as a sun-catcher in a willow hoop frame or using free pouring flour, sand or salt onto tarmac</p> <p>A zen garden- a stylised landscape using rocks, water, moss, pruned trees, bushes and raked gravel or sand to represent ripples in water.</p> <p>Creating a Labyrinth- a winding pattern with a single pathway leading to the centre and back out the same way. There are no trick pathways or dead ends. It could be created from natural materials, planted in a border or even cut out of grass. We usually do a flour labyrinth.</p> <p>Above plus keep tracking the two focus tree species. Celebrating summer solstice (we usually mark equinoxes and solstices) can include dance of the spheres - ‘earth’ character dancing round the ‘sun’ while others clap twelve slow beats and singing?</p>
<p>Design and technology / Woodwork</p>	<p>Pupils should explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent. Pupils should explore and experiment with a wide variety of materials, not only those listed in the programme of study, but including for example: brick, paper, fabrics, elastic, foil. Pupils might work scientifically by: performing simple tests to explore questions, for example: ‘What is the best material for an umbrella? ...for lining a dog basket? ...for curtains? ...for a bookshelf? ...for a gymnast’s leotard?’</p>	<p>Science</p>	<p>An introduction to space looking at the Earth, Sun and Moon through picture and story. How the moon changes Importance of our Sun</p> <p>CHEMISTRY - MATERIALS</p> <ul style="list-style-type: none"> • Name and identify common materials (wood, plastic, glass, metal, water and rock) • Know the physical properties of materials. • Compare and classify materials based on their simple physical properties. <p>Pupils should be taught to: § observe changes across the four seasons § observe and describe weather associated with the seasons and how day length varies.</p>

Religious Studies	<p>Buddhism introduction to Buddhism and its core beliefs. Looking into Vesak (Buddhas birthday) celebrated on the first full moon in May. Exploring: The Three Universal Truths The Four Noble Truths</p>	PE	<p>ATHLETICS Can apply variety of speeds for different running lengths. Can perform jumps with standing and running take off. Can send different objects to gain distance, accuracy and improve performance.</p> <p>SPORTSMANSHIP & INVASION Send a ball for a team member to receive and travel into another space to make forward progress. Participate and co-operate in small, sided games against an opponent with rule understanding. Receive a ball and incorporate sending to a team member or shoot at a target. Practice attacking and defending principles. Work in a small team to apply FSS's and SSS's in game play.</p>
French	<p>Name sun moon and stars in French Song about the moon- Au claire de la lune Singing French Songs and rhymes</p>	Music	<ul style="list-style-type: none"> -Distinguish between and use talking, whispering and singing voices. -Pitch-match with increasing accuracy within a limited range of notes: m s l (Major Scale steps 3, 5 and 6) -Sing in a group and individually as a soloist e.g. in a short 'call and response' song. -Use internal thinking voice with increasing accuracy and control, to identify and place a starting pitch. -Sing with awareness of posture, breath control and clear diction.

Trips and or events

End of year whole school trip