

Year 2 Summer 2: Mad for Madagascar

Curriculum connections

English

2

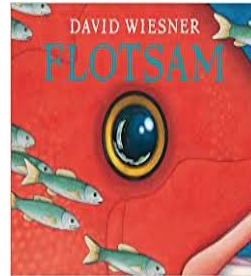
Writing: Explore and develop 'finding tales'.
Rehearse and imitate language patterns within poetry.
Develop vocabulary used within writing to engage the reader.

2

Further refine the quality of cursive handwriting.
Develop the use of punctuation to improve sentences.
Learn high frequency spelling words and common spelling patterns.

Reading: Understand the purpose of word choices by the author within texts.

Select books which are based on children's interest.
Discuss opinions about books and who they might recommend them to.



2

Maths

Count in steps of 2, 3 and 5 from 0 and in 10s from any number. Compare and order numbers. Read and write numbers to 100.

Solve addition and subtraction problems including two 2-digit numbers. Use the inverse to check calculations.

Recall and use multiplication and division facts for the 2, 3, 5 and 10 tables.

Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a quantity.

Identify and describe the properties of 2D and 3D shapes.

Use mathematical vocabulary to describe, position, direction and movement.

2

Geography

2

Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country.

Use an aerial view to find human and physical features in the local area.

2

Use a satellite image to find human and physical features in Talata.

Describe the weather in two different places and know why places nearer the equator are hotter.

1

Find out what life is like living in Talata, Madagascar.
Compare my local area and Talata.

2

Art

Henry Rousseau:

Study the work of Henry Rousseau and use it as a stimulus to create collages.

Create a variety of images using different media including card, paper and fabric, with a focus on proportion.

2

Develop techniques to create a collage display in an artist's style.

2



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Science

2

Habitats and Our Changing World: Understand whether things are living, not living or have never been living. Consider the key features which show organisms are alive.

2

Know a habitat is a natural place where something lives and that animals have different needs that are suited to where they live (adaptation) .

Learn about how animals adapt to the places that they live in.

Investigate: 'What conditions would woodlice like to live in?'

2

RE

What do Buddhists remember at Wesak? Explore the importance of the story of Siddhartha and the 'four sights'.

0

Learn about the symbolism of light at Wesak and compare this to other festivals of light .

1

Computing

Online safety: Pupils learn about the digital footprint.

Learn what to do if something has been put online without consent.

Learn how passwords can be used to protect information, accounts and devices.

Explain what is meant by private and keeping things private.

Children learn that they should speak to a responsible adult before sharing things online.

Pupils learn about choices.

PE

1

Running, jumping and hopping

Focus on the skills of running, jumping and hopping.

Play games that demand simple choices and decisions on how to use space.

Think about how to use skills, strategies and tactics to outwit the opposition.

2

Music

Play beats and patterns from Renaissance Italy to West Africa
Create own instruments with body percussion, voices and instruments

2

1

PSHE

Changing me:

Recognise cycles of life in nature. Children understand about the natural process of growing from young to old and understand that this is not in their control.

2

Recognise how their body has changed since they were a baby. Recognise the physical differences between boys and girls. Use the correct vocabulary to describe parts of the body.

2

Understand that there are different types of touch.

1

Spanish

Mi familia: Talk about members of the family and describe their characteristics

Mi ciudad: Describe where people live and give directions to places

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Additional support

This half term we will continue to use the National Tutoring Programme as part of our sustained response to the coronavirus pandemic. Small group tutoring will be provided for identified pupils in order to accelerate progress. The extra tuition may be timetabled into the school day or take place before or after school.