

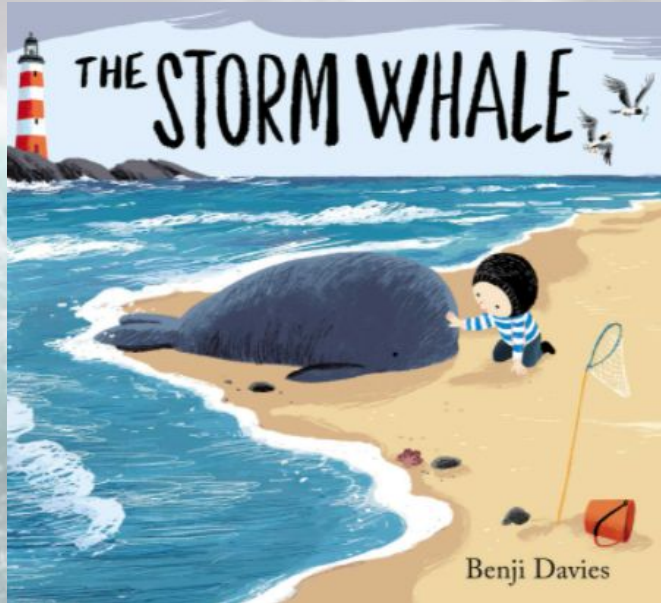


Be all you can be

Hayes School

Year 2 Curriculum Plan: Summer 1, 2023

The Big Question: How can our ideas and actions be influenced by others?



Responsibility Success Aspirations Resilience Discovery Friendship



At Hayes, we strive for our children to push beyond any perceived idea of potential, to be all they can be, regardless of background in order that they leave us as good human beings - happy, kind and responsible. Our curriculum is integral in shaping the children to become independent and life-long learners. At Hayes, we also aim to equip our children with the ability to ‘think’ in order to make sense of an ever-changing world. Our curriculum has been designed, with thinking at its heart, to achieve our ultimate vision - all children will live fulfilling and happy lives, being all they can be.

Big Questions

BIG Question

How can our ideas and actions be influenced by others?

Art Questions

Who is Laura Wall and what influences her artwork?

How can I use Laura Wall's artwork to influence images I draw considering line, shape, pattern and scale?

How can I create secondary colours to use in my artwork?

Can I use a range of techniques to create pieces of art to add to a class display?

Can I create a 3D freestanding structure at the beach?

DT Questions

What techniques can I use to join my materials together?

How can I make my structure stronger, stiffer and more stable?

Does my end product meet my original design criteria?

Will my lighthouse withstand a strong wind?

Early Reading

At Hayes, we strive to ensure that all children become confident and competent readers as well as developing a life-long love of reading. Through a rigorous daily phonics programme, all children develop their word reading and comprehension skills which they can apply across the curriculum. Here we also aim to develop children's vocabulary, allowing them to understand and make ambitious word choices.

As a parent/carer you play an important role in this journey and are actively encouraged to help and support along the way.



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ENGLISH

- We will use the story of The Storm Whale by Benji Davies to inform our writing this half term. We will use snippets of text from the beginning of the story to predict our own visualisations of the events in the story. As we read the story, we will describe the characters and setting, write poems based on sea creatures, research facts about whales to create a non-chronological report as well as writing instructions when we create a lighthouse.

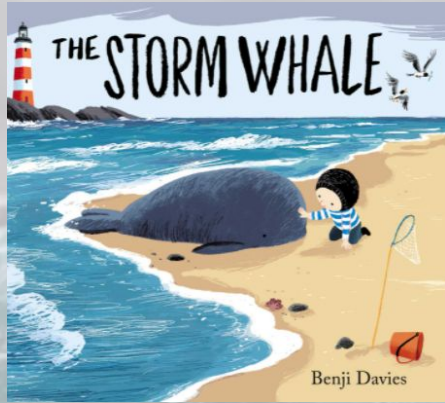
MATHS

- The children will continue to develop their understanding of fractions and measure this half term. They will learn how to tell the quarter to and quarter past the hour times and learn about time to the hour and past the hour in 5m increments. They will also learn about position and direction and using the associated vocabulary. Tally charts, block diagrams, tables and pictograms will be covered, in their learning about statistics. The children will also be focused on their SATs testing for Maths, which will take place this half term.

English- Texts

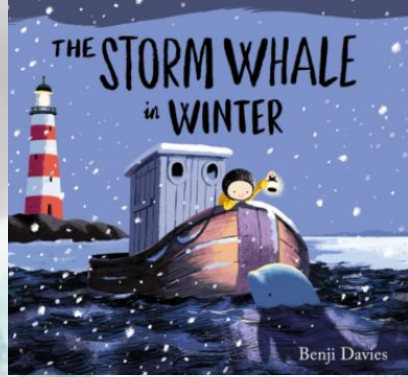
Main text:

The Storm Whale
By Benji Davies

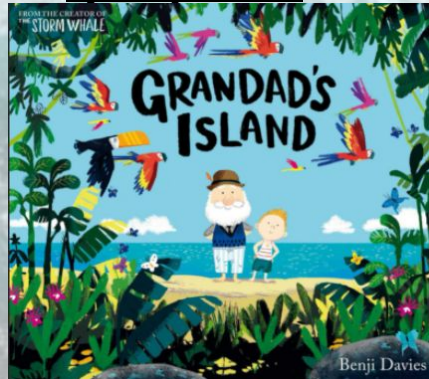


Supporting texts:

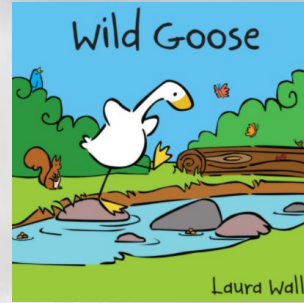
The Storm Whale in Winter by Benji Davies



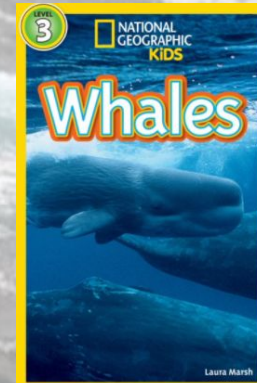
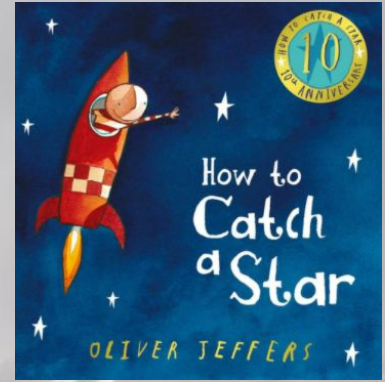
Grandad's Island
by Benji Davies



How to catch a star by Oliver Jeffers



Wild Goose by
Laura Wall



English- key vocabulary

Key Vocabulary	
colour mixing 'grow word'	A mixing of colours to create a new colour
shade 'grow word'	A colour, especially looking at how light or dark it is
scale 'grow word'	Size of an image in the art work
primary colour 'grow word'	A group of colours which can be used to make all other colours
secondary colour 'grow word'	A colour created by mixing two primary colours
tone 'grow word'	The lightness or darkness of a colour
evaluation 'show word'	Make a judgement about a final piece of work
influence 'show word'	Something that shapes creations
3D sculpture 'show word'	Work that fill space with height, width and depth

Maths - models and images

Position and Direction

Use the words to help the bee get to the beehive.

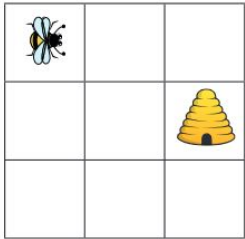


forwards

backwards

left

right



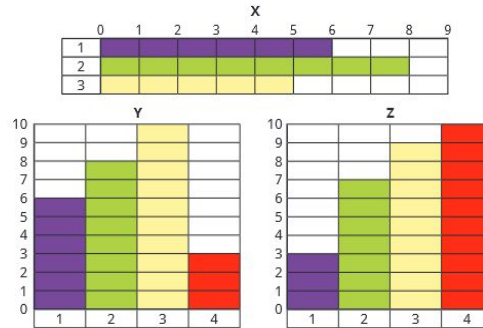
How many ways can you find?



Fractions

Match the tables to the block diagrams.

A		B		C	
	Total		Total		Total
1	6	1	6	1	3
2	8	2	8	2	7
3	10	3	5	3	9
4	3			4	10



Statistics

Max is eating pizza.

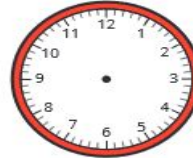


Max eats $\frac{1}{3}$ of the pizza, because he eats one slice and there are three slices left.

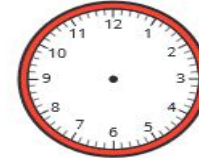
Do you agree with Tiny?
Explain your answer.



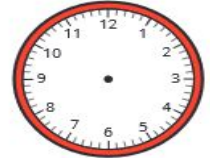
Draw hands on the clocks to show the times.



10 minutes past 1



20 minutes past 6



25 minutes past 9

Time

Maths - models and images

- Complete the pictograms for the flowers in the garden.



Key = 1 flower

Key = 2 flowers

Flower	Flowers in garden
tulip	
crocus	
daffodil	

Flower	Flowers in garden
tulip	
crocus	
daffodil	

Dan shares 12 bean bags into 4 equal groups.

Use the picture to complete the sentences.



One-quarter of 12 is equal to _____

Two-quarters of 12 is equal to _____

Three-quarters of 12 is equal to _____

Four-quarters of 12 is equal to _____

<p>The minute hand is pointing to ____</p> <p>The hour hand is just after ____</p> <p>The time is <i>quarter</i> ____ <i>seven</i></p>		<p>The minute hand is pointing to three.</p> <p>The hour hand is just after six.</p> <p>The time is <i>quarter past</i> six.</p>	
<p>The minute hand is pointing to ____</p> <p>The hour hand is just before ____</p> <p>The time is <i>quarter</i> ____ <i>two</i>.</p>		<p>The minute hand is pointing to nine.</p> <p>The hour hand is just ____ twelve.</p> <p>The time is <i>quarter to</i> twelve.</p>	

The patterns are made by turning the shape each time.

Choose the missing shapes.





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SCIENCE - Plants

- In this unit called Ready, Steady, Grow, the children will observe and describe how seeds and bulbs grow into mature plants. They will learn what plants need to grow and stay healthy and they will try to grow different seeds themselves, observing them closely as they grow and recording their progress.

COMPUTING

- This half term in Computing, the children will be looking at how the internet, web browsers and search engines work. They will be introduced to the basics of how to use Google to search for information effectively and learn to read a web search results page, as well as identifying the basic parts of a web search engine search page. They will then search the internet to find answers to a quiz.



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Driver Subject: Art

- The children will study the artwork of local artist Laura Wall, looking at what influences her work and how we can use this to inspire our own ideas. They will explore a range of techniques such as drawing, colour mixing, collage and mosaics, digital artwork and creating 3D structures to express their ideas. There will be a particular focus on how primary colours can be mixed to create secondary colours as well as different tones and shades. The new colours they mix will then be used in the artwork they produce.

Driver Subject: DT

- This half term, the children will be building a lighthouse! They will explore different methods of joining card and paper, generate their own ideas based on simple design criteria and select the tools, skills and techniques required to achieve a desired outcome. They will consider the designs of a number of existing lighthouses in preparation for designing and making their own and they will then evaluate their own lighthouse by discussing whether it has met the original design criteria.



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R.E.

- How should we care for the world and others and why does it matter? This unit looks at how we are all unique and looks at how individuals' beliefs influence their life choices. This will particularly focus on how they show care for each other and the natural world.

PSHCE

In our 'Desert Island' sessions, the children will learn to think about what they would need to do to find food, survive and stay alive on a desert island, linking to previous learning in Science. They will then learn about the terms 'Pollution' and 'Global Warming' in our Environment sessions. Finally, we will look at 'Dealing With Loss' and the children will consider ways that can help us cope with the loss of a loved one and learn to understand the importance of remembering the 'loved ones we lose'.

PE

- Pupils will be given the opportunity to develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: master basic movements including passing and receiving, as well as developing balance, agility and co-ordination, and begin to apply these in a range of group-based activities.

Music

- This half term our music unit is called 'Music that makes you dance' and it celebrates a wide range of musical styles. It looks at how music makes us feel happy and makes us want to dance. We will focus on the rhythm of the music and how this helps us to move and dance.