

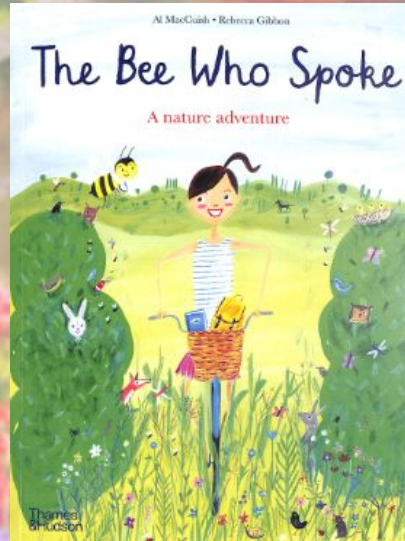


Be all you can be
Hayes School

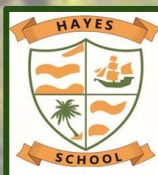
Year 2 Curriculum Plan: Summer 2, 2023

The Big Question:

How can I describe the world I live in?



Responsibility Success Aspirations Resilience Discovery Friendship



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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 I describe the world I live in?

Geography Questions

How do I use maps, atlases and globes to locate places I know?

Can I give accurate directions to describe features on a map?

Can I devise a simple map and key?

Can I identify physical and human features around my school?

Art Questions

Who was Monet and what did he do?

Can I draw to scale and size to recreate artwork?

Can I mix colours to create a new one?

Can I select a range of materials and resources to produce my artwork?



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

This half term, we are exploring two books which will take us on an adventure through nature. The Bee Who Spoke and A Bear's Guide To Beekeeping will help us to explore how we have a responsibility to work together with nature to keep the world healthy. In our English lessons, we will write diary entries, create information leaflets, write poetry, create speech bubbles and write in role as a character from the story.

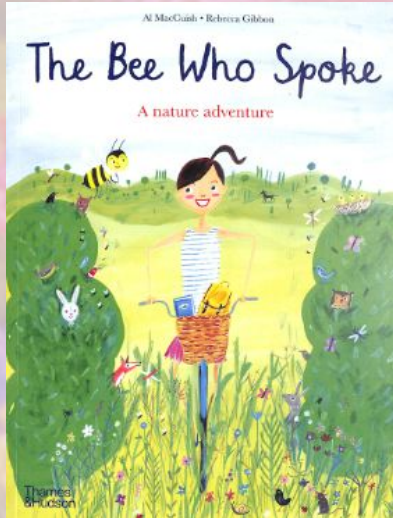
MATHS

The children will firstly continue their learning about fractions, beginning by learning about parts and wholes and then to recognise and find a half, quarter, and third of shapes, objects and numbers. They will learn about the equivalence of one half and two quarters and learn to calculate three quarters. This will link with some revision of their learning about time, including o'clock, half past, quarter past and quarter to the hour, as well as moving on to 5 min intervals, past and to the hour. The children will then be introduced to statistics and different representations of data. When they are confident in working out totals from tallies, they will move on to drawing tallies for themselves to record numbers of objects. The language of position and direction will be their final unit of work in Year Two, when they will secure their understanding of left and right before thinking about other language to describe position, such as above, below and between. In another link to their learning about fractions and time, they will then learn about the meanings of clockwise and anti-clockwise.

English- Texts

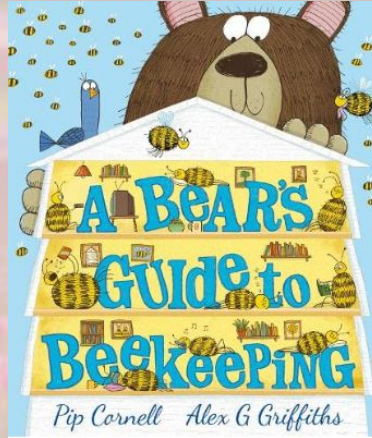
Main text:

The Bee Who Spoke by
Al MacCuish



Supporting texts:

A Bears Guide To Beekeeping by Pip Cornell



Imaginary Fred by Eoin Colfer



Key vocabulary

Key Vocabulary	
continent 'grow word'	Any of the worlds continuous expanses of land
country 'grow word'	A nation with its own government
atlas 'grow word'	A book of maps
symbol 'grow word'	A mark or character that represents something else
key 'grow word'	A list of symbols on a map
landmarks 'grow word'	An object or feature that is easily seen or recognised
aerial photographs 'show word'	A photo taken from the air or sky
observational 'show word'	Drawing on things they have seen, heard or noticed
directional language 'show word'	Words that point out directions

Maths - models and images

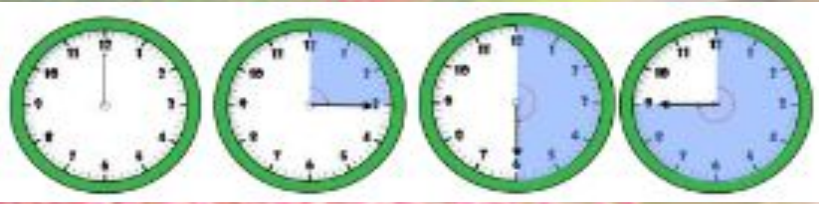
Time

What time is it?



It is

past



It is ten to one.

It is ten past ten.



Amir



Alex

It is ten to two.

Who is correct? Explain your answer.

Start	End	Time passed	Duration
			___ minutes
			___ minutes
5 past 2 	5 to 3 		___ minutes

Jo tries to write one half.

$$\frac{2}{1}$$

Do you agree with Jo?

Explain your answer.

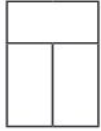
Fractions

Is the statement always true, sometimes true or never true?

$$\frac{3}{4} \text{ is greater than } \frac{1}{4}$$

Explain your answer.

Colour $\frac{1}{3}$ of each shape.



Compare answers with a partner.

Do your shapes look the same?

Share the 12 strawberries into four equal groups.



$$\frac{1}{4} \text{ of } 12 = \underline{\quad}$$

Colour $\frac{1}{2}$ and $\frac{2}{4}$ of each shape.

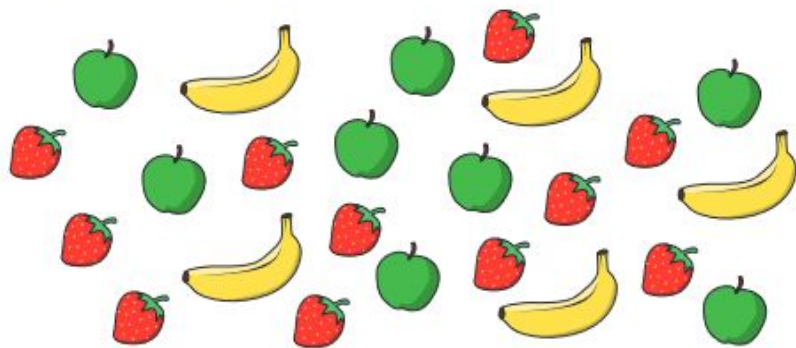
$\frac{1}{2}$	$\frac{2}{4}$

What do you notice about the coloured parts of similar shapes?

Maths - models and images

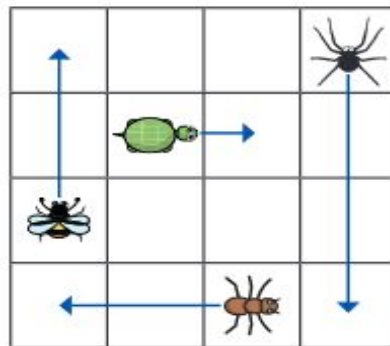
Statistics

Complete the tally chart for the fruit.



Fruit	Tally	Total
apple		
strawberry		
banana		

Position and Direction



Tiny moves 1 square _____

The bee moves _____
squares _____

The _____ moves 2 squares
backwards.

The spider moves _____
squares _____



Tell children to go on a walk around the school or the playground, recording their journey.

They then describe their journey to a partner and see if they can recreate the route.

They must include the words clockwise and anticlockwise.



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SCIENCE - Living Things and Their Habitats

In this unit, called Gardens and Allotments, the children will identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants. They will learn about how different kinds of animals and plants depend on each other. They will identify and name a variety of plants and animals in their habitats, including microhabitats, and describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, identifying and naming different sources of food.

COMPUTING

This half term, the children will be using the 2Sequence software within Purple Mash to learn how to create simple animations, exploring how harmony can be used to build up musical scores. They will use different sounds to create a tune and then explore how to speed up and slow down their tune. They will begin to use differing sounds within their score, at different points, to express feelings within the tune, as well as learn how to change the volume of background sounds to achieve a desired effect within their tune.



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Driver Subject: Geography

- The children will be learning about their local environment, using maps to identify where we live in relation to the world. They will use compass directions to describe routes, use aerial photos to recognise landmarks and create their own maps with keys.

Driver Subject: Art

- This half term, we will study the artist Claude Monet looking at his life and his artwork. The children will then explore the skill of colour mixing, learning about how primary colours can be mixed to create secondary colours, and use their knowledge to recreate their own artwork influenced by the work of Monet.



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R.E.

- This half term, we will look at the different what makes some places sacred to believers. We will look at places of worship from different religions and their key features.

PE

In Athletics this half term, the children will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They will be given opportunities to work collaboratively as well as independently. They will learn how to improve by identifying areas of strength as well as areas to develop.

PSHE/SRE

This half term, the children will be learning to recognise cycles of life in nature, including growing from young to old. They will consider how their bodies change as they grow and how this is a natural process. They will think about people they respect who are older than them and recognise the physical differences between older and younger people as well as between boys and girls. Towards the end of the half term, the children will consider what they like about being a boy or a girl and think about what they are looking forward to as they move from Y2 in KS1 to Y3 in KS2.

Music

- This half term, our music unit is called Exploring Improvisation and the songs focus on how music teaches us about looking after our planet. While learning these songs and discussing their meaning, the children will learn about how they can improvise using music which allows them to express their thoughts and ideas.