



REDESDALE PRIMARY SCHOOL

CURRICULUM PLANNING WEB

Y2 SUMMER

SCIENCE

Animals, habitats & Plants

- To plant seeds and observe changes.
- To understand what plants need to be healthy.
- To understand the differences between things that are living and never been living.
- To know about habitats.
- To understand life cycles and food chains.

DESIGN TECHNOLOGY

To design, make and evaluate models of famous buildings & sculptures including the Tyne Bridge, Eiffel Tower & the Leaning Tower of Pisa.

ART

To explore the work of a variety of famous artists including Claude Monet, Van Gogh, Georges Seurat, & Henri Matisse.

PE

Multi-skills
Athletics

LEARNING HOOK

Objects/clues linked to famous people

FAMOUS PEOPLE

FRENCH

To read the story of Sleeping Beauty.
Phonemes - in, ê, è, ei, e
Story of the Rabbit Family and Family Members
Revision of Comment s'appelle-t-il/elle?
Il/elle s'appelle

PSHE

SEAL: Relationships
SEAL: Changes
Health For Life: SRE and Keeping our bodies healthy.

HISTORY

To research a range of famous people in history.
To find out about their lives and what they did.
To understand the impact of the famous people of life today.
Compare life then and now.

GEOGRAPHY

No Geography this term.

COMPUTING

To look at control technology.
To become familiar with logo.
To use Scratch programme.
To use presentation software.

MUSIC

Sing a range of songs picking out rhythm and pitch.
To play a variety of instruments.

RE

- Judaism – The Torah Scroll and Shabbat.
- Christian Beliefs and Practice.

SCIENCE

- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
- explore and compare the differences between things that are living, dead, and things that have never been alive
- 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, and how they depend on each other
- identify and name a variety of plants and animals in their habitats, including micro-habitats
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

DESIGN TECHNOLOGY

- design purposeful, functional, appealing products for themselves and other users based on design criteria.
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.
- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- explore and evaluate a range of existing products.
- evaluate their ideas and products against design criteria
- build structures, exploring how they can be made stronger, stiffer and more stable.
- explore and use mechanisms [for example, levers, sliders, wheels and axles]. in their products.

ART

- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- 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.
- to use a range of materials creatively to design and make products.

HISTORY

- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.
- significant historical events, people and places in their own locality.

COMPUTING

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

PE

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

MUSIC

- use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- play tuned and untuned instruments musically.
- listen with concentration and understanding to a range of high-quality live and recorded music .
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

PSHE

- growing and changing
- growing independence
- understanding the changes
- relationships & responsibility
- Exercise, hygiene and healthy eating.

RE

- Children to learn about the Shabbat celebration and what it means to Jewish people.
- Children are introduced to the Sefer Torah (the Torah scroll) which is the focal point for Jewish worship and the source of Jewish teaching