

## Year 2 Curriculum – Summer Term Overview

<p style="text-align: center;"><b>Religious Education</b> Islam</p> <p>Children will learn about the 5 Pillars of Islam and the Prophet Mohammed (PBUH)</p> <p style="text-align: center;">Key Questions:</p> <p>How do Muslims show their respect for Allah in everyday life? Why is Prophet Muhammad (pbuh) important to Muslims?</p> <p>What are the five pillars of Islam? What does worship mean to Muslims? What is the Qur'an? · What does this look like in our world today? What do Muslims believe?</p> <p style="text-align: center;"><b>Vocabulary:</b></p> <p>Shahadah, (there is no God but Allah) Salah, Prayer Sawn, Fasting Zakat-Charity Hajj, Pilgrimag, Adhan (Call to worship) Bismillah (In the name of God) prayer Muslim holy worship Islam Prophet</p>	<p style="text-align: center;"><b>History</b></p> <p>A comparison between the lives of significant individuals in the past who have contributed to National and international achievement:</p> <p style="text-align: center;">Case study of Florence Nightingale, Mary Seacole and/or Edith Cavell</p> <p style="text-align: center;">Key Questions:</p> <p>How did the actions of Florence Nightingale compare to Mary Seacole/Edith Cavell, and how did they impact the Britain we live in today? How do we look after people in difficulty what are the similarities and differences between then and now?</p> <p>Key Questions · What influence has Florence Nightingale/Mary Seacole/Edith Cavell had on the health system today? · How do we know about these achievements? · What can we learn from these primary sources (photos/painting/writing) Are these helpful? · Who has had the greater impact on our world today? · Who/what was significant in the health system then compared to now? · What differences can you notice in the working conditions? · Why do you think these people were and are still today significant? · Where is Mary Seacole, Florence Nightingale and Edith Cavell Placed on the global class timeline?</p> <p style="text-align: center;"><b>Vocabulary:</b></p> <p>chronology source influence impact national international military Red Cross health system (NHS) hospital, war, before, after, long ago, months, years</p>	<p style="text-align: center;"><b>DT</b></p> <p>Children will design and create a home/feeding table suited to a habitat.</p> <p style="text-align: center;">Key Questions:</p> <p>How has your outcome met the design criteria? Is it durable?</p> <p>What is a habitat? What animals are in our local environment? What would be useful to make- what did they need? What resources, materials would we need?</p> <p style="text-align: center;"><b>Vocabulary:</b></p> <p>Habitat, structure, stable, durable weatherproof, rigid, stiffen, construct, evaluate, product</p>
<p style="text-align: center;"><b>Computing</b> Computer science</p> <p>Children will use prediction to test and write an algorithm to perform a task · Understand how to use debugging to make an algorithm successful · Understand that a program is a complete process made up from a sequence of algorithm</p> <p style="text-align: center;">Key Questions:</p> <p>What is a program?</p> <p>Will these algorithms successfully perform the task? Why is debugging important/essential? algorithm program programmable debugging sequence</p>	<p style="text-align: center;"><b>Geography</b> Importance of Rivers</p> <p>Children will be able to explain and compare the physical features of rivers and the human impact of rives. They will be able to explain and compare the economic and environmental factors for each river.</p> <p style="text-align: center;">Key questions:</p> <p>Why are these rivers important? (Nile and Thames) How have they impacted on human settlement?</p> <p style="text-align: center;"><b>Vocabulary:</b></p> <p>Globe, mouth, source, farming, vegetation, delta, settlements, pollution, transportation, environment, Egypt</p>	<p style="text-align: center;"><b>MFL</b></p> <p style="text-align: center;">School level</p>
<p style="text-align: center;"><b>RHE</b> Positive Relationships at School and around you</p> <p style="text-align: center;">Key Questions:</p> <p>Key question: How can negative behaviour affect you and those around you?</p> <p style="text-align: center;">Key Learning:</p> <p>To understand what makes someone feel proud. Suggested Text: The Odd Egg by Emily Gravett</p> <p style="text-align: center;"><b>Vocabulary:</b></p> <p>Diversity Disability Equality</p>	<p style="text-align: center;"><b>Art</b> Impressionism</p> <p>Children will be introduced to Monet and other impressionist artists and complete study of water and how this is depicted in paintings by Monet and Renoir linked to topic on River Thames (to support contrast of Thames/ Nile in following term).</p> <p style="text-align: center;">Key Questions:</p> <p>Which material would be good to use for? How could we attach this material? How can we make our paint thicker or thinner? When shall we use thick paint? What tools can we use instead of a paintbrush?</p> <p style="text-align: center;"><b>Vocabulary:</b></p> <p>tone: light/dark observation line/ depth smooth/ rough/ texture</p>	<p style="text-align: center;">Physical Education 1</p> <p style="text-align: center;">School level</p> <p style="text-align: center;">Physical Education 2</p> <p style="text-align: center;">School level</p>
<p style="text-align: center;"><b>Music</b></p>	<p style="text-align: center;"><b>Science</b></p>	

<p><b>Melody/Use of Voice</b>  Performing songs expressively. Using more complex lyrics and melodies. Instrument families – name and identify Composers and Genres.</p> <p><b>Key questions</b>  <b>What do the words mean?</b>  <b>What is the story in the song?</b>  <b>What is the song about?</b></p> <p><b>Vocabulary:</b>  Song Word Verse Chorus  Warm-up</p>	<p><b>Composition and Improvisation</b>  To define composition. To create a short musical idea (motif). To understand what an ostinato is. To create a basic ostinato.</p> <p><b>Key questions</b>  <b>What is an ostinato? What is pitch? What pitch would you use for ...(a mouse etc) ? What does composition mean?</b></p> <p><b>Vocabulary:</b>  Motif Ostinato Melody Pitch  Composition Piano Mezzo forte  Forte Fortissimo</p>	<p><b>Living things and their Habitats</b>  <b>Science Knowledge:</b>  <b>Children will 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/ describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other /identifies and names a variety of plants and animals in their habitats, including micro-habitats Describes 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</b></p> <p><b>Key Science Skills:</b>  Ask simple questions and recognise that they can be answered in different ways /Observe closely using simple equipment/Perform simple tests / Identifying and classifying / Use observations and ideas to suggest answers to questions /Gather and record data to help in answering questions</p> <p><b>Key Questions:</b>  <b>Why do animals live where they live?</b></p> <p><b>Vocabulary:</b>  dead, alive, offspring, habitat, damp, shelter, suitable</p>
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