

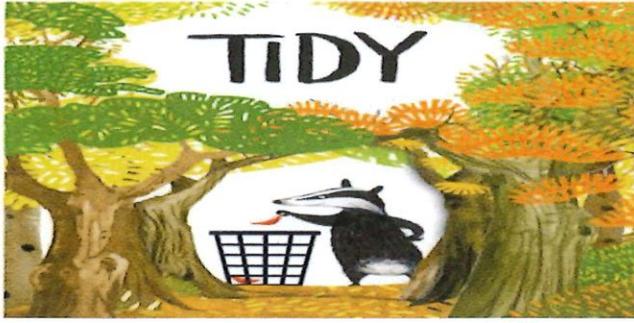
WOODLANDS PRIMARY SCHOOL



Year 2
Summer 1 Curriculum

Ready · Respectful · Safe

English Writing Mastery Targets



My mastery targets for this term are to:

- Use subordination (if, that)
- Add -er and -est to adjectives
- Use homophones and near homophones
- Use punctuation correctly - apostrophes for contracted forms

The text types I will explore are:

- Stories (fiction)
- Letters
- Poetry

Vocabulary I will use this term...

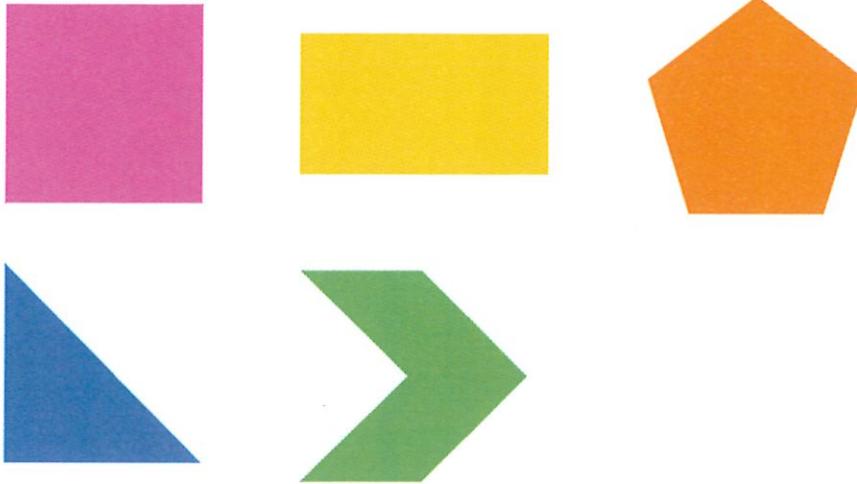
Year 2 Words:

any
door
could (n't)
bare (homophones)
beautiful

Key Words:

forest	scrappy
badger	undertook
patch	mighty
grooming	flood
untangled	concrete
knot	rakers
burr	rumbled
polished	churned
scoured	mixer
feat	succeeded

MATHS: PROPERTIES OF SHAPE



What new **knowledge** will I learn? I will:

- Identify and describe the properties of 2-D shapes, including the number of sides
- Identify lines of symmetry in a vertical line
- Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]
- Compare and sort common 2-D and 3-D shapes and everyday objects

What **mathematical sentences** will I use?

- This shape has ___ sides and has ___ vertices.
- I know this shape is a _____ because _____.
- These shapes are similar because _____.
- These shapes are different because _____.
- This shape is irregular because _____.
- I can see a _____ on the face of this 3D shape.
- This shape has ___ faces, ___ edges and ___ vertices.

What **vocabulary** will I use?

shape, vertices/vertex, polygon, straight, curved, quadrilateral, triangle, square, rectangle, pentagon, hexagon, octagon, irregular, symmetry, vertical, horizontal, reflect, face, edge, cube, cuboid, cone, cylinder, sphere, pyramid, prism.

What makes our world wonderful?

What should I already know?

- The world is made up of different places.
- Some places are near (local) and some are far away.
- The UK is the country where we live.
- Places can have different weather, animals and plants.
- Some places are natural (physical) and some are made by people (human).

What vocabulary will I use this term:

World	The whole planet where people, animals and plants live.
Continent	A very large area of land on Earth.
Ocean	A very large body of salty water around the continents.
Coral Reef	A place in the sea where tiny animals build colourful rock homes.
Wildlife	Animals and plants that live in nature.
Local	A place that is close to where we live.
Environment	The place around us where plants, animals and people live.

What new knowledge will I learn?

- The world is divided into seven continents: Asia, Africa, North America, South America, Antarctica, Europe, Australia.
- The world has five oceans: Pacific, Atlantic, Indian, Arctic and Southern.
- Different places have different environments: forests, seas, coral reefs, mountains and parks.
- Local environments, like Eastham Park, have trees, rivers and wildlife.
- Global (far away) places, like the Great Barrier Reef in Australia, have colourful corals and sea creatures.
- Places can have physical features (river, forest, mountain, sea) and human features (paths, signs, playgrounds, buildings).



What skills will I use? I will:

- Use maps, globes and atlases to locate: continents, oceans, the UK and Australia.
- Observe features in a local environment.
- Identify physical and human features in real places.
- Compare a local and faraway place.
- Use geographical vocabulary to describe places and discuss environments.



BIOLOGY: PLANTS

What should I already know?

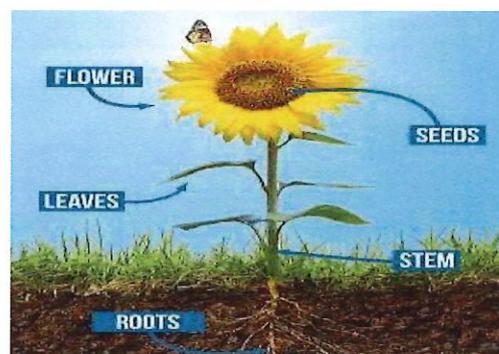
- Names of different plants.
- That seeds need water.
- Plants need water, air and sunlight to grow.
- How to make observations of plants over a period of time.

What vocabulary will I use this term:

Seed	A small part of a plant that can grow into a new plant.
Bulb	A bulb is the roundish, tear-shaped part of some plants.
Temperature	The degree or intensity of heat present in a substance or object.
Flower	A flower is the colourful part of a plant that produces seeds to create new plants, often featuring bright petals.
Stem	The main body or stalk of a plant or shrub, typically rising above ground.
Roots	The part of a plant which attaches it to the ground carrying water and nourishment to the rest of it.

What new knowledge will I learn?

- I will find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
- To work scientifically to learn about life cycles of plants, what plants need to grow and definitions of scientific terms such as germination and nutrition.
- I will understand how a variety of plants change over time from a seed or bulb through careful observations.
- To set up a fair test to record what happens to plants under different growing conditions.



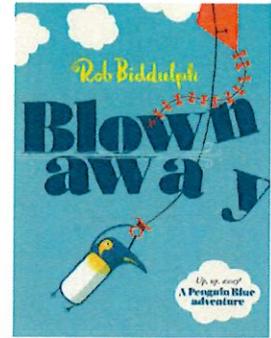
What skills will I use? I will:

- Ask simple questions and recognise they can be answered in different ways.
- Observe closely and use ideas to suggest answers to questions.
- Gather and record data to help answer questions.

No Outsiders

What story will I use?

Blown Away by Rob Biddulph



What key questions will I discuss?

- What does it mean to belong somewhere?
- Did Penguin belong in the jungle even though he was different?
- How did the animals show kindness to someone new?
- Why is it important to help someone who might feel lonely?

What skills will I use?

- Talking and listening respectfully
- Celebrating difference
- Asking questions about identity and difference in a safe way
- Recognising and challenging stereotypes
- Showing respect to everyone

What vocabulary will I use?

Belong, welcome, include, outsider, kindness, teamwork, community, share.

Art: Painting

What new knowledge will I learn?

- Henri Rousseau was a French artist famous for his jungle and forest paintings.
- His art used lots of greens and detailed leaves, and often hid animals in the jungle.
- Like Rousseau, we can use our imagination to paint places we've never visited.

What skills will I use? I will:

- Explore thick & thin brushes to paint trees, leaves and forest textures
- Mix primary colours to make secondary greens and browns
- Add white to make tints and black to make tones; explore layering to add depth
- Use sketchbooks to experiment with brush strokes, colour mixing and leaf shapes

What vocabulary will I use?

primary, secondary, tint, tone, thick, thin, blend, texture, pattern, jungle, forest, layer, Henri Rousseau.



What new **knowledge** will I learn?

- Digital devices such as tablets and cameras can be used to take photographs.
- Photographs can be taken in portrait or landscape depending on what you want to show.
- A good photograph depends on what is included and how it is framed.
- Lighting affects the quality of a photograph, making it clear, dark, bright, or blurry.
- Digital photographs can be edited or changed, so not all images are completely real.



What **skills** will I use? I will:

- Use a digital device to take and view photographs.
- Choose whether to take a photo in portrait or landscape orientation.
- Compose and improve a photograph, including retaking it if needed.
- Experiment with lighting and camera tools such as flash or focus.
- Use simple editing tools to change a photo and explain their choices.

What **vocabulary** will I use?

Photograph, camera, device, capture, portrait, landscape, composition, frame, lighting, flash, blurry, focus, edit, filter.



Physical Education

Jumping Year 2

Unit Purpose

The unit of work will challenge pupils to apply their prior learning of how to jump and use this to **jump in combination** and **link jumps**.

Pupils will continue to develop their ability to apply jumping in games.

Inspire Me

The mens world record for the triple jump (hop, skip and a jump) is held by **Jonathan Edwards**, who jumped 18.29m in 1995. The womens world record is held by **Inessa Kravets**, who jumped 15.50m in 1995.



Key Success Criteria

- P** Pupils will consistently apply the correct technique for jumping. Pupils will accurately apply their jumping skills in combination and also within games.
- C** Pupils will demonstrate a strong understanding of why, when and where we jump in a game and apply imagination and creativity to their jumping.
- S** Pupils will develop their ability to give and receive feedback concerning the jumping technique showing fairness and empathy to others.
- W** Pupils will consistently apply life skills such as self belief and honesty as they play within the rules of the game and jump confidently.

Vocabulary for Learning

Jumping: is a form of moving where we use our body to propel ourselves off a surface and into the air.

Distance: is defined as the length of space between two points. This might mean how far an athlete has jumped.

Space: is an open area within the playing area that is unoccupied by a defender or the defending team. When jumping we need to identify open spaces to jump into to avoid other pupils.

Attacker: We are considered an 'attacker' when we are trying to move into space to avoid being caught by a defender.

Defender: We are considered a 'defender' when we are trying to catch an attacker.



Sport Specific Vocabulary

Speed: Is the ability to move all or part of the body as quickly as possible.

Landing: Is how we use our bodies to land after we have left a surface and jumped into the air. When landing we should land on two feet, bending our knees to absorb the impact.



Cooperation

Jumping for distance:
Standing Long Jump

Jumping combinations

Self Belief

Jumping Competition

Self Discipline

Jumping for distance:
Standing Triple Jump

Consolidate Jumping

Empathy

Develop Jumping combinations

Imagination

Linking Jumps





Physical Education

Health and Wellbeing Year 2

Unit Purpose

The unit of work will consolidate pupils' understanding of **agility, balance** and **co-ordination**, applying these elements of fitness in a variety of activities.

Pupils will perform circuits, understanding how **motivation** can enhance **performance**.

Inspire Me

"Never let your head hang down. Never give up and sit down, always try to find another way."

By Satchel Paige a Baseball Player



Key Success Criteria

- P** Pupils will move showing refined agility, balance and coordination, applying these elements of fitness in activities and within circuit challenges.
- C** Pupils will demonstrate a strong understanding of agility, balance and coordination and why they are important.
- S** Pupils will apply life skills such as empathy and fairness as they collaborate with their partners and motivate each other to complete the circuits.
- W** Pupils will apply honesty and self belief as they continue to improve their performances and keep their score.

Vocabulary for Learning

Attacker: We are considered an 'attacker' when we or our team are in possession of the ball or in control of the ball. We are also an attacker when we are trying to avoid being caught by a defender.

Defender: We are considered a 'defender' when we are not in possession of the ball or we are trying to catch an attacker.

Agility is the body's ability to move quickly and easily in different directions.

Balance: Is the even distribution of weight enabling someone or something to remain upright and steady.

Coordination: Is the ability to use different parts of the body together efficiently.



Sport Specific Vocabulary

Dribbling: is a method of moving with the ball using our hands or feet. The attacker in possession of will continuously bounces the ball with their hands or kick the ball keeping it close to them with their feet.

Warm Up: Before taking part in a physical activity or a sport we need to prepare our body and mind for that activity. One of the reasons for a 'warm up' is to reduce the risk of injuring a muscle.



Encouragement

Develop Strength

Explore coordination:
Dribbling and kicking

Concentration

Consolidate coordination

Improve own and others performances

Integrity

Develop aerobic fitness

Consolidate agility

Fairness

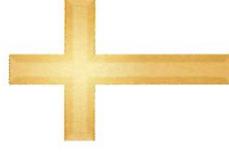
Consolidate balancing

Honesty



Islam Year 1 / 2- Summer 1, Cycle B

What do Muslims believe about Allah and Muhammad (PBUH)?



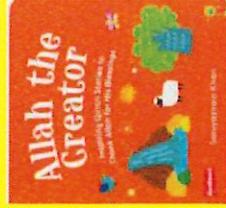
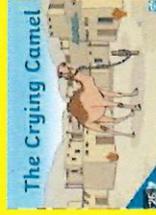
RE Skills to develop

- I can talk about a practice from a religion.
- I can recall simple facts about what Muslims believe about Allah
- I can recall simple facts about what Muslims believe about Muhammad (PBUH)

Our Enquiry Steps:

- What do we believe is special?
- Who do Muslims believe Allah is?
- Who is Muhammad (PBUH)
- How do these beliefs help Muslims live?
- What can we learn from these beliefs?

Key Stories



Key Artefacts and Symbols



Key Vocabulary	Definition
Allah	The name Muslims use for God
Muslim	A person who follows the religion of Islam
Islam	The religion followed by Muslims
Prophet	A special person who brings messages from God
Muhammad (PBUH)	A prophet in Islam
PBUH	Words Muslims say after Muhammad's name, it means Peace Be Upon Him

Our End Points:

- EM: I can remember one thing Muslims believe and name Muhammad (PBUH) and I can talk about it with support.
- EXP: I can explain who Allah and Muhammad (PBUH) are.