



Bevendean Primary School Curriculum

Year 2 Summer Framework

Topic focus: Our Bevendean

SATs

After half term, children will be working on their maths and English SATs tests. Before the tests, children have the opportunity to revisit everything they have learnt so far and are also given the chance to practise completing similar tests so they are familiar with the format. The children complete the tests in small groups and the results of these make up a small part of the overall teacher assessment for the year.

English

National Curriculum Aims for Year 2

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Learning this term is linked to Our Bevendean

The children start the unit by being tempted to open a bag full of treats. Later in the day, they are introduced to the humorous story *The Greedy Fox*, which they then learn. They explore the story and its themes in detail through drama activities, which include hot seating and role play. They write their own story using their newly learnt knowledge about other nocturnal animals found in the local area.

Next, the children learn about the various habitats found in the local area. They explore texts to identify the features of non-chronological reports. They then write their own non-chronological report about nocturnal animals. During this unit, the children pretend to be experts and give presentations about their favourite animals.

After half term, the children visit The Booth Museum where they discover more about nocturnal animals. Whilst they are there, they find out about the museum and how the animals are preserved. When they return, they receive a letter which states that the museum is going to be closed. The children debate whether or not this is a good idea and learn how to write persuasively.

Finally, the children are told the story of *Home before Dark*, which is the tale of a teddy bear who gets lost whilst out with its family. The children explore this story through drama activities such as hot seating, freeze frames and other drama games. They then go for a walk around the local area, taking the class teddy bear on the journey. The children create their own stories about the adventures of the bear as it makes its way back home.

Mathematics

National Curriculum Aims for Year 2

The national curriculum for mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Learning this term

The children start the term by recapping multiplication. They look at arrays and relate this to the different ways quantities of biscuits could be presented in trays. The different perimeters of the trays are then measured to find out which would be most suitable. The children then learn how to weigh ingredients and they put this into practice by making biscuits.

Next, the children pretend to set up a shop in Bevendean. They explore money and place value, learn about time and practise addition and subtraction when giving change.

In the second half of the term, the children plan a teddy bear's picnic. The children in the year group complete a survey to find out about each other's favourite foods. They learn to draw bar charts to present their findings. They plan menus which incorporate the most popular food and work out fractions of amounts. Finally, they calculate the cost of the tea party, which is the end of year celebration.

Science

National Curriculum Aims for Year 2

The national curriculum for science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

Living things and their habitats

- 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.

Plants

- 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.

Animals, including humans

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Everyday Materials

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties.

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Learning this term

This term the children learn about living things and their habitats. They concentrate on animals which live in the local area. Children visit different locations around the school and in the locality of Bevendean and compare the plants and animals that are found there. They learn the names of various plants and animals and think about what they eat and the food chains they belong to. A visit to the Booth Museum provides an opportunity for the children to look at different animals and take part in workshops about animals and the way they have adapted to live in different places.

History

National Curriculum Aims for Year 2

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Key stage 1

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

Learning this term

The children learn about the history of their local area. They compare aerial photographs of Bevendean today to ones of the past. They use these to identify similarities and differences between some ways of life now and in the past. They look at different historical sources to uncover the history of their local area.

Geography

National Curriculum Aims for Year 2

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Key stage 1

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Learning this term

Children look at aerial photographs and use them to identify landmarks. They plan a route to the Dew Pond as part of their teddy bear story, and create maps with compass point directions.

Art and Design

National Curriculum Aims for Year 2

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Key stage 1

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- 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.

Learning this term

The children compare the work of two artists, Paul Cezanne and Andy Goldsworthy. By studying the work of these artists, the children discover the similarities and differences between the two disciplines. They practise sketching still life drawings by sketching their own teddy bear. Finally, during the trip to the Booth Museum, the children sketch the animals and then make outdoor sculptures in Dyke Road Park.

Computing

National Curriculum Aims for Year 2

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
 - can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
 - can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
 - are responsible, competent, confident and creative users of information and communication technology.
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- 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.

Learning this term

As part of the science unit, habitats, the children sort animals according to different criteria. They place objects and pictures in a list or a simple table, make simple yes/no tree diagrams and create and search a branching data base.

In the second half term, the children use *Scratch* to explore algorithms. They learn that algorithms are repeated steps and can be represented in simple formats such as storyboards or narrative texts. The children use *Scratch* to create their own programs.

PSHE

National Curriculum Aims for Year 2

The national curriculum for personal, social, health, economic and citizenship education aims to ensure that all pupils:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore clarify and if necessary challenge their own and others values, attitudes, beliefs, rights and responsibilities
- opportunities to learn and practice the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

Learning this term

The first topic this term is *Relationships*. The children explore different relationships and the feelings that might be experienced within them. They talk about loss, love and what it feels like to share feelings. Within context of relationships, the children learn what is and what not appropriate touch is and who they should tell if they feel uncomfortable.

In the second half term, the children learn about changes and explore the transition to Key Stage 2. They talk about how it can feel when things change as they get older and they move to new places. In addition, they are taught the Sex and Relationship unit, *Differences*. In this unit, they learn about the differences between males and females, gender stereotyping and the names of the different body parts.

Physical Education

National Curriculum Aims for Year 2

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
 - are physically active for sustained periods of time
 - engage in competitive sports and activities
 - lead healthy, active lives
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- 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.

Learning this term

In the first half term, the children learn how to take part in various athletic activities. They learn skills such as running, jumping, changing direction and throwing.

In the second half term, the children are taught the basic skills of tag rugby.

Religious Education

National Curriculum Aims for Year 2

The local authority curriculum for religious education aims to ensure that all pupils:

- develop their knowledge and understanding of the nature of religious beliefs and practices and the importance of these in the lives of believers
- explore those aspects of human experiences which give rise to spiritual awareness and fundamental issues about beliefs and values.

Learning this term

Judaism is studied throughout the year and, by deepening their understanding of other faiths, the children learn mutual respect and tolerance. This term, the focus is on learning more about important events in the lives of Jewish people. The Torah (the first part of the Jewish bible) is studied as it is the central and most important document of Judaism and has been used by Jews through the ages. The children learn what the Torah is and how it is used and they then create a replica. The children also learn about synagogues, the Jewish place of worship and the events that take place there. At the end of the year, the children visit a local synagogue in Hove.

Music

National Curriculum Aims for Year 2

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and un-tuned 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.

Learning this term

The children listen to and appraise a variety of different music types through the digital music program *Charanga*. They study rhythm and tempo before playing a variety of instruments.