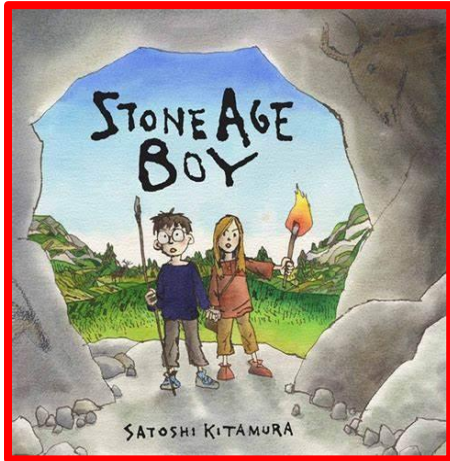


## Year 2 - Curriculum Map Summer 1



### This term's value is Honesty



### Computing: Creating Pictures

We will be exploring a variety of tools to create digital images in Computing. As inspiration, we will explore and recreate works by a variety of artists including Seurat, Piet Mondrian and William Morris. The children will create an eCollage to demonstrate their newly acquired skills.

### Spanish:

We will learn 10 different fruit nouns in singular and plural form. We will learn how to give our opinion to say if we like them or not.

**Our Vision and Values**

At Hazelwood, we believe in nurturing responsible citizens to achieve educational excellence by inspiring awe and wonder through a real, relevant, immersive and purposeful curriculum.

Our shared values are at the heart of all we do.

**Believe and Achieve**

### PSHE: Keeping Safe

The children will be guided to identify situations where they feel safe or unsafe, empowering them to suggest actions for dealing with unsafe scenarios and seek help from trusted adults. Through these lessons, the children will develop essential skills to navigate personal boundaries and prioritise their safety and well-being.

### Art: Working in Three Dimensions

We will be exploring a range of non-conventional materials and look at how we can transform them into objects of art. We will then reimagine a familiar object by adapting it. The children will plan, record and reflect on their creative process throughout the unit.

### PE: Gymnastics

In gymnastics, the children will be focusing on creating sequences to include the use of shapes, levels and directions

### Games: Outdoor

This term, we will focus on developing skills required in athletic activities such as running at different speeds, jumping and throwing.

### English: A Persuasive Leaflet

The children will start this unit by exploring persuasive language techniques in a range of different contexts. They will call upon their research and note-taking skills from our previous lessons to generate enough information about a non-European country, in order to produce a persuasive leaflet, convincing their peers to visit. There will be links between our most recent Geography unit, where we covered a range of different non-European nations in detail.

**The Stone Age Boy - Narrative:** We will explore our new stimulus text and delve into the details of the characters and setting, before looking at ways in which to innovate the story and make it our own.

### Science: Plants

In our final Science unit, we will be building on prior knowledge of the plant life that was covered in Year 1, by looking at them in more detail. The children will gain a good understanding of what plants need to grow, they will compare seeds and bulbs and they will carry out their own investigative experiments.

### Geography: My Place, Your Place

In Geography, we will continue to explore the world we live in. The children will build on their existing knowledge by learning about weather patterns and how this affects the people. For context, we will focus our studies on our local area (Enfield) and contrast this with Islamabad, which is a suburb of Pakistan. The children will compare and contrast the climate and will use their understanding of the human and physical features of each place to determine how these shape the daily lives of residents.

### Maths: Fractions:

The children will be learning about equal and unequal parts and recognising halves and quarters of shapes. They will identify a half, a quarter and a third of shapes and amounts and understand the equivalence of half and two quarters.

### Time:

We will learn how to tell the time using an analogue clock, understanding the significance of each hand and how they move. We will primarily focus on telling the times to the hour, half past the hour, quarter to and quarter past the hour.

### R.E: How should we care for others and the world, and why does it matter?

In this unit, the children will learn how many religions, including Christianity and Judaism, teach the importance of caring for others and the world through stories and actions.

**Music: Stone Age:** We will learn a song about the Stone Age and then add our own ideas to this song. We will then use tempo, dynamics and percussion instruments to perform this song.

### History: The Stone Age and Neolithic Age

We will be exploring the Stone Age in Britain by understanding geographical features such as the land bridge between Britain and Europe and how this affected the movement of people. We will study the Stone Age settlement of Skara Brae and historically significant sites such as Stonehenge to get a better understanding of the life and culture of hunter-gatherers in Britain at the time.