

St Dennis Primary Academy

Year: 2

Term: Summer 2

Curriculum Drivers

Big Question: Where in the world would you like to live?

Stunning Start:

Create our own passports and jump into a virtual tour of the Seven Wonders of the World

Fabulous Finish:

Kente paper weaving

Real life experiences

African Drumming

Visiting St. Denys church

Virtual tour of the 7 wonders of the world



English

Storytelling Text: The Tortoise's Gift retold by Lari Don

Imitation: Retell the story by creating actions and a story map

Spelling, Punctuation and Grammar: Make simple additions, revisions and proof-read to edit their own writing. Use of past tense, use co-ordination (and/but), subordination (that/because), expanded noun-phrases, use of punctuation.

Innovation: Innovate the story by changing the animals and the adjectives.

Wider Curriculum Writing: Create an information leaflet for two contrasting locations, linked to Geography.

Book Study Text: Here we are by Oliver Jeffers



Assembly Theme: Responsibility

Emotional Literacy: Tracking my Tools / Stop, Opt and Go / Celebrating My Use of Tools

Wellbeing

Zones of regulation sessions

Daily mile

Go Noodle stretches, routines and breaths

Online safety



Mathematics:

White Rose Units:

Number: Four Operations

Consolidation: Measurement and Number



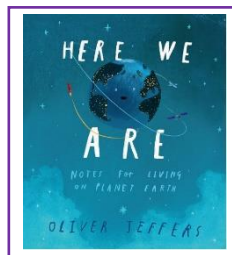
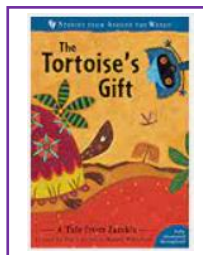
Oracy

Physical: I can speak clearly and confidently when retelling the story of 'The Tortoise's Gift'.

Linguistic: I can use technical vocabulary when explaining my understanding about Mugurameno.

Cognitive: I can give reasons to support my views regarding religious celebrations and how they connect to what I know.





Social and Emotional: I can listen and encourage others to respond appropriately during book study of our book 'Here We Are'.









Environment and Community

Visit to Church in St Dennis – linked to RE sacred places. Include a litter pick.



	Art and Design 	Geography 	RE 	Computing 
Unit title:	Artist: Jimoh Buraimoh Technique: Drawing	Themes: Location, Physical Features, Humans Features, Diversity Unit: Mugurameno Village, Zambia	Unit: What makes some places special to believers? (Unit 18)	Area: Creating media Unit: Digital music Natterhub: Learn it, Mind it
Builds On:	Year: Year 1 Term: Spring 2	Year: 2 Term: Spring 2 Unit: Hot and cold places	Year: Reception Term: Summer 1 Unit: What places are special and why? (Unit 5)	Year: 2 Term: Spring 2 Unit: Creating media (photo and video) Digital photography
Memory Master:	New curriculum this year	Locate hot and cold areas of the world in relation to the Equator and the North/South poles. What is the climate like? What physical and human features would you see? What grows there? What wildlife would you see?	Revisit holy buildings (church and mosque) and their key features.	Revisit vocabulary photo and media: device, camera, photograph, capture, image, digital, landscape, portrait, framing, subject, compose, light sources, flash, focus, background, editing, filter, format, framing, lighting
Lesson Sequence:	Artist - I can recall the key techniques of artist Jimoh Buraimoh.	I can locate Zambia and identify key physical and human features.	Which places are special to me? Where is a sacred place for a believer to go?	I can say how music can make us feel.
	Imitate - I can maintain control over mark making with a pencil.	I can locate and research facts about the village of Mugurameno.	Which place of worship is sacred for Christians?	I can identify that there are patterns in music.
	Experiment - I can experiment with a range of oil pastel techniques.	I can locate and compare how a river in the UK and the Zambezi River are used.	Which place of worship is sacred for Jewish people?	I can experiment with sound using a computer.
	Plan - I can develop my ideas for my Jimoh Buraimoh inspired portrait.	I can compare St Dennis and Mugumareno. Show what you know.	What happens during worship at a church and a synagogue?	I can use a computer to create a musical pattern.
	Create - I can create my Jimoh Buraimoh inspired portrait using oil pastels.		Which place of worship is sacred for Muslims?	I can create music for a purpose.
	Evaluate - I can review and revisit my creation.		How are places of worship similar and different? Why are places of worship important to our community? Show what you know	I can review and refine our computer work.
Composite:	Children will create an oil pastels portrait inspired by Jimoh Buraimoh	Locate hot and cold areas of the world in relation to the Equator and the North and South poles.	In a table, create a table to show what they know about a church, mosque and synagogue.	Children plan and create a piece of digital music.
Impact:	Children will develop the control of mark making skills through experimentation with various drawing medium. They will be able to create patterns and textures. They will be able to draw shapes from observations.	Children can explain what is similar and different about St Dennis and Mugumareno - specifically climate, village size, geographical features, buildings and physical features.	Children recognise that there are special places where people go to worship and talk about what people do there. They can identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean. They can identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship.	Children understand that a computer can generate different sounds and a series of notes. They understand how pattern and rhythm can be used to depict something. They can create and follow a rhythm pattern using instruments and can create a sequence of notes on a computer and can use rhythm and tempo to represent something.

	Physical Education 	Sport 	Music 	PSHE 
Unit title:	Learning focus: Health and Fitness Unit: REAL Dance (Unit 2)	Unit: Athletics	Unit: African drumming	Brook Learn Unit: Keeping Our Teeth Healthy
Builds On:	Year: 2 Term: Autumn 2 Unit: REAL Dance (Unit 1)	Year: 1 Term: Summer 2 Unit: Athletics	Year: 2 Term: Spring 2 Unit: Some bugs	Year: 2 Term: Spring 1 Unit: Hand Hygiene
Memory Master:	N/A	N/A	Recall what it means to increase and decrease the tempo	As a class create a poster to show the 6 rules of handwashing.
Lesson Sequence:	Warm up games Alphabet soup Follow the leader Fundamental Movement Skills Partnering shapes Circles solo Partnering circles Artistry abstraction Artistry (Making) Skills Application Give your dance a shape Hand in hand we move Round and round Turn me, turn you Silky smooth moves and grooves Time to show your best	I can run with control.	I can listen and appraise African drumming songs.	I can understand the importance of brushing, flossing and rinsing.
		I can control my body and equipment when throwing.	I can play open tone on a djembe.	I can explain how to brush, floss and rinse.
		I can run with the correct arm technique.	I can play bass tone on a djembe.	I can understand what healthy teeth are and name basic parts of a tooth.
		I can run and jump on the balls of my feet.	I can keep a steady beat.	
		I can show a correct pull throw technique.	I can play call and response rhythms.	I can know what foods to avoid to keep teeth healthy.
		I can compete against myself.	I can sing and play a traditional African drumming song.	I can understand what happens during a dentist appointment.
Composite:	Children will learn and develop shapes and circles and create sequences of movement with these through partnering and artistry.	Running, jumping and throwing tasks.	Take part in an end of unit performance of drumming rhythms and songs.	Sort images of food to show which are healthy for our teeth and which can cause damage.
Impact:	REAL Dance Health and Fitness Cog: Children can use equipment appropriately and move and land safely.	Children can explore and practise a variety of athletic movements and apply athletic skills and techniques to a variety of activities. They develop coordination and balance whilst exploring different running, jumping, and throwing techniques. They begin to show control, coordination, and consistency when running at speed, a range of jumping techniques and the underarm and pull throw technique.	Children will learn about traditional African drumming techniques. They will practice keeping a steady beat and learn call and response patterns.	Pupils will be able to make informed choices about selecting foods to support their dental hygiene. Children will be able to follow the correct steps to brush their teeth and keep them clean.

	PSHE (Healthy Week) 	PSHE (RSE Week) 
Unit title:	Theme: Mental Health – Soothe your senses	Theme: Differences
Builds On:	Year: 1 Term: Summer 2 Unit: Spot your worries	Year: 1 Term: Summer 2 Unit: Growing and Caring for Ourselves
Memory Master:	Name as many emotions as possible.	Class mind map to show all the ways we can be different to each other.
Lesson Sequence:	I can explain what my senses are.	I can identify differences between males and females.
	I can explain how to soothe my senses.	I can explore gender stereotypes.
		I can understand that making new life needs a male and female animal.
		I can name the different body parts.
Composite:	Children will create a collage of a calming scene.	Children will complete a body parts matching worksheet.
Impact:	Children will have strategies to soothe themselves when feeling dysregulated.	Children will know the physical differences between males and females and will understand that 'activities and things' are not just for boys or girls.