

St Dennis Primary Academy

Year: 2

Term: Summer 1

Curriculum Drivers

Big Question: Who were the first explorers of space?

Stunning Start:

Mission X: Train like an astronaut

Fabulous Finish:

Balloon rockets

Real life experiences

Outreach resources from Spaceport Cornwall
Planting seeds



English

Storytelling Text: Beegu by Alexis Deacon



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

Spelling, Punctuation and Grammar:

Use of past tense. Use co-ordination (and / but / or). Add description through the use of expanded noun phrases. Use of compound words. Demarcate sentences with capital letters and full stops. Use of commas to separate items in a list. Apostrophes to mark where letters are missing in spelling. Apostrophes to mark singular possession in nouns.

Innovation: Innovate the story by changing the main character

Invention: Invent our own journey tale

Wider Curriculum Writing: Letter: Write an application to be an astronaut

Book Study Text: Man on the Moon by Simon Bartram

Assembly Theme: Friendship

Emotional Literacy: The toolbox / When to use yellow zone tools/ Stop and use a tool

Wellbeing

Zones of regulation sessions
Daily mile
Go Noodle stretches, routines and breaths
Online safety



Mathematics:

White Rose Units:

Number: Fractions

Measurement: Time

Number: Four operations and fractions

Statistics

Geometry: Position and direction



Oracy

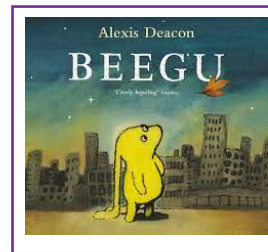
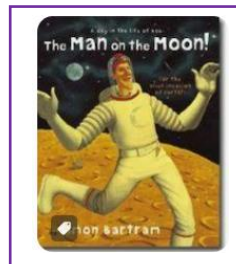
Physical: To speak clearly and confidently when describing the significance of space explorers.



Linguistic: To use sentence stems in book study to build on or challenge others' ideas.

Cognitive: To make connections between what is said and their own experiences in Science, thinking about what they know about plants.




Social and Emotional: turn and track the speaker, giving noddies of encouragement for them to share their ideas.











Environment and Community

Litter picking
Planting seeds
Community gardening



	Science 	History 	RE 
Unit title:	Subject: Biology Unit: Plants	Themes: Travel and exploration Unit: Lives of significant individuals	Theme: Islam Unit: Who is Muslim and how do they live? (Unit 17)
Builds On:	Year: 1 Term: Summer 1 Unit: Plants	Year: 1 Term: Summer 1 Unit: How has transport changed over time?	Year: 2 Term: Spring 1 Unit: Who is Muslim and how do they live? (Unit 15)
Memory Master:	Name types of trees (deciduous and evergreen) and parts of a plant.	Choose a mode of transport and describe how it changed over time.	Revisit guides for treating the Qur'an from Spring 1.
Lesson Sequence:	I can identify that fruit, vegetables and herbs are a type of plant that we eat.	What is an explorer?	Who was the Prophet Muhammad and why is he important to Muslims?
	I can observe and describe how seeds grow into mature plants.	Why was Neil Armstrong significant?	What difference does worshipping God make to Muslims?
	I know what plants need to grow and stay healthy.	Why is Mae Jemison significant?	What difference does worshipping God make to Muslims?
	I can explain the life cycle of plants. Show what you know.	Why is Helen Sharman significant?	What difference does worshipping God make to Muslims?
Composite:	Children will be able to understand how seeds grow by planting and watching the growth of their own seeds.	Children will be able to discuss the importance of significant people throughout history who changed transport.	On coin template, children write and draw a picture of what might be given at Zakat. They have a tree template and stick coins onto the branches.
Impact:	Children can describe how seeds and bulbs grow into mature plants. They can describe how plants need water, light and a suitable temperature to grow and stay healthy.	Children can use newspaper reports and film clips to find out about the past They can carry out simple research (e.g. about key events in space travel) using a prepared resource and frame. They can describe a significant person from history and show understanding through a simple fact file.	Children recognise the words of the Shahadah and that it is very important for Muslims. They can identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah and give a simple description of what some of them mean. They can give examples of how stories about the Prophet show what Muslims believe about Muhammad and of how Muslims use the Shahadah to show what matters to them. They can give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) and of how Muslims put their beliefs about prayer into action.

	Art and Design 	Physical Education 	Sport 	Computing 
Unit title:	Artist: Georgia O'Keefe Technique: Sculpture	Learning focus: Physical Unit: REAL PE	Unit: Tennis	Area: Programming Unit: Programming quizzes Natterhub: Think it
Builds On:	Year: 1 Term: Summer 1	Year: 2 Term: Spring 1 Unit:	Year: 1 Term: Summer 1 Unit: Tennis	Year: 2 Term: Spring 1 Unit: Programming – Robot algorithms
Memory Master:	New curriculum this year	N/A	N/A	Revisit vocabulary: instruction, sequence, clear, unambiguous, algorithm, program, order, prediction, artwork, design, route, mat, debugging, decomposition
Lesson Sequence:	Artist – I can recall key facts about artist Georgia O'Keefe	Warm up games Continuous throwing relay Ball handling Fundamental Movement Skills Coordination – Sending and receiving Agility – Reaction / response Skills Application Junk yard clear up Removal team Roll/strike tennis Link skills Copy your partner Cooperative challenges	I can change direction when moving.	I can explain that a sequence of commands has a start.
	Imitate – I can use line and shape to draw close-up		I can control my body and equipment.	I can explain that a sequence of commands.
	Experiment – I can use basic clay techniques (rolling, slab, smoothing and etching)		I can catch a ball a tennis ball.	I can create a program using a given design.
	Plan – I can plan my clay tile inspired by Georgia O'Keefe		I can run and jump on the balls of your feet.	I can change a given design.
	Create – I can create my clay tile inspired by Georgia O'Keefe		I can hit a ball with hands and racket.	I can create a program using my own design.
	Evaluate – I can review and revisit my creation		I can compete against myself and others.	I can decide how my project can be improved.
Composite:	Clay tile in the style of Georgia O'Keefe	Children will develop and apply their sending and receiving skills, and reaction and response.	2 v 2 game on a small court with aim of scoring points by throwing or hitting the ball over a net/divide.	Children will design quiz questions with custom choices, artwork, and algorithms, using more blocks for complex programs.
Impact:	Children can smooth and flatten clay into an even tile. They can use simple tools to cut specific shapes from clay. They can explore pattern and texture by pressing objects into the clay or drawing into it with tools. They can join two pieces of clay,	REAL PE – Physical Cog Children will perform a range of skills with some control and consistency. They will be able to perform a sequence of movements with some changes in level, direction or speed.	Children can use and move with a tennis racket with control. They perform a range of actions including catching/ gathering skills and sending/passing with control and throw/ hit a ball in different ways e.g. high, low, fast, slow.	Children can write and run a simple program with a start block, and an end block which changes the background. They can adapt a given design to create a program with multiple sprites/backgrounds which uses the blocks given in the example. They can create and program a quiz with at least two backgrounds which switch based on an action. They can identify errors in their program, and debug them.

	DT 	PSHE 	PSHE 	PSHE (Environment Week) 
Unit title:	Area: Mechanisms Unit: Making a moving monster	Brook Learn 1 Unit: Online friends	Brook Learn 2 Unit: Big feelings	Theme: Packaging and recycling
Builds On:	Year: Year 1 Term: Spring 1 Unit: Making a moving storybook	Year: Year 2 Term: Spring 2 Unit: Playing games	Year: Year 1 Term: Spring 2 Unit: Good and not so good feelings	Year: 1 Term: Summer 1 Unit: Local plants and wildlife
Memory Master:	Quiz – Making a moving storybook	As a class create two lists. One list should show information that it is okay to share online and one should show information that is private.	Discuss strategies that can help us regulate our emotions.	Name different ways we can care for plants and animals in our locality.
Lesson Sequence:	Research – I can research every day uses for levers and linkages	I can describe the qualities that make a good friend.	I can recognise that feelings can intensify (get stronger).	I can name different types of food packaging.
	Skills – I can make linkages to create different movements.			
	Design – I can design an alien that will move	I can identify that people online may not tell the truth.	I can describe how big feelings can affect their behaviour.	I can explain why it is important to recycle.
	Make – I can make a moving alien using a linkage	I can explain the difference between a secret and a surprise.	I can identify what can help them feel better when they have a big feeling (including talking to trusted adults).	I can name items that can be recycled.
	Evaluate – I can evaluate my alien based on whether it moves how I wanted it to.	I can identify up to four adults in my life who I trust and how to ask them for help if I have a problem online.	I can use words or phrases to ask for help with feelings.	
Composite:	An alien 2D model that moves using linkages.	Role play scenarios where there is an online safety issue and solution.	Create images to show how different feelings can affect behaviours.	Create posters, for bins around the school, to show what can be recycled.
Impact:	Children will understand how different mechanisms are used in everyday life. They will be able to explore the different movements that can be created using linkages.	Children will be more aware of unsafe situations online and will have strategies to prevent this.	Children will be aware of how emotions affect behaviours and have strategies to regulate themselves.	Pupils will make informed choices about recycling and will have a more positive impact on the environment.