

Year 2 Curriculum Term 5

Topic Title: Passion for Fashion

English

In Term 5, Year 2 will be reading two fiction texts; Emily Brown and the Thing by Cressida Cowell and The Lonely Beast by Chris Judge.

We will continue to develop our reciprocal reading skills of predicting, summarising, clarifying and questioning. This will be done alongside drama activities and poetry, all of which will help us explore the texts in greater detail to ensure we understand the stories in greater depth. We will also continue to improve our fluency and expression when reading aloud by reading and performing to the class.

We will be writing creatively and building our skills to include the following:

- Varying openers
- Writing simple and compound sentences
- Using a range of conjunctions
- Writing expanded noun phrases
- Showing viewpoint
- Writing action by using verbs and adverbs
- Writing dialogue
- Using a range of punctuation

Our writing outcomes will include: character and setting descriptions, narratives, diary entries and a newspaper report.

We will also be engaging in writing sessions through our thematic learning.

A Read, Write Inc (RWI) group will continue. This group will be focusing on ensuring we recognise the set 2 and 3 sounds and will then progress onto using and applying them accurately. Each day in the RWI session we read focus texts and complete writing activities around these.

Reading for Pleasure – weekly sessions. These sessions are designed and planned to promote a positive attitude towards reading, to increase confidence in reading and to support the children with a life-long love of reading.

Maths

This term we will be learning about:

Geometry – properties of shape

To identify and describe properties of a 3-D shape (edges, vertices and faces)

To identify 2-D shapes on the surface of 3-D shapes.

To compare and sort common 2-D and 3-D shapes and everyday objects.

Measure – capacity and mass

To measure and compare masses in kilograms ($> < =$).

To measure and compare masses in grams ($> < =$).

To solve mass problems using the four operations

Measure – capacity and mass - Addition and Subtraction

To measure and compare temperature ($> < =$)

To measure and compare volume ($> < =$).

Measure – time

To compare and sequence intervals of time.

Know the number of minutes in an hour and the number of hours in a day.

To tell and write the time to quarter past/to and five minutes.

Four operations – context money

To solve money questions using 4 operations

R.E.

Christian Rites of Passage

We will be learning about:

- What a rite of passage is
- To understand what a baptism ceremony is and what it would look like

PSHE

Our PSHE project is 'Be Here, Be You, Belong' with the theme of acceptance.

We will be learning about valuing ourselves and our own identities and those around us by using the book 'The Smeds and The Smoos'. We will then learn about safe relationships before moving on to further learning on our own

<p>- To explore what a Christian wedding is and what it would look like</p>		<p>emotions and how to regulate successfully to build our resilience. There will be a whole school celebration of this learning on Friday 24th May on the field at 2:15 – our Be Here, Be You, Belong Parade that parents are warmly invited to attend.</p> <p>Our learning will have the focus of: I am learning to recognise what is the same and different to other people I am learning to know what makes us all unique I am learning to know what makes me special I am learning to know about the roles different people play in our lives I am learning to know how to manage when finding things difficult</p>
<p>Art: This term we will be learning the art skill of photography. We will be learning what devices can be used to take photographs, what makes a good photograph, that images can be changed, how digital devices take photographs, how photographs can be improved and how to use tools to change an image.</p>		<p>Music: This term, we will be using xylophones to play tuned instruments by ear, using two pitch patterns from songs. We will be using the beater and hand technique.</p>
<p>P.E. Throughout term 5, we will be learning about multicultural and disability sports. We will be looking at sports such as, boccia, American football, sitting volleyball and Tchoukball. We will be concentrating on how and why adaptations are made through these different sports. Furthermore, we will be working on how to through accurately, our spatial awareness and our communication.</p>		
Thematic Curriculum		
Topic Title:	Passion for Fashion	
Big Question:	How to make something look appealing? (Function)	
Blurb overview:	In this unit, the children will explore and investigate properties of materials when considering properties for everyday purposes such as a t-shirt or a waterproof coat. The children will use their investigate skills and knowledge to later aid them to create their own product. The children will learn how to join materials in a variety of ways and explore finishing techniques. The children will use this learning to then design, develop, make and evaluate their own piece of clothing.	
Celebration of Learning	Fashion show to parents	
Text Links	The Spacesuit by Alison Donnal and Arielle Landy	
Oracy End Point:	Hand gestures when speaking become increasingly natural (such as pointing as someone when referencing their idea.) Offer reasons for their opinions Recite/deliver short pre-prepared material to an audience	
Science		
Substantive Knowledge		Disciplinary Knowledge

<ul style="list-style-type: none">• To know the suitability of a range of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses.• To know that some solid objects can have different properties		<ul style="list-style-type: none">• To know that questions can be tested to be answered.• To know how to ask questions which can be tested.• To know that there are different ways to perform a test using simple equipment.• To know how to use simple equipment to perform a test (jugs, beakers, timers).• To know that scientists reflect on what they have learnt.	
D&T			
Substantive Knowledge		Disciplinary Knowledge	
<p>Designing To know how to:</p> <ul style="list-style-type: none">• think of an idea and plan what to do next• produce labelled diagrams• explain why they have chosen specific materials <p>Making To know how to:</p> <ul style="list-style-type: none">• choose tools and materials and explain why they have chosen them• join materials and components in different ways• measure materials to use in a model or structure• begin to consider finishing techniques <p>Know that there is a purpose for what is being made.</p> <p>Evaluating To know how to:</p> <ul style="list-style-type: none">• explain what went well with their work and how they could improve it <p>Know that there are strengths and weaknesses of products made.</p>		<p>Know that products serve a purpose.</p> <p>Know that textiles can be cut and joined to make a product</p>	
Cultural Capital			
British designers when looking at fashion			
Weekly Overview			
Week 1	<p><u>PSHE Lesson 1</u> – I am learning to recognise what is the same and different to other people - We will be looking at the story The Smeds and the Smoos by Julia Donaldson. We will play Find someone who... which have different statements for example: I Someone who has freckles I Youngest child in the family I Someone who has a cat I Someone who likes maths</p> <p><u>Lesson 1 – Science</u> – I am learning to identify materials for particular uses – We will be looking at wood, metal, plastic, glass, brick, rock, paper, cardboard and what uses these materials may have. We will be using language such as opaque, transparent and translucent, reflective, non-reflective, flexible, rigid.</p> <p><u>Lesson 2- Science</u> - investigation – I am learning that some solid objects can have different properties . We will learn that some solid objects can have different properties by investigating how materials can be changed by squashing, bending, twisting and stretching. We will be using the vocabulary push/pushing, pull/pulling, twist/twisting, squash/squashing, bend/bending, stretch/stretching.</p>		

Week 2	<p><u>PSHE Lesson 2</u> – I am learning to know what makes me special. The Smeds and the Smoos – Cont.. Children to create art by placing a dot of felttip pen on filter paper and dropping water on it. Underneath, write I am valued because....You are valued because (and some one else finishes it off)....We are valued because and teacher finishes it off.</p> <p><u>Lesson 1- Science</u> – I am learning that some solid objects can have different properties. Using yesterday's learning, today we will be investigating materials suitable for a new Chilton t-shirt (using squashing, bending, twisting and stretching)</p> <p><u>Lesson 2 – Science</u> – I am learning that some solid objects can have different properties. Today we will be investigating material suitable for an apron for art. We will be using vocabulary such as waterproof and absorbent. We will use the techniques of squashing, bending, twisting and stretching and checking if the material is waterproof.</p>
Week 3	<p><u>PSHE Lesson 3</u> – I am learning to know what makes us all unique. Listen to a song that represents being loved, loving yourself and your individuality. Listen, explore the lyrics.</p> <p><u>Lesson 1- Design Technology</u> – I am learning to know that textiles can be cut and joined to make a product. Understand how to join fabrics using different techniques - running stitch.</p> <p><u>Lesson 2- Design Technology</u> - I am learning to know that textiles can be cut and joined to make a product. Understand how to join fabrics using different techniques - over stitch</p>
Week 4	<p>(bank holiday Monday)</p> <p><u>PSHE – Lesson 4</u> - I am learning to know about the roles different people play in our lives. What do I need to feel safe? What do other people need from me to feel safe? What is a safe relationship?</p> <p><u>Lesson 1- Design Technology</u> – I am learning to know that how to use finishing techniques. Understand how to join fabrics using different techniques – glue and staple</p> <p><u>Lesson 2- Design Technology</u> - I am learning to know that how to use finishing techniques. Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons.</p>
Week 5	<p><u>PSHE – Lesson 5</u> - I am learning to know how to manage when finding things difficult. Zones of regulation – starting to name more complex emotions and finding commonality in experiences: Worried, anxious, frustrated, agitated, unsure, stressed. Exploring when we can't name an emotion – explaining and using term CODE RED – children can use this as a term to explain that they need time to regulate before they can explain / name emotions – How to respond when someone says Code red to you – with empathy and compassion</p> <p><u>Lesson 1 – Design Technology</u> – I am learning to design and develop a design. Design and develop the model design.</p> <p><u>Lesson 2- Design Technology</u> – Celebration of Learning - Make and evaluate the product. Fashion show to parents.</p>
Week 6	<p>RE</p> <p><u>Lesson 1 – RE</u> – Rites of Passage – I am learning the rites of passages in Christianity – baptism. We will be learning about the Christian rite of passage (baptism)</p> <p><u>Lesson 2- RE</u> – Rites of Passage I am learning the rites of passages in Christianity –marriage. We will be learning about the Christian rite of passage (marriage ceremony)</p> <p><u>Lesson 3- RE</u> – Rites of Passage – I am learning the rites of passages in Christianity – funerals. We will be learning about the Christian rite of passage (a funeral)</p> <p>Friday 24th May - Parade</p>