

## 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.

#### 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

#### Maths

##### Number and place value

Identify numbers on a number line including estimating numbers

To begin to round numbers less than 100 to the nearest 10

##### Geometry – position and direction

To order and arrange objects in patterns and sequences

To describe the position of objects.

To give directions

##### Measure – mass

Choose and use appropriate standard units to estimate and measure mass to the nearest appropriate unit using scales (kg and g)

Compare and order masses using  $>$   $<$   $=$   
(kg and g)

To solve mass problems using the four operations

##### 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 3-D shapes and everyday objects

##### Measurement – temperature

Choose and use appropriate standard units to estimate and measure temperature to the nearest appropriate unit using thermometers

#### 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 also be exploring the book "Be inclusive" where we will discuss how we are all

<ul style="list-style-type: none"> <li>- To explore what a Christian wedding is and what it would look like</li> </ul>	<p>unique and how this should be celebrated, this will be linked to neurodiversity. We will begin to look at what being neurodiverse means. This will help children understand the importance of fostering empathy, understanding, and inclusivity, promoting acceptance of diverse ways of thinking and learning, and ultimately creating a more equitable and supportive environment for everyone.</p> <p>We will then focus on safe relationships before moving on to further learning of our own emotions and how to regulate successfully to build our resilience. We will end our PSHE learning by having a whole school celebration – our annual Be Here, Be You, Belong Parade that parents are warmly invited to attend.</p> <p>Our learning will have the focus of:</p> <ul style="list-style-type: none"> <li>I am learning to recognise what is the same and different to other people</li> <li>I am learning to know what makes us all unique</li> <li>I am learning to know what makes me special</li> <li>I am learning to know about the roles different people play in our lives</li> <li>I am learning to know how to manage when finding things difficult</li> </ul>
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Art  
 In art we will be learning to:

- Explore arrangements using natural materials
- Explore famous artists who create natural sculptures
- Twist, knot, tie, intertwine and construct using natural materials
- Observe and use colours, textures, shapes and patterns in natural materials
- Work with others to create a group piece of artwork using natural materials
- Communicate reasons, thoughts, observations and feelings about work created

Music  
 This term we will be listening to and composing music, with a focus on story telling. We will be using the music from and the story ‘Peter and the wolf’. We will be using tuned and untuned percussion instruments.

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.

Computing  
 In our computing lessons this term we will be focusing on data and information – pictograms. This unit will introduce children to the term ‘data’. Children will begin to understand what data means and how this can be collected in the form of a tally chart. They will learn the term ‘attribute’ and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block diagrams. Learners will use the data presented to answer questions.

Topic Title:	Passion for Fashion	
Golden thread:	Being Imaginative and exploring	
Prior Knowledge	When covering Being Imaginative and exploring in year 1, the children learn that an object and the material it was made from were two different things. They named and described a range of materials, including glass, wood and plastic. The children also grouped materials together based on simple properties, such as being hard or soft, rough or smooth. They also explored the suitability of materials for given purposes. Within design and technology, the children have learnt to use sliders, as well as wheels and axels. They have completed basic evaluations, describing what they like about their product and what did not work how they had hoped.	
Big Question:	Which material is best for making clothes?	
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:	Presentation: Present their final DT end piece, explaining their evaluation.	Physical: Hand gestures when speaking become increasingly natural (such as pointing as someone when referencing their idea.) Linguistic: Offer reasons for their opinions Social/Emotional: Recite/deliver short pre-prepared material to an audience
<b>Science</b>		
Substantive Knowledge		Disciplinary Knowledge
<ul style="list-style-type: none"> <li>To know the suitability of a range of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses.</li> <li>To know that some solid objects can have different properties</li> </ul> -To know about the work of past and present scientists: Past - Wallace Carothers Present - Genevieve Dion		<ul style="list-style-type: none"> <li>-with help, decide how to sort and group objects, materials and living things</li> <li>-using their observations and ideas to suggest answers to questions</li> <li>-performing simple explorative or comparative tests</li> <li>-experience different types of scientific enquiries, including practical activities, and begin to recognise ways in which they might answer scientific questions</li> <li>- record simple data using drawings, taking photographs and simple tables</li> <li>-use 'I wonder...' sentence starter</li> <li>-use talk to discuss what they think will happen based on experience or simply a guess</li> </ul>
<b>D&amp;T</b>		
Substantive Knowledge		Disciplinary Knowledge
<b>Designing</b> To know how to: <ul style="list-style-type: none"> <li>think of an idea and plan what to do next</li> <li>produce labelled diagrams</li> </ul>		Know that products serve a purpose. Know that textiles can be cut and joined to make a product

<ul style="list-style-type: none"> <li>• explain why they have chosen specific materials</li> </ul> <p><b>Making</b> To know how to:</p> <ul style="list-style-type: none"> <li>• choose tools and materials and explain why they have chosen them</li> <li>• join materials and components in different ways</li> <li>• measure materials to use in a model or structure</li> <li>• begin to consider finishing techniques Know that there is a purpose for what is being made.</li> </ul> <p><b>Evaluating</b> To know how to:</p> <ul style="list-style-type: none"> <li>• explain what went well with their work and how they could improve it Know that there are strengths and weaknesses of products made.</li> </ul>	
<b>Cultural Capital</b>	
<p>Cultural knowledge: The children will learn the life skill of sewing. Cultural experience: The children will hold a fashion show for their parents.</p>	
Weekly Overview	
Week 1	<p>Monday: Bank holiday Tuesday PSHE: I am I, You are You, We are We – We will be focusing on the story ‘The Smeds and The Smoos’ 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 Wednesday: ART Thursday: We will be labelling the names of materials and writing captions about their properties. <i>I am learning to know the properties of a range of materials.</i> Friday: We will be looking at a range of solid objects and describing their properties, including squashing, bending, twisting and stretching. <i>I am learning to know that some solid objects can have different properties.</i></p>
Week 2	<p>Monday: PE Tuesday: PSHE: I am valued, You are valued, We are valued – We will be focusing on the story ‘The Smeds and The Smoos’ 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 Wednesday: ART Thursday: We will look at a range of items Mr McAuley wants us to improve around Chilton such as; tables, windows and our school uniform! We will send him the details of why we think which materials will be suited for each use. <i>I am learning to identify and compare the suitability of everyday materials for particular uses.</i> Friday: We will be looking at different ways to cut and join textiles and have a practise at what we have learnt. <i>I am learning that textiles can be cut and joined to make a product.</i></p>
Week 3	<p>Monday: BANK HOLIDAY Tuesday: PSHE: I am Loved, You are Loved, We are Loved – We will be exploring the Book “Be inclusive” Which will link to neurodiversity and where we will be understanding the meaning and explore the importance of acceptance of people for who they are. Wednesday:</p>

	<p>We will be planning on sewing our own mini T-Shirt. We will be thinking of the materials we want to use, tools and finishes.  <i>(Plan) I am learning to choose appropriate tools and materials to make something and explain my choices.</i>  Thursday: We will be creating our creation using our skills previously taught and using our plan to support us.  <i>(Make) I am learning to cut and join materials.</i>  Friday: We will be adding on our finishing touches to our mini T-Shirt!  <i>I am learning to explore finishing techniques.</i></p>
Week 4	<p>Monday: PE  Tuesday: PSHE: I am Safe, You are Safe, We are Safe – We will be exploring what I need to feel safe? What do other people need from me to feel safe? And What is a safe relationship?  Wednesday: ART  Thursday: We will be having a look at our t-shirts and deciding what went well and what could be improved for next time. We will also discuss why we chose the materials and tools we did.  <i>(Evaluate) I can explain why I have chosen specific tools and materials and explain why.</i>  Friday: QUIZ – Based on this terms Science and DT learning.</p>
Week 5	<p>Monday: PE (RE MORNING) Rites of Passage – I am learning the rites of passages in Christianity – baptism. We will be learning about the Christian rite of passage (baptism) 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) 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)  Tuesday: Top up teaching afternoon.  Wednesday: ART  Thursday: Computing Day: To recognise that we can count and compare objects using tally charts. To recognise that objects can be represented as pictures. To create a pictogram. To select objects by attribute and make comparisons. To recognise that people can be described by attributes. To explain that we can present information using a computer.  Friday: I belong, You belong, We belong. This is where we will explore where we belong, looking at our individual families and communities. We will be celebrating our with our Chilton community by taking part in our annual Be here be you, belong parade!</p>