



The Wildlife Garden

Year 2

Summer 2



The Wildlife Garden

Science
WS and revision

Geography
Field and Map work

Design Technology
Bird Feeder

PE
Athletics

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Islam: Hajj

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[Science](#)

Continuation of units, working scientifically skills and revision	Term: 6	Year: 1/2
Unit Learning		
NC Objective – Coverage Working Scientifically skills.		Vocabulary
Asking simple questions and recognising that they can be answered in different ways Observing closely, using simple equipment ☐ performing simple tests Identifying and classifying Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions.	During Summer 2 year groups will be continuing any of their units that are unfinished. If all are complete then they will focus on the working scientifically skills and complete work linked to those.	See previous units.

Geography

Wildlife Garden – Field and Map Work		Topic: Wildlife Garden	Term: Summer 2	Year: 2
<p>Foundations of previous learning: In Year 1 the children have learned that the UK is made up of 4 countries and they can name these countries. The children have compared similarities between a coastal region and the area in which they live. They have used simple maps and then applied this knowledge to drawing their own maps during An Island Home, Animals Around the World and Wild Life Garden. Children are able to name simple human and physical features in the local environment and explain changes in the local environment due to seasonal changes. Year 2 – Children have learned that names of the capital cities in the UK as well as the names of the surrounding seas. Through work on The Great Fire of London they can name and locate the continents and main oceans using globes or maps. In the topic of Kenya, children have developed their geographical vocabulary to name features of familiar and unfamiliar places. They are also able to use compass directions (NSEW) to describe a location of a country within Africa.</p>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>Geographical skills and fieldwork To use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>	<p>Knowledge & Understanding Describe and compare human and physical features seen in their local environment and other places in the world. Describe how a physical or human process has changed an aspect of an environment</p> <p>Practical Draw simple maps or plans using symbols for a key. Use geographical vocabulary to name features of familiar and unfamiliar places. Collect and organise simple data from first and second hand sources including fieldwork. Identify and describe geographical human and physical features using an aerial photograph.</p>	<p>To know all compass directions. To describe features on a map using compass directions. To use aerial photographs to identify geographical landmarks/features. To be able to read a simple key. To devise a map with a simple key. To use observational fieldwork skills to study the school grounds. To collect data and present findings.</p>	<p>Map Compass Direction North South East West Human Physical Locality Direction Key Coordinates Reference</p>	<p>Perspective Landmark Feature Fieldwork Symbols Aerial Grounds Environment Plan Route Left Right Grid</p>
	Assessment of Skills	Assessment of Knowledge		
	<p>Explain how a place has changed over time Draw simple maps or plans using symbols for a key.</p>	<p>Can you describe the position of features or landmarks using compass directions? Can you use an aerial photograph to identify features? Can you create and use a simple key? Can you study and explore the school grounds to identify key features? Can you devise your own map of the school grounds?</p>		

Design Technology

Design and evaluate a bird feeder		Topic: Wildlife Garden	Year: 2	Term: Summer 2
Foundations of previous learning: Children will have drawn on their own experiences to help them generate ideas.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
When designing and making, pupils should be taught to: Design Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria Technical knowledge To build structures, exploring how they can be made stronger, stiffer and more stable	<u>Plan and communicate ideas</u> Generate ideas by drawing on their own and other people's experiences. Develop their design ideas through discussion, observation, drawing and modelling. Identify a purpose for what they intend to design and make. Identify simple design criteria. Making simple drawings and label parts. <u>Make (technical knowledge)</u> Begin to select tools and materials use appropriate vocabulary to describe and name them. Assemble, join and combine materials in order to make a product. Choose and use appropriate finishing techniques to improve the look of a product. <u>Evaluate</u> Evaluate against their design criteria. Evaluate their products as they are developed identifying strengths and modifications. Talk about their ideas saying what they like and dislike about them.	To analyse the features of a bird feeder. To plan and design their own bird feeder. To identify appropriate materials to be used to create their design. To use the correct techniques when creating their bird feeder. To evaluate their finished product against their design. To identify their own strengths and areas of development.	birdfeeder Features Generate Research Measure Technique Cut Material Join Combine Glue Finishing Evaluate Purpose Mould	
	Assessment of Skills	Assessment of Knowledge		
	Identify a purpose for what they intend to design and make Choose and use appropriate finishing techniques to improve the look of a product Evaluate their products as they are developed identifying strengths and modifications	Can you identify the features of a bird feeder? Can you design a bird feeder with the correct features? Can you select appropriate materials and explain your choices? Can you use joining techniques effectively to combine materials? Can you identify a strength of your finished product? Can you say what you would improve by comparing your design and your finished product?		

Physical Education

Athletics		Term: Summer 2	Year: 2
<p>Foundations of previous learning: Year 1: Travel with control and co-ordination, copying and repeating sequences which include rolling, travelling, balancing, climbing, stretching and curling. Take part in activities and work with others to complete a task. Demonstrate the five basic jumps on their own, e.g a series of hops, and in combination, e.g hop, one two, two two, showing control at take-off and landing. Run continuously for about one minute and, when required, show the difference between running at speed and jogging. Throw with increasing accuracy and co-ordination into targets set at different distances. Use different techniques, speed and effort to meet challenges set for running, jumping and throwing. Describe what happens to their heart, breathing and temperature during different types of athletic activity. Identify and describe different running, jumping and throwing actions. Explain what is successful and what they have to do to perform better. To identify and show their understanding. To perform as an individual and as part of a team. <i>Assessment: Control speed of running, strength of throws and jumping technique in athletics.</i></p>			
Unit Learning			
NC Objective - Coverage	Skills and Knowledge	Vocabulary	
<p>To master basic movements including jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities perform simple movement patterns.</p> <p>To participate in team games, developing simple tactics for attacking and defending</p>	<p>Take part in running games (relays etc) and run as fast as I can in the process. Throw and kick a ball in different ways, and decide where to stand to make the game difficult for the other team. Take part in activities and work with others to complete a task. Perform a range of rolling, throwing, striking, kicking, catching and gathering skills with control Show good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run. Choose and use tactics to suit different situations React to situations in a way that helps their partners and makes it difficult for their opponents. Know how to score and keep the rules of the game Understand and describe changes to their heart rate when playing different games Begin to anticipate what they will feel like after playing games Watch and describe performances accurately Recognise what is successful Copy actions and ideas, and use the information they collect to improve their skills To identify and show their understanding To perform as part of a team</p>	<p>Run Control Defend Tackle Shoot Goal Attack Goalkeeper Strike Midfield Referee Score Offside</p>	<p>Throw in Corner Penalty Kick off Centre Pitch Foul Yellow card Red card Free kick Team</p>
	Assessment		
	Use different techniques, speed and effort to meet challenges set for running, jumping and throwing in athletics.		

Religious Education

Topic: Islam: Hajj		Year: 2	Term: Summer 2
Foundations of previous learning: To understand that prayer forms a part of Muslims daily life. To understand why Muslims visit the Mosque and how this develops a sense of belonging.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Does completing Hajj make a person a better Muslim? <ul style="list-style-type: none"> To understand what happens during Hajj. To explore the importance of this to Muslims. 	Thinking about religion and belief Identify how religion and belief is expressed in different ways Identify similarities and differences in features of religions and beliefs Enquiring, investigating and interpreting Ask questions about their own and others' feelings and experiences Identify possible meanings for symbols and other forms of religious expression Beliefs and teachings (what people believe) Retell religious stories and identify some religious beliefs and teachings Practices and lifestyles (what people do) Identify some religious practices, and know that some are characteristic of more than one religion Expression and language (How people express themselves) Suggest meanings in religious symbols, language and stories Identity and experience (Making sense of who we are) Respond sensitively to the experiences and feelings of others, including those with a faith Values and commitments (Making sense of right and wrong) Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong	To understand how a special journey can make you feel. To identify and explore some things Muslims may take on a special journey. To know that the Grand Mosque is in Makkah. To identify some of the key events that take place during the journey. To know Muslims believe that Hajj shows commitment to Allah. To know that Hajj is one of the Muslims five pillars and they see it as one of the eight gateways to heaven. To identify different reasons Muslims perform Hajj. To identify a special journey they would like to make and explain why.	Muslim Allah Qur'an Islam Crescent moon Special Praying Mecca Prayer mat Prayer Routine Faith Hajj Journey Importance Significant Imam Hijab Burka Mosque Wudu Salat Mohammed Five Pillars of Islam
	Assessment of Skills	Assessment of Knowledge	
	I can tell you about a special journey and why it was important to me. I can start to think about the significance of Hajj to a Muslim.	I can remember some of the events that happen during Hajj and start to explain why these are important to Muslims.	

Computing

Sorting & Branching		Topic: Handling Data	Year: 2	Term: Summer 2
<p>Foundations of previous learning: Children from Year 1 are be able to...</p> <ul style="list-style-type: none"> • talk about the different ways in which information can be shown. • use technology to collect information, including photos, video and sound. • sort different kinds of information and present it to others. • add information to a pictograph and talk to you about what I have found out. 				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>To recognise common uses of information technology beyond school</p>	<p>Information Technology Explain why digital folders are used. Organise, store, manipulate and retrieve data in a range of digital forms. To create a presentation using software packages.</p> <p>Logging in Use personal log in for online resources</p> <p>Basic use of devices Open Apps and software Save and Open files and images.</p> <p>Keyboard Use keyboard to enter text (index fingers left and right hand). Know when and how to use the RETURN/ENTER key. Use SHIFT and CAPS LOCK to enter capital letters. Use DELETE and BACKSPACE buttons to correct text.</p>	<p>Handling Data To tell you what kind of information I could use to help me investigate a question. To create paper decision trees and am starting to understand a branching database. To make and save a chart or graph using the data you collect. To talk about the data that is shown in my chart or graph. To understand a branching database. To explain what kind of information you could use to help me investigate a question.</p> <p>E-Safety To know that not everyone is who they say they are online To explain why you need to keep my passwords and personal information private To know who are trusted adult when something worrying or unexpected happens when you are using a device</p>	<p>Database Branching Decision tree Data Graph Block graph Information Questions Technology Retrieve Digital</p>	<p>Collect Decision tree Found out Investigate Pictograph Record Sort Venn diagram</p>
	Assessment of Skills/Assessment of Knowledge			
	<p>Handling Data Can you answer questions using a branching database? Can you create a graph and discuss the information presented? Can you use a branching database and a big online database to investigate a problem? Can talk about what have you found out from a pictogram or bar chart you have made? Can you create and answer your own question using a graph? Can you sort garden birds using a decision tree and think of alternate ways of sorting?</p> <p>E-Safety Can you explain the advantages of technology? Can you explain that not everyone is who they say they are online? Could you explain to a friend what they need to do if they are worried by something?</p>			

PSHE

Changing me		Jigsaw	Year: 2	Term: Summer 2
Foundations of previous learning: Y1 - I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina; I respect my body and understand which parts are private				
Unit Learning				
Themes (Puzzle pieces)	Outcomes	Vocabulary		
Life cycles in nature Growing from young to old The changing me Boys and girls bodies Assertiveness Looking ahead	I can recognise cycles of life in nature I understand there are some changes that are outside my control and can recognise how I feel about this I can tell you about the natural process of growing from young to old and understand that this is not in my control I can identify people I respect who are older than me I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old I feel proud about becoming more Independent I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private I can tell you what I like/don't like about being a boy/girl I understand there are different types of touch and can tell you which ones I like and don't like I am confident to say what I like and don't like and can ask for help I can identify what I am looking forward to when I am in Year 3 I can start to think about changes I will make when I am in Year 3 and know how to go about this	Cycles Life Nature Changes Natural Growing Old Respect Body Change Proud Independent Differences Penis Testicles Vagina Private Like Dislike Confident		
Assessment				
	I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private I can tell you what I like/don't like about being a boy/girl			