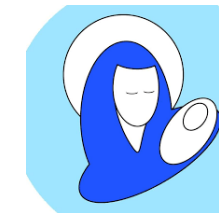


Year group: 2 Term: Summer 1

Focus Subject: Geography

BIG Question: How is Brazil different to the UK?

Enable
Support
Prepare
Nurture



Key Vocabulary:

space solar system outer space planets the universe orbit rotate earth axis seasons stars constellations continents, countries, city, similar different human physical

Practise at Home:

Reading comprehension
TTRS
IXL

Cultural Capital/Trips/Local Area and Opportunities for Outdoor Learning:

Eden Project -Brazil workshop Year 2

Relationships and Health Education:

Summary from Ten Ten scheme

As Musicians, we will:

Learn that Music that Makes You Dance
This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum; Listening, Singing, Playing Composing and Performing.

DT: As designers, we will:

explore an existing product and describe its problems and positives;
• draw a design and describe it;
• build strong structures;
• test their own product and suggest improvements.
The Pirate Paddy's Packed Lunch Problems unit gives children the opportunity to develop their understanding of structures.

RE: as theologians, we will:

Learn about Pentecost

Prior learning: God helps us to choose well and to be sorry. God forgives us.

This topic: learning outcomes

Know and understand:

- How rules can help at home and in school – **Explore**
- The reasons for rules in the Christian family – **Reveal**

Acquire the skills of assimilation, celebration and application of the above – **Respond**



Learn about Reconciliation

Prior learning: God helps us to choose well and to be sorry. God forgives us.

This topic: learning outcomes

Know and understand:

- How rules can help at home and in school – Explore
- The reasons for rules in the Christian family – Reveal

Acquire the skills of assimilation, celebration and application of the above – Respond

Science: As scientists, we will:

Learn about Space
We will find out : What is Space?
What are the planets in our solar systems?
How does the Earth orbit and rotate? Why do we have seasons and day and night?
What are constellations?
When and how was space discovered? History of space discovery
What kind of scientists study space



English: As readers and writers, we will:

Develop Talk for Writing techniques based around the Lighthouse Keeper's Lunch - [Adapted Text from Book](#)
Narrative writing
Diary writing from the seagulls viewpoint
Non fiction-Fact file about a lighthouse

PE: As athletes, we will:

Summary from Complete PE scheme

Athletics -Can you confidently apply the skills you have learned to throw jump and run in a competitive situation?

Cricket-Can you play a cricket game using the following skills: hit a moving ball consistently, bowl a ball over arm accurately towards a target with a straight arm and throw a ball at speed accurately towards the stumps

Maths: As mathematicians, we will:

Unit 11 Position and Direction
Unit 12 Problem solving and efficient methods
Unit 13 Time
Unit 14 Weight, volume and temperature

MFL: As linguists, we will learn:

N/A

History: As historians, we will:

N/A

Art: As artists, we will:

Learn about the stick transformation puppet

The aim of this pathway is to help children understand how artists use their creativity to re-see, re-invent or reimagine the world around them.

The pathway encourages children to look again at something they are familiar with – in this case a stick or twig, and think how they can use their creativity to transform it.

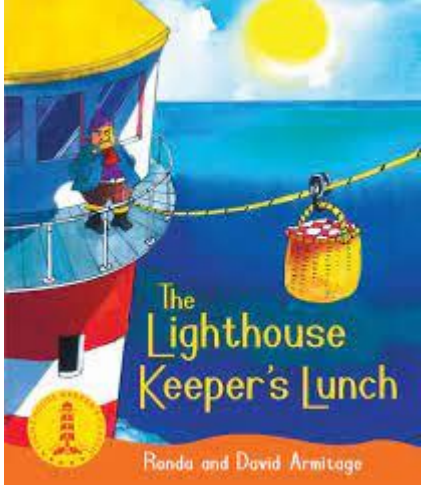
Geography: As geographers, we will learn:

Place knowledge of Brazil

- ♣ understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country such as Brazil

Computing: As programmers:

Learners will explore how music can make them think and feel. They will make patterns and use those patterns to make music with both percussion instruments and digital tools. They will also create different rhythms and tunes, using the movement of animals for inspiration. Finally, learners will share their creations and compare creating music digitally and non-digitally.

Half term overview		St. Mary's Catholic Primary					
Term:							
Focus: Teacher:							
Dates	W/C 17.4	W/C 24.4	W/C 1.5	W/C 8.5	W/C 15.5	W/C 22.5	
Events			May Bank Holiday	Coronation Bank Holiday			
Genre:							
English	<p>Narrative –Story (Lighthouse Keepers Lunch LO: I can retell a text map with actions LO: I can use adjectives in my writing. LO: I can think of an alternative ending. LO: I can use suffixes correctly in a sentence. er, est.g to a story LQ Can I just write?</p>	<p>LO: I can use conjunctions and , but LO: I can innovate a story – opening and build up. LO: I can innovate a problem part of a story LO: To write the resolution and ending part of a story. LO: I can edit my writing</p>	<p>LQ I can plan my own repetitive tale LQ I can write my own repetitive tale LQ I can write up and assess my own writing</p>	<p>Fact File– (Lighthouse Keepers Lunch) LO: COLD WRITE LO: I can retell a text map with actions LO: I can think of an alternative ending to a story LO: I can use suffixes correctly in a sentence. er, est.</p>	<p>LO: To plan a fact sheet about Mr Grinling. LO: To plan a fact file LO: To write a fact file independently. LO: To innovate a story</p>	Poetry	
Spelling	Phonics /AR/Spellings	Phonics/AR/Spellings	Phonics /AR/Spellings	Phonics /AR/Spellings	Phonics /AR/Spellings	Phonics /AR/Spellings	
Grammar	GPS Focus	GPS Focus	GPS Focus	GPS Focus	GPS Focus	GPS FOCUS	
Maths	Focus Position and Direction	Focus Problem solving and efficient methods	Focus Problem solving and efficient methods	Focus Time	Focus Weight, volume and time	Focus Weight, volume and time	

<p style="text-align: center;">Science</p>	<p>LQ: What is Space?</p>	<p>LQ: What are the planets in our solar systems?</p>	<p>LQ: How does the Earth orbit and rotate? Why do we have seasons and day and night?</p>	<p>LQ: What are constellations?</p>	<p>LQ: When and how was space discovered? History of space discovery</p>	<p>LQ What kind of scientists study space?</p>
<p style="text-align: center;">RE</p>	<p>Topic Pentecost LEARNING FOCUS 1: Jesus is risen. LEARNING FOCUS 2 : Jesus promises to send the Holy Spirit.</p>	<p>Topic Pentecost LEARNING FOCUS 3: The Ascension. LEARNING FOCUS 4 : Pentecost day.</p>	<p>Topic Pentecost LEARNING FOCUS 5: Passing on the Good News. LEARNING FOCUS 6 : Spreading the Word by our lives.</p>	<p>Topic Pentecost LEARNING FOCUS: RESPOND Remember, celebrate and respond to passing on messages, and Pentecost, spreading the Gospel message through the gift of the Holy Spirit</p>	<p>LEARNING FOCUS: Reconciliation LEARNING FOCUS 1 God's rule for people. LEARNING FOCUS 2: Breaking rules.</p>	<p>LEARNING FOCUS: Reconciliation LEARNING FOCUS 3: Being sorry and forgiving others. LEARNING FOCUS 4: Jesus teaches his disciples about forgiving.</p>
<p style="text-align: center;">Music</p> <p>https://cornwall.charanga.com/c/1356466-english-model-music-curriculum/1356511-music-that-makes-you-dance</p>	<p style="text-align: center;">Step 1-I Wanna Play in a Band</p> <p style="text-align: center;">Activity 1: Musicianship Options Activity 2: Listening Activity 3: Singing Activity 4: Playing Activity 5: Composing and Improvising Activity 6: Performing</p>	<p style="text-align: center;">Step 2-I Wanna Play in a Band</p> <p style="text-align: center;">Activity 1: Musicianship Options Activity 2: Listening Activity 3: Singing Activity 4: Playing Activity 5: Composing and Improvising Activity 6: Performing</p>	<p style="text-align: center;">Step 3-Music is all around</p> <p style="text-align: center;">Activity 1: Musicianship Options Activity 2: Listening Activity 3: Singing Activity 4: Playing Activity 5: Composing and Improvising Activity 6: Performing</p>	<p style="text-align: center;">Step 4-Music is all around</p> <p style="text-align: center;">Activity 1: Musicianship Options Activity 2: Listening Activity 3: Singing Activity 4: Playing Activity 5: Composing and Improvising Activity 6: Performing</p>	<p style="text-align: center;">Step 5-Saying Sorry</p> <p style="text-align: center;">Activity 1: Musicianship Options Activity 2: Listening Activity 3: Singing Activity 4: Playing Activity 5: Composing and Improvising Activity 6: Performing</p>	<p style="text-align: center;">Step 6-Assessment</p> <p style="text-align: center;">Activity 1: Musicianship Options Activity 2: Listening Activity 3: Singing Activity 4: Playing Activity 5: Composing and Improvising Activity 6: Performing</p>
<p style="text-align: center;">Art</p> <p>https://www.accessart.org https://www.accessart.org.uk/stick-transformation-project/</p>	<p style="text-align: center;">Week 1: Making and Playing</p> <p>I can take a familiar object like a stick, and use my imagination to think about what it might become. I can use my sketchbook to generate ideas and to test ideas. I can use a variety of materials to transform my object thinking about form and colour. I can cut materials with simple tools and fasten materials together to construct my sculpture. I can share my sketchbook and sculpture with the class and talk about how I made it and what I liked. I can listen to my classmates feedback about my work. I can listen to my classmates talk about their own artwork and I can share my thoughts about their work. I can take a photograph of my sculpture, thinking about focus.</p>	<p style="text-align: center;">Project One: Introduce & Create</p> <p>I can take a familiar object like a stick, and use my imagination to think about what it might become. I can use my sketchbook to generate ideas and to test ideas. I can use a variety of materials to transform my object thinking about form and colour. I can cut materials with simple tools and fasten materials together to construct my sculpture. I can share my sketchbook and sculpture with the class and talk about how I made it and what I liked. I can listen to my classmates feedback about my work. I can listen to my classmates talk about their own artwork and I can share my thoughts about their work. I can take a photograph of my sculpture, thinking about focus.</p>	<p style="text-align: center;">Project Two: Introduce & Create</p> <p>I can take a familiar object like a stick, and use my imagination to think about what it might become. I can use my sketchbook to generate ideas and to test ideas. I can use a variety of materials to transform my object thinking about form and colour. I can cut materials with simple tools and fasten materials together to construct my sculpture. I can share my sketchbook and sculpture with the class and talk about how I made it and what I liked. I can listen to my classmates feedback about my work. I can listen to my classmates talk about their own artwork and I can share my thoughts about their work. I can take a photograph of my sculpture, thinking about focus.</p>	<p style="text-align: center;">Project Three: Introduce & Create</p> <p>I can take a familiar object like a stick, and use my imagination to think about what it might become. I can use my sketchbook to generate ideas and to test ideas. I can use a variety of materials to transform my object thinking about form and colour. I can cut materials with simple tools and fasten materials together to construct my sculpture. I can share my sketchbook and sculpture with the class and talk about how I made it and what I liked. I can listen to my classmates feedback about my work. I can listen to my classmates talk about their own artwork and I can share my thoughts about their work. I can take a photograph of my sculpture, thinking about focus.</p>	<p style="text-align: center;">Project Three: Introduce & Create</p> <p>I can take a familiar object like a stick, and use my imagination to think about what it might become. I can use my sketchbook to generate ideas and to test ideas. I can use a variety of materials to transform my object thinking about form and colour. I can cut materials with simple tools and fasten materials together to construct my sculpture. I can share my sketchbook and sculpture with the class and talk about how I made it and what I liked. I can listen to my classmates feedback about my work. I can listen to my classmates talk about their own artwork and I can share my thoughts about their work. I can take a photograph of my sculpture, thinking about focus.</p>	<p style="text-align: center;">Week 6: Present and Celebrate</p> <p>I can take a familiar object like a stick, and use my imagination to think about what it might become. I can use my sketchbook to generate ideas and to test ideas. I can use a variety of materials to transform my object thinking about form and colour. I can cut materials with simple tools and fasten materials together to construct my sculpture. I can share my sketchbook and sculpture with the class and talk about how I made it and what I liked. I can listen to my classmates feedback about my work. I can listen to my classmates talk about their own artwork and I can share my thoughts about their work. I can take a photograph of my sculpture, thinking about focus.</p>

<p>DT</p>	<p>Who Not Keep the Basket? Explore and evaluate a range of existing products in the context of evaluating the basket used to transport the pirates' lunch.</p> <ul style="list-style-type: none"> To evaluate a product's ability to do a job well. 	<p>Evaluating Lunch Boxes Explore and evaluate a range of existing products in the context of evaluating existing lunch boxes.</p> <ul style="list-style-type: none"> To investigate and evaluate existing products. 	<p>Exploring Materials Select from and use a wide range of materials according to their characteristics in the context of exploring materials that could be used to make the lunch box.</p> <ul style="list-style-type: none"> To explore different materials and decide which will be useful for making my product. Design purposeful, functional, appealing products for themselves and other users based on design criteria in the context of designing a new lunch box that can move between the pirate ships. To design a new product that meets the design criteria. 	<p>Making the Lunch Box Select from and use a wide range of materials according to their characteristics in the context of selecting and using the correct tools and equipment to make a lunch box.</p> <ul style="list-style-type: none"> To select and use tools and equipment to make a product. 	<p>Testing the Lunch Box Explore their ideas and products against design criteria in the context of testing the lunch box and then evaluating it against the design criteria.</p> <ul style="list-style-type: none"> To test a product and then evaluate it. 	<p>Improving the Lunch Box Explore their ideas and products against design criteria in the context of testing the lunch box and then evaluating it against the design criteria.</p> <ul style="list-style-type: none"> To use my evaluations to make improve my product and then retest and evaluate it. Build structures, exploring how they can be made more stable in the context of making a product. To improve my product by making it more stable and more waterproof.
<p>PE Athletics Cricket</p>	<p>Session 1 - running Can you walk and run in a coordinated way, at different speeds for short and long distances? Gold I can walk and run and vary my pace to suit the activity. Silver I can walk and run at a variety of speeds Bronze I can walk and run and keep moving.</p> <p>Session 1 Can you control a bat and get into a bowling position? Gold I can control the direction of the ball well. When I bowl, I can consistently get into a star shape and get the ball across the 10m line with a bounce between the 5-10m lines. Silver I can control the direction of the ball well. When I bowl, I can consistently get into a star shape and get the ball across the 5m line and get it to bounce between the 5m-10m line. Bronze I can control the direction of the ball at times. When I bowl, I can get into a star shape and get the ball to move past the 5m line.</p>	<p>Session 2 - throwing Can you throw a range of implements for distance? Gold I can throw in a coordinated way for accuracy Silver I can demonstrate how to throw an object accurately Bronze I am beginning to throw an object for distance</p> <p>Session 2 Can you bat and bowl with more accuracy? Gold I can hit the ball cleanly through the goals accurately. When I bowl, I can consistently get into a star shape and can run up to bowl. Silver I can hit the ball cleanly getting the ball through the goals. When I bowl, I can consistently get into a star shape and hit the stumps occasionally. Bronze I can hit the ball cleanly getting the ball through the goals. When I bowl, I can consistently get into a star shape and get the ball moving towards the stumps.</p>	<p>Session 3 – running and jumping Can you run and jump over obstacles? Gold – I can jump over hurdles and maintain my pace Silver – I can jump over obstacles safely and smoothly Bronze – I can run, jump and land safely.</p> <p>Session 3 Can you catch and receive a ball and score a run, in cricket? Gold I can catch the ball in a variety of ways consistently. I can hit the ball into different areas to increase the number of runs I score. Silver I can catch the ball in a variety of ways. I can hit the ball into different areas to increase the number of runs I score. Bronze I can catch the ball in a variety of ways at times. I can hit the ball and score a run, in cricket</p>	<p>Session 4 - Running Can you run short and fast or pace yourself for a longer run? Gold I can run with control and coordination Silver- I can run in different ways and at different speeds Bronze – I can show my understanding 'jog' or 'run'</p> <p>Session 4 Can you run up and bowl a ball in cricket? Gold I can run up and bowl a ball smoothly towards a target. Silver I can jog or run up slowly and bowl the ball at a target. Bronze I can stand in a still position and bowl at a target</p>	<p>Session 5 - jumping Can you demonstrate a variety of jumps and link them together? Gold – I can confidently coordinate a series of jumps. Silver – I can show different jumps and land safely. Bronze – I am beginning to use the skills I have learned to jump and land safely</p> <p>Session 5 Can you bat and bowl during a competition? Gold I can bat and bowl in a competitive game. I am able to be successful at my skills consistently in both batting and bowling. Silver I can bat and bowl in a competitive game. I am able to be successful at my skills in both batting and bowling. Bronze I can bat and bowl in a competitive game.</p>	<p>Session 6 – running jumping and throwing Can you confidently apply the skills you have learned, to throw jump and run in a competitive situation?</p> <p>Session 6 Can you bat, bowl and field during a competition as per the pupil challenge? Can you achieve either the Gold, Silver or Bronze Challenge? Gold I have achieved the Gold Pupil Challenge. Silver I have achieved the Silver Pupil Challenge. Bronze I have achieved the Bronze Pupil Challenge.</p>

ICT	<p>To say how music can make us feel</p> <ul style="list-style-type: none"> • I can identify simple differences in pieces of music • I can describe music using adjectives • I can say what I do and don't like about a piece of music 	<p>To identify that there are patterns in music</p> <ul style="list-style-type: none"> • I can create a rhythm pattern • I can play an instrument following a rhythm pattern • I can explain that music is created and played by humans 	<p>To experiment with sound using a computer</p> <ul style="list-style-type: none"> • I can connect images with sounds • I can use a computer to experiment with pitch • I can relate an idea to a piece of music 	<p>To use a computer to create a musical pattern</p> <ul style="list-style-type: none"> • I can identify that music is a sequence of notes • I can explain how my music can be played in different ways • I can refine my musical pattern on a computer 	<p>To create music for a purpose which represents an animal I've chosen</p> <ul style="list-style-type: none"> • I can create a rhythm on a computer • I can add a sequence of notes to my rhythm 	<p>To review and refine our computer work</p> <ul style="list-style-type: none"> • I can review my work • I can explain how I changed it • I can listen to music and describe it
Geography	Why do people visit Brazil?	What are the features of cities in Brazil?	How do experiences within Rio de Janeiro differ?	How are populations within Brazil moving?	What is the weather like in Brazil?	How is the weather in Brazil different than the UK?
PSHE/ RSE						

