Year 2 Curriculum Term 6

Topic Title: Changing Landscapes	
English	**Maths**
This term we will be continuing our learning based on the book 'The Twits' by Roald Dahl. We will be focussing on the chapter 'The Frog' where Mr Twit plays a nasty prank by pretending a frog is a monster come to eat her, we will then be looking at how Roald Dahl wrote this chapter and how he described the events. We will then be planning our own prank that Mrs Twit plays on Mr Twit to get him back for the frog. We will use: • Dialogue • Description • Similes • The power of 3 • Contractions. For our non-fiction writing this term we will write an explanation text based on our topic learning of Hong Kong Disneyland. We will research the theme park during our topic lessons when we are learning about how it was built on reclaimed land in the South China Sea. We will learn how to present facts and information in a fun and engaging way that attracts our readers. We will learn the difference between facts and opinions and think about how we can organise facts in to cohesive sections. We will make sure our explanation includes: • Headings and subheadings that are relevant to our information. • Facts that are linked together. • Pictures and captions. • Opinions and top tips. • Exclamation marks, questions and lists.	**Number: Statistics** **1. Make a Tally Chart** • accurately create tally charts from given data or through primary data collection. • understand the grouping of five in tally marks and use these appropriately to organise data. • record data methodically using one tally for each occurrence, grouping in bundles of five for efficient counting. **2. Create and Interpret Simple Tables** • read and complete simple tables that categorise and quantify data. • interpret the data from a table to answer one-step questions (e.g., "Which had the most?", "Which had the fewest?"). • construct a basic table from raw data gathered through class activities or surveys. **3. Draw Block Diagrams** • accurately draw a block diagram with equal-width bars and labelled axes. • understand that each block or square represents one item or data unit and maintain consistency. • include titles and labels where appropriate, and can represent data from tally charts or tables as block diagrams. **4. Draw Simple (1:1 Scale) Pictograms** • draw pictograms where each picture or symbol represents one item. • select suitable symbols or images for categories and ensure each is of equal size. • label pictograms and provide an appropriate key if needed. **5. Interpret Simple (1:1 Scale) Pictograms** • interpret pictograms where one picture represents one item, to answer straightforward questions about the data.

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- accurately count symbols to find totals, identify the most/least, and compare quantities.
- use pictograms to find and explain differences between categories.

6. Draw Scaled Pictograms (2, 5 and 10)

- construct pictograms where each image or part of an image represents more than one item (e.g., 2, 5 or 10).
- include a clear key and ensure consistency in symbol use (e.g., half a symbol for 5 when the key is 10).
- demonstrate understanding of equal groupings and apply multiplication facts when planning scaled pictograms.

7. Interpret Scaled Pictograms (2, 5 and 10)

- interpret pictograms using a variety of scales (2, 5 and 10), using the key to help them decode quantities.
- solve problems such as:
  - "How many in total?"
  - "How many more than..."
  - "How many fewer than..."
- demonstrate fluency in reading scaled representations and using multiplication/division facts to interpret data

Measurement: Position and Direction

1. Language of Position

By the end of Year 2, pupils should be able to:

- Accurately use and understand positional language such as **above**, **below**, **next to**, **between**, **in front of**, **behind**, **left**, and **right** to describe the position of objects.
- Identify and describe objects in relation to one another using full sentences and mathematical vocabulary.
- Follow and give instructions involving positional language in practical contexts (e.g. placing an object based on commands).

2. Describe Movement

- Use everyday vocabulary to describe movement in a straight line (forward/backward/sideways) or along given paths.

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	• Follow and give movement instructions using language such as **move forwards 3 spaces**, **slide to the right**, or **go backwards**. • Represent movement using simple diagrams or arrows. **3. Describe Turns** • Recognise and describe **quarter**, **half**, **three-quarter**, and **whole** turns. • Accurately identify and distinguish between **clockwise** and **anticlockwise** turns. • Follow and give turning instructions, for example: "Make a half turn clockwise." **4. Describe Movement and Turns** • Combine movement and direction to give and follow sequential instructions. • Represent movement and turn instructions using a combination of language and simple symbols or diagrams. • Solve problems involving direction and movement, such as guiding a character through a map by interpreting instructions. **5. Shape Patterns with Turns** • Use understanding of turns to create and continue simple patterns using 2-D shapes. • Predict the next shape in a sequence based on rotation. • Apply quarter, half, and full turns to 2-D shapes and describe the change in orientation.
RE	**PSHE**
Islam Part 2 •**I can make links** between what the Holy Qur'an says and how Muslims behave. I can identify some ways Muslims pray, worship and celebrate. • **I can talk about** the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad. • **I can identify** some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel. • **I can ask** some questions about God that are hard to answer and offer some ideas of my own. **Knowledge building blocks:** **Pupils will learn:** •The Muslim word for God is in the Arabic language: Allah. •That Muhammad (PBUH) is a special leader.	No Way Through Isn't True! • Resilience: How do we persevere when we are stuck (Learning Pit) • Road signs: Finding alternative solutions to problems • Ways to Say: Looking at seemingly impossible situations in different ways • Rainbows from Rain: Overcoming challenges and difficulties • Imagine a Bright Future Imagining 'What if…' in a positive way • Energy Detectives Looking for signs of energy and thinking about ways to conserve it Reflection and self-evaluation

Courage **Resilience** **Honesty** **Kindness**

Matthew 7:24 - "Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock"

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-The Prophet cared for all Allah's creation -Muhammad forbade cruelty to any animal, -Muhammad believed in fairness and justice for all •That the Muslim place of worship is a Mosque. •That the Muslim Special Book is called the Qur'an. •The significance of a prayer mat, water and Qur'an stand. •That Muslim's face Mecca to worship. •The key features of a Mosque- minaret, dome, lack of furniture, etc. • About wudu. •About the Shahadah. •Arabic Calligraphy. • The importance of fasting during Ramadan.	
Music	**PE**
Main Songs: The Sunshine Song Four White Horses Down By The Bay **Musicianship:** -Finding and keeping a steady beat -Simple rhythmic patterns using long and short -Simple melodic patterns using high and low -Improvise – G A B C D **Playing:** Glockenspiel – C D E F/ D E F# G A B Recorder – G A B C– G A B (3 levels) **Improvising and Composing:** Improvise with the Song – 1,2,3 notes – Glockenspiel – C D E / G A B	Teacher Led : First 2 weeks, practice for Sport's Day carousel activities Then: imoves summer 2 ithink Game Changers Skill Outcomes to extend agility and balance skills TSC – Striking and fielding Fundamental Movement Skills addressed Locomotor- Running, Walking, Hopping, Jumping (height & distance) Body Control- Landing, Stretching, Balancing, Turning, Stopping, Bending, Twisting Object Control- Control, Striking
French	**Computing**
An introduction to French including basic greetings, numbers, songs, some basic French phonics and stories. Songs include French vocabulary for numbers, days of the week, colours, feelings, seasons and greetings.	**Programming B – Programming Quizzes** Summer Term 2 ▪ To explain that a sequence of commands has a start ▪ To explain that a sequence of commands has an outcome ▪ To create a program using a given design ▪ To change a given design ▪ To create a program using my own design
Connected Curriculum	

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Geography

Substantive Knowledge

Channel Tunnel

The Channel Tunnel is a rail tunnel that runs beneath the English Channel.

It connects Folkestone in the United Kingdom with Coquelles, near Calais in France.

The tunnel is approximately 50.5 kilometres long, making it the longest underwater tunnel in the world.

Trains travel through the tunnel, carrying passengers and freight between the UK and mainland Europe.

Samphire Hoe

Samphire Hoe is an area of land in Kent, England, created using material excavated during the construction of the Channel Tunnel.

It is a nature reserve with a diverse range of plants and wildlife.

Visitors can enjoy walking trails, birdwatching, and beautiful views of the English Channel.

The site is a great example of how reclaimed land can be used for conservation purposes.

Hong Kong Airport

Hong Kong International Airport is located on reclaimed land on the island of Chek Lap Kok.

The airport was built on a small island that was expanded by reclaiming land from the sea.

Reclaimed land is land that has been created by filling in and levelling the seabed.

The airport is one of the busiest and most efficient in the world, serving as a major transport hub in Asia.

Disneyland Hong Kong

Disneyland Hong Kong is a theme park located on Lantau Island in Hong Kong.

It is part of the Disney theme park franchise and features attractions, shows, and experiences based on Disney characters and stories.

The park is divided into themed lands such as Fantasyland, Adventureland, and Tomorrowland.

Visitors can meet Disney characters, enjoy thrilling rides, and watch spectacular parades and fireworks displays.

Disciplinary Knowledge

Geography Concepts

The Channel Tunnel and Samphire Hoe are examples of human impact on the environment, including land use and conservation.

Reclaimed land at Hong Kong Airport demonstrates how human activities can alter landscapes and create new spaces for development.

Disneyland Hong Kong showcases how human creativity and imagination can shape the physical environment to create leisure and entertainment spaces.

- Channel Tunnel Official Website
- Samphire Hoe Nature Reserve
- Hong Kong International Airport
- Hong Kong Disneyland Official Website

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End Points

1. Identify and describe key features of the Channel Tunnel, Samphire Hoe, Hong Kong Airport Reclaimed Land, and Disneyland Hong Kong.
2. Recognize the human impact on the environment through these examples.
3. Understand the concept of reclaimed land and its significance in urban development.
4. Appreciate how different landscapes can be transformed for cultural and recreational purposes.

Design and Technology

Substantive Knowledge

What shapes and features do castles have?

What is a Castle?

- **Definition**: A castle is a large building that was often fortified to protect the people inside and control the land around it.

Shapes of Castles

- **Square and Rectangular Castles**: Common shapes that provide strong foundations and walls.
- **Circular Castles**: Often have towers that provide a strategic view of the surroundings.
- **Moats**: A body of water that surrounds the castle, offering protection against attackers.

Special Features of Castles

- **Towers**: Tall structures that offer lookout points and living quarters.
- **Battlements**: The protective wall at the top of a castle that has spaces for archers to shoot while being shielded.
- **Drawbridges**: A bridge that can be raised or lowered to protect the castle entrance.
- **Keep**: The stronger part of the castle where the lord and his family would live.
- **Portcullis**: A heavy grilled door that can be dropped to block the entrance quickly.

Endpoints

1. Identify and describe the shapes and special features of castles.
2. Design a castle using LEGO that includes at least three special features.
3. Present their castle design to the class, explaining their choices.
4. Evaluate their building process and suggest improvements.

Disciplinary Knowledge

Understanding Design and Technology

- **Design**: Think about the shape and features of the castle before you build it.
- **Make**: Use LEGO to build your design, ensuring it includes key features of real castles.
- **Evaluate**: Discuss what worked well in your design and what could be improved.

Key Skills

- **Creativity**: Use your imagination to incorporate different elements into your castle.
- **Problem-Solving**: Encounter challenges while building and find solutions.
- **Teamwork**: Work with others to share ideas and build collaboratively.

Understanding Strength

- **Materials**: Wood, cardboard, plastic, and foam.
- **Testing Strength**: Compare different materials by stacking weights on them to see which supports the most weight.

Understanding Stability

- **Base**: The wider the base of a structure, the more stable it is.
- **Height**: Taller structures may need stronger bases to be stable.
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Exploring Structures

- **Building Techniques**:
  - **Triangles**: Triangular shapes can make structures stronger.
  - **Cross-bracing**: Using diagonal supports in structures to prevent wobbling.

Evaluating Designs

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How do we stop our castle from falling over?

- **Structure:** A building or arrangement of parts that provides support.
- **Stability:** The ability of a structure to remain upright and not fall over.
- **Mechanism:** A device that uses movement to carry out a task (e.g., levers, sliders, wheels, axles).
- **Material:** The substance or substances used to make a structure (e.g., cardboard, wood, plastic).

Principles of Building Strong Structures

1. Stronger

- Use materials that can withstand weight and stress. For example, thicker cardboard is often stronger than thinner.
- Reinforce your structure with additional supports (e.g., walls, beams).

2. Stiffer

- Stiff materials resist bending and twisting. Choose materials like wood or plastic for the main supports.
- Add diagonal bracing (cross-bracing) to prevent wobbling.

3. More Stable

- A wider base makes a structure more stable. Ensure that your castle has a broad foundation.
- Centre of gravity is important. A lower centre of gravity will help prevent the structure from tipping over.

Endpoints

1. Identify the properties of different materials used in building castles.
2. Design and build a model castle that is strong, stiff, and stable.
3. Explain how their design choices make their castle stable.
4. Evaluate their structure and suggest improvements.

How can we make a working drawbridge?

- **Drawbridge**: A bridge that can be raised or lowered to allow or stop passage.
- **Mechanism**: A system of parts working together in a machine.
- **Fulcrum**: The support on which a lever pivots.
- **Axle**: A rod or spindle passing through the centre of a wheel.
- **Design**: To create a plan or drawing.
- **Testing**: Test structures by gently pushing them to see if they remain standing.
- **Redesigning**: Make improvements based on what worked and what didn't.

Understanding Design:

- Learn about what a drawbridge is and why it's useful.
- Discuss the purpose of bridges and how they help us.

Exploring Mechanisms:

- Investigate how levers and pulleys work.
- See how these mechanisms can help create movement in a drawbridge.

Creating a Design:

- Plan a drawbridge using simple materials.
- Sketch a design before building to think about how the mechanisms will work.

Testing and Evaluating:

- Build a prototype of the drawbridge.
- Test how well it opens and closes, making adjustments as needed.

Reflection:

- Discuss what worked well and what could be improved.
- Think about what you learned about mechanisms.

- **Express Opinions:** Discuss what they like and dislike about their models and those of others.
- **Use Criteria:** Learn to set and use specific criteria to evaluate the effectiveness of a design (e.g., sturdiness, functionality, and creativity).
- **Reflect and Revise:** Identify areas for improvement and suggest changes to their models based on evaluations.

- English Heritage - Castles
- BBC Bitesize - Castles
- History for Kids - Castles
- BBC Bitesize – Designing and Making
- National Geographic Kids – Castles

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• **Prototype**: An initial model of something from which other forms are developed. **Endpoints** 1. Understand different types of mechanisms and how they work. 2. Design a simple drawbridge using levers, sliders, or wheels and axles. 3. Construct a functional prototype of a drawbridge. 4. Evaluate their design and suggest improvements. **Evaluating against a criteria** • **Castles and Their Features**: Understanding what makes a castle, including towers, walls, and drawbridges. • **Drawbridges**: Knowing how drawbridges work and why they are important for castles. • **Materials**: Recognising different materials that can be used to construct our models (e.g., cardboard, wood, paper) **Important Vocabulary** • **Criteria**: The standards by which we judge our work. • **Model**: A three-dimensional representation of a design. • **Functionality**: How well our drawbridge works to let things in and out. **Endpoints** 1. Evaluate their own and peers' castle models against the established criteria using supportive language. 2. Identify strengths and weaknesses in their designs, proposing at least one improvement. 3. Demonstrate understanding of the importance of feedback in the iterative design process by sharing and discussing their evaluations in small groups.	• Learning Resource – Design and Technology • BBC Bitesize: Forces and Motion • Primary Homework Help: Castles • Design and Technology Association • National Curriculum in England - Design and Technology • BBC Bitesize - Design and Technology • The Kids' Guide to Castles - History Learning Site
History	
Substantive Knowledge	Disciplinary Knowledge

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What is the Channel Tunnel and why was it built?

What is the Channel Tunnel?

Definition: The Channel Tunnel, often called "the Chunnel," is a railway tunnel that runs under the English Channel, connecting England and France.

Length: The tunnel is about 50.45 kilometres (31.4 miles) long.

When was it built?

Construction Start: Construction began in 1988.

Opened: The Channel Tunnel was officially opened on 6th May 1994.

Why was it built?

Travel: To make it easier and faster for people to travel between England and France.

Trade: To allow goods, services, and vehicles to be transported quickly. This helps businesses trade more efficiently.

Connections: To improve transport links between the UK and Europe, allowing for more cultural exchange and tourism.

Endpoints

1. Understand key reasons why the Channel Tunnel was built.
2. Recognise its importance for transportation and trade.
3. Discuss how it has changed travel between England and France.

Historical Skills

Ask Questions: What do you think life was like before the Channel Tunnel was built?

Think Critically: Why do you think some people were excited about the tunnel, while others may have been worried?

Useful Websites:

1. Channel Tunnel Official Website
2. Eurostar Trains
3. BBC History: Channel Tunnel
4. National Geographic: Channel Tunnel

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