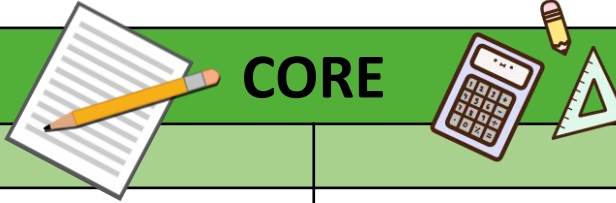


# Curriculum Map Year 2 – Summer Term 2024



## CORE

### English

**Core texts:** The tiger child, There's a tiger in my garden

#### Recount: Traditional tales

This term the children will have the opportunity to learn about traditional tales linked to India. The children will better understand and appreciate Indian traditional tales and their significance in Indian culture. There will develop their writing skills and will be able to structure and write their own alternative traditional tales linked to tigers using 'The Tiger's Child' as inspiration. The children will develop their descriptive language and learn to be creative with their characters and settings.

#### Non-chronological report

This term the children will be learning about writing a non-chronological report on tigers; embarking on an exciting and informative writing journey. They will be learning about tigers, their habitat, behaviour, and diet. This exercise will improve their research, organisation, and writing skills. They will be gathering information, organising their ideas, and presenting them in a clear and structured format including headings, subheadings and illustrations.

### Maths

- Solve problems with addition and subtraction: applying their increasing knowledge of mental and written methods
- Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts
- Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.
- Compare and order lengths, mass, volume/capacity and record the results using  $>$ ,  $<$  and  $=$
- Choose and use appropriate standard units to estimate and measure mass (kg/g)/temperature ( $^{\circ}\text{C}$ ) to the nearest appropriate unit using scales/thermometers
- Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- Compare and sequence intervals of time
- Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)

# FUTURES

## Science

## Computer Science

## STEAM

## PSHEE

### FOCUS: India

#### Living Things and their habitats

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- use the local environment throughout the year to explore and answer questions about animals in their habitat

#### Plants

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees

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

This term we will be designing and making tiger enclosures applying our mathematical knowledge of drawing to scale. The children will also have the opportunity to collaboratively make microhabitats using their Science understanding of living things while using their knowledge of materials and joining skills.

#### **Being My Best:**

- Growth Mindset – understand the learning process and how to develop a positive attitude to support their wellbeing.
- Looking after my body - understanding the importance of good dental hygiene.
- Hygiene and Health

# PHYSICAL

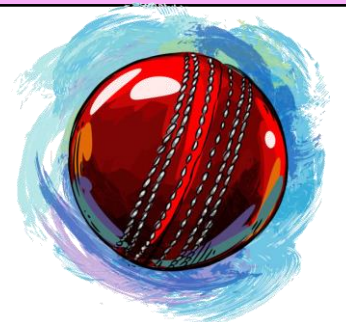
## PE

This term our focus will be on Athletics. Pupils will develop different running, jumping and throwing techniques in preparation for Sports Day.



## Games

Cricket will be our focus for this term. Pupils will gain a greater technical understanding of all areas of the game including batting, bowling and fielding. Pupils will then learn to apply these techniques into a live game situation.



# ARTS

## Art

## Music

### FOCUS: India

- **Cricklade Festival:** We will be designing, developing fabric painting skills and working as a team to create large-scale flags for this fantastic community event based on the theme 'Dance and Music from Around the World'. The pupil choice chosen links will be from England and USA.




- **India:** Topic themed sketchbook development tasks inspired by the Western Ghats rainforest, the National Geographic photographer, filmmaker and explorer – Sandesh Kadur and the famous artist, Henri Rousseau. Links to developing a pictorial composition and progression of drawing skills.

### Indian music:

- Exploring a range of simple drumming techniques including tempo and rhythm
- Exploring traditional Indian music and how certain instruments have an effect on the listener



# GLOBAL

Topic	Global Citizenship	MFL
<b>FOCUS: India</b>		
<p>This term we will be developing our Geographical skills, using maps, atlases and globes in order to locate different continents, oceans and identifying where in the world India is. We will learn about the national symbols of India, focusing on the culture and the people that live there. Using India as a comparison to the UK, we will investigate similarities and differences in human and physical geography, including weather patterns and famous landmarks. We also have the exciting opportunity to have a dance workshop in order to learn some traditional Indian dance.</p> 	<p>The children will be looking at their local wildlife creating a survey of what wildlife they can find in the school's grounds. Children will then go on to look at the links between living things, linking beautifully to the Year 2's science topic. In addition to this, children will be looking at where things come from. After half term, children will have the opportunity to explore more about Buddhism and where they pray and the story of Buddha.</p>	<p>This term we will be listening to the familiar fairy tale 'Little Red Riding Hood' in French. We will use picture and word cards to recognise and retain key vocabulary, including naming and spelling at least four parts of the body in French from the story.</p>