

Y2 Summer

THEME: Countries and Cultures



Spiritual, Moral, Social and Cultural Development:

Personal, Social, Health and Emotional Development:

- Shropshire Respect Yourself Think Good Feel Good: Facial Bingo; Body feelings; Managing anger.
- Shropshire Respect Yourself Eat Better: Sort food; You are what you eat; Five a day and class charter; looking after your teeth.
- Living in a diverse world (unit 5)

In our exploration of faith we will:

- RQ4, 10 and 13: What is faith and what difference does it make? (Abraham (multi-faith), Mother Teresa, Martin Luther King.
- RQ10: What do signs and symbols mean in religion?
- RQ13: Consider how religious belief guides and influences - use a faith relevant to country chosen above.
- GOD (UC): What do Christians believe God is like? (1.1)

PE:

- Develop our physical literacy and swimming skills.
- Striking and fielding games - cricket.
- Become strong athletes, improving our running, jumping and throwing.

As geographers we will:

- Name and locate the world's seven continents and five oceans
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a India.
- Understand about the key physical features of India, including: beach, cliff, coast, forest, hill, mountain, sea,ocean, river, soil, valley, vegetation, season and weather.
- Understand about the Key human features of India, including: city, town, village, factory, farm, house, office, port, harbour and shop.

As designers we will:

- Explore the tastes and smells of foods in India. Plan, make and evaluate a healthy, balanced Indian meals to create a traditional Bangalore Street food restaurant, to which we will invite parents to attend.

As artists we will:

- Explore, and express opinions upon the patterns used in Indian textiles and art.
- Rehearse, design and Create Indian textile inspired Batik artwork, using careful colour blending of the dyes.

As Musicians we will:

- Study music and song from different cultures

As experts in computing we will:

- Learn about the growth of the computer industry in India and across the world.
- Become bug fixers - explaining how the scripts work, finding and correcting errors in them, and explore creative ways of improving them. The children learn to recognise some common types of programming error, and practise solving problems through logical thinking. (U3.2).
- investigate how computer networks work. They use a simulation and learn some simple command prompt (C:) tools for testing network connections. (U3.4).

As linguists we will explore the French language through:

- Considering our sporting hobbies
- All aboard
- Numbers to 30
- General conversation (name, age, address, how are you?)

Literacy:

- Appropriate to pupil progress - see expectations for year group.
- Read and adapt the traditional story of The Blue Jackal.
- Debate about healthy eating.
- Instructions for making Bangalore street food.
- Adverts for our Indian restaurant.
- Persuasive texts - teeth and healthy (Unit 4 Y4) - posters - healthy eating debate and persuasive letter - adverts for a snack

Numeracy:

- Appropriate to pupil progress - see expectations for year group.
- Learn about the role money plays in their lives including how to manage their money and choices about spending money, when budgeting for and purchasing ingredients for our restaurant.

As scientists we will:

- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Investigate which foods are unhealthy from packaging data. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.
- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement, including teeth.
- Investigate if our bones grow as we get older. Observe closely using simple equipment (yr2) Use straightforward scientific evidence to answer questions to support their findings (yr 3)

