

Whole School Theme: We Are the World		Learning Journey Map	Term: Summer 2	Weeks: 7
Mapping curriculum content-knowledge and skills; creating cross curricular links; generating learning opportunities; composing the bigger picture				
Curriculum Principles				
Equality of Opportunity Raising pupil aspiration through inspiration, enjoyment and fulfilment; Access to academic excellence; Opportunity to enhance and develop skills/talent; Developing dedication and resilience	Enquiry Based Learning Creative thinkers; Real life challenge Risk taking; Resourcefulness; Enterprise; collaboration; Independent; Fostering and applying thinking skills	Force for positive change Linking our school virtues to all we do; all learning has a clear purpose and relevance to our lives and environment; children are inspired to have an impact on the world	Sustainability Emotional Intelligence; Love for learning and collaboration; Care for the environment and community; Fostering tolerance, understanding and empathy	
Letter to state school is cancelled for year 2. What would it be like without school?	Children explore education systems in different countries from all over the world and make comparisons.	Understand the importance of an Education.	Caring for our beaches: clearing the seaside.	

YEAR 2

Title: Right to Education

Big Bang

Letter stating school is cancelled for year 2.

Trip

Seaside

Celebration

Classroom Design

Link China school

Computing

DB Primary

Code Blocks-Functional Thinking

PSHE

Life cycles in nature

Growing from young to old

The changing me

Boys' and girls' bodies

Assertiveness

Looking ahead

History/Geography

To name and locate the equator and poles on a world map, communicate geographically.

To investigate facilities needed in a village, town and city.

To compare and contrast the physical and human features of the UK to a non-European country.

To compare coast and mainland in both countries.

To describe location using compass directions.

To compare the UK seaside to a tropical seaside.

Design and Technology/Art

To explore different classrooms from around the world.

To draw and label classroom designs.

To build structures exploring how they can be made stronger, stiffer and more stable.

To measure, cut and score with some accuracy.

To assemble, join and combine materials to make a product.

Maths

Time: From and to.

Nearest 5 minutes, for example, 25 past and 20 to.

Money: Adding and subtracting with coins. Reasoning and problem solving with money.

Measurements: Reading scales, length and mass.

Measurements: Capacity and temperature. Statistics: Collect data and represent on a bar chart and/or pictogram.

Operations:

Addition, subtraction, multiplication and division.

Recall number bonds to 20 and recognise further additive associated relationships.

Music

Charanga: The robots (Die Roboter) by Kraftwerk

PE

To explore different types of equipment for striking. To develop accuracy. To travel energetically in different ways and in different directions. To work on hand-eye co-ordination.

English

Focus Text: Matilda by Roald Dahl.

Poetry: acrostic poem about school.

Identify features of an acrostic poem, discuss school' in Afghanistan and Jamaica.

Non-chronological report: about school, use of sub-headings, morning, playtime, lunchtime, afternoon.

Dairy Entry: Matilda's day at school, make notes about the character, plan and write a diary entry.

Character Description: about Miss Trunchball, develop vocabulary and use of thesaurus, facts about Miss Trunchball's personality and appearance.

Narrative: retell the story of Matilda, explore story settings, introduce character, write five-part story, build-up, problem, resolution and ending.

Comparison: school life in UK compared to school life in Jamaica, use of comparative conjunctions such as whereas and however, research school experiences in Jamaica, linked to geography, write a comparative text on schooling in UK and Jamaica.