



## Barrow Hedges Medium Term Topic Planner (Overview)

### Year 2 Summer 1

#### Wriggle & Crawl

##### Art & Design: *Insects*

- To use and join different materials together to create an insect.
- To use a range of textile materials to weave fabric and thread to create a woven bug.
- To experiment with combining materials together to make a 3D insect.
- To use different kinds of materials and explain why I have chosen them.

##### Music: *Minibeast Music*

This unit in the Year 2 the music curriculum covers the following skills:

- To recognise styles and instruments
- To use musical language to describe what you are listening to.
- To find and internalise the pulse.
- To copy back, compose and record rhythms
- To understand how the dimensions of music work.
- To understand how a song is structured.
- To learn about singing and vocal health, to know the importance of warming up your voice.
- To play a classroom instrument (tuned and untuned) in a group/band/ensemble.
- To experiment with sounds.
- To create my own responses, melodies and rhythms.
- To compose using 3 notes
- To perform to each other.
- To learn about a composer: Benjamin Britten

##### Computing: *We are zoologists*

- To sort and classify a group of items using a branching database.
- To collect data using tick charts or tally charts.
- To take, edit and enhance photographs.
- To use simple charting software to produce pictograms and other basic charts.
- To explore and record information on a digital map.
- To critically reflect on and present data.

##### E-safety

- To know that I can find a range of information online.
- To know what to do if I find something inappropriate online.

##### PHSE and Relationships Education: *Relationships*

- To know that I am cared for by my family.
- To know who I care for.
- To know that people still care for me even if they are not there all the time.
- To know how family and friends should care for one another, providing love, security and stability and should make them feel safe and wanting to spend time together.

##### Safeguarding:

- To understand how to stay safe online and to know that people behave differently online or not who they are pretending to be.
- To know that some computer games and online games have age restrictions.

##### RE: *Islam*

- To know why a mosque is a special place for Muslims.
- To identify the key features of a mosque.
- To know what happens in a mosque.
- To explain what happens during Ramadan.
- To know how Eid-ul-Fitr is celebrated.



##### PE:

###### Indoors: *Yoga*

The overriding principles behind teaching children yoga in school are:

- To understand that not all sport is competitive.
- To develop acceptance and tolerance of others and value all living things.
- To develop a healthy approach to eating and the ability to calm oneself and focus the mind.
- To teach children to focus, to be present, to concentrate and focus on their breathing.
- To teach calming techniques.
- To develop a greater sense self-awareness: strength, suppleness.
- To support positive mental health.

###### Outdoor: *Games (striking and fielding)*

- To be able to hit/strike a ball to score points.
- To develop an understanding of the roles in striking and fielding.
- To develop hand positioning to hit a ball with accuracy.
- To be able to apply skills to a game situation.
- To be able to follow rules and work co-operatively with others.

##### History:

No focus this half term.

##### Geography: *Awesome Africa*

- To recap the continents and oceans and locate where we live.
- To know what a climate is and identify hot and cold areas of the world and explain where they are in relation to the poles and the equator
- To be able to be able to talk in increasing detail about what the weather may be like in different parts of the world.
- To find Africa on a map (and use this to locate the Island of Madagascar).
- To use our knowledge of climates to decide what the climate is in Madagascar and compare it to an island of the UK
- To locate major rivers and mountains ranges in Africa.
- To use a variety of maps to find out about the landscape of Madagascar and how humans have affected the island and compare this to where we live using vocabulary such as rainforest, soil and vegetation.
- To compare the physical and human features of Africa to the UK using aerial photographs.

##### D&T:

No focus this half term.

##### Science: *Animals, including humans*

- To be able to order the life cycle of different animals and record using a flow diagram.
- To make observations about insects in the local habitat.
- To record data using a flowchart of the life cycle of a human, understanding that babies grow into adults.
- To understand what an animal needs to stay alive and how their habitat is suited to this.
- To be make decisions about what a healthy and unhealthy lunch box looks like.
- To perform a simple test and record the effect of exercise on the human body.
- To explain why exercise is important for humans as part of a healthy lifestyle.
- To understand the importance of keeping clean (hygiene).
- Record data on a tally chart.