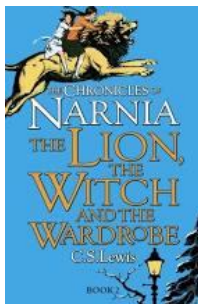


## **English**

**Class Book:** The Lion, the Witch and the Wardrobe by C.S. Lewis



As writers, we will be inspired by the wartime experiences of the four children at the beginning of the story and write letters home to their families detailing the train journey and first impressions of their new home.

**Poetry:** Children will write acrostic poems using words and phrases related to 'The Lion, The Witch and the Wardrobe'.

We will write character comparisons to outline and identify similarities and differences between the brave Lucy and the cruel White Witch. As we read the book, we will create a character study on Mr Tumnus as we get to understand how his character changed overtime. Then we will use the first-person to write a setting description of snowy Narnia. To conclude, we will use all we have learnt in Year 2 to plan, write and edit our own fantasy story inspired by the book.

### **Grammar:**

- Co-ordinating joining words (conjunctions)
- Subordinating joining words (conjunctions)
- Use of present and past tense including the progressive form
- Apostrophes for singular possession
- Apostrophes for contractions

**Reading comprehension:** reading for meaning- using 'The Lion, the Witch and the Wardrobe book' looking at layout, language choices and tension and imagery.

## **RE**

We will begin the term with a unit on Easter, reading stories about the Resurrection and identifying This symbols that the Church uses to celebrate the season. Following this, we will focus in Pentecost and the Holy Spirit. After half term, we will focus on The Church, understanding what it means to be part of God's family and The Mass, where we gather together in faith.

## **Music**

The children will listen with concentration and understanding to a range of high-quality live and recorded music. We will use tuned and untuned instruments to create our own pieces of music.

## **Year 2 Topic Overview Summer Term 2021**

### **Past, Present and Future**

#### **Maths**

In Maths this term, the children will begin with a focus on measuring length and height- they will know how to measure accurately, understand about centimetres and meters and how to convert from one to the other. The children will then move on to geometry exploring position and direction, then telling the time to the nearest 5 minutes on analogue and digital clocks. At the end of the year, we return to measurement looking at mass, capacity and temperature. Alongside this, we will continue to focus on 2, 3, 5 and 10 times tables and problem solving.

**PSHE** Feelings, Likes and Dislikes. Feeling Inside Out. I am Unique (Me). Girls and Boys (My Body). The Cycle of Life.

### **Big Question:**

#### **Who am I?**

#### **How do I act? Why?**

**What can I give him? How can I build a better world?**

#### **Science**

**Plants, gardening and allotments:** As scientists, we will observe and describe how seeds and bulbs grow into mature plants. We will grow our own cress in class and plant sunflowers to measure, record and describe their growth. Also, children will set up a comparative experiment using a hydroponics method by growing beans in different environments to observe and record what plants need for optimum survival. As gardeners, children will need to get digging as they will work on our school allotment to plant, grow and look after our own vegetables and plants. Towards the end of the term, we hope to sample some of the vegetables we have grown.

#### **P.E**

Following the Real PE scheme this term on Thursdays, we will be building our physical, health and fitness skills by focusing on the themes of coordination, agility and balance. Friday PE will focus on Hockey skills.

## **Art/D.T**

We will begin to explore the work of British artist Stephen Wiltshire focusing on the use of line in our artwork and develop our painting skills using watercolours to create our own watercolours of the Oxford skyline and famous Oxford buildings.

We will also experiment the Pointillism technique (pictures made entirely of dots) used by the artist George Seurat to inspire us to create our own winter scene from Narnia.

### **Design and Technology:**

We will be learning where food comes from and develop our understanding of 'food miles'. Following this we will be practising food preparation skills such as cutting, slicing, grating and peeling as we prepare to eat a healthy colourful picnic of different fruits and vegetables.

## **Topic (History/ Geography)**

Exploring changes in living memory with a focus on homes and things around the home. What are the similarities and differences? How can we use objects and pictures to help us understand the past? The children will identify different time periods through looking at housing and household objects. How and why did these changes occur? The children will use terminology linked to different times. Changes in modes of transport- past/present/future. What are the effects of change? Can these changes help us build a better world? How/why might this happen?

## **Computing**

We will explore stop start animations and create our own animated story. We will learn how to create a storyboard, the importance of lighting to prevent shadows, filming and editing, adding music or a narrative and how to publish the finished film.

Knowledge Organiser Summer Term 2021

<b>TOPIC</b>	<b>SCIENCE</b>
<p><u>Key Vocabulary:</u>  <i>Can you find out the meaning of these words and use them in a sentence correctly?</i></p> <p>past  present  future  ancestor  modern  recent  decade  century  millennium  period</p>	<p><u>Key Vocabulary:</u>  <i>Can you find out the meaning of these words and use them in a sentence correctly?</i></p> <p>seed  seedling  shoot  bulb  hydroponics  nutrients  germination  nutrition  temperature  survival</p>
<p>Star Questions- these are key things to think about.</p>	
<p>* What do you think we mean by past, present and future?</p> <p>** Can you name three things that have changed in houses since the Victorian times?</p> <p>*** Why do you think things change over time?</p> <p>**** Imagine you are a time traveller and you have travelled back 20 years, what might have changed in your house? What if you went back 50 years?</p> <p>***** Imagine you have travelled into the future. Describe your house in fifty years time. What has changed? How have these changes affected the way you live?</p>	<p>* What is a seed?</p> <p>** Can you describe what happens to a seed when we plant it in some soil?</p> <p>*** Describe whether you think the biggest fruits will have the biggest seeds?</p> <p>**** Why do you think my tomato plant died when I went on holiday for 3 weeks?</p> <p>***** What would happen if we planted a plant from Earth on the planet Mars? Explain your ideas as to why a plant may or may not be able to survive on Mars.</p>

The questions are of increasing difficulty, encouraging pupils to be 'ambitious for the higher gifts'. The four-and five-star questions are designed to be opened ended and rely on higher order thinking. Perhaps these questions could form the basis of discussions at home, as well revisiting key knowledge in the first three-star questions.