

# Thurgoland CE Primary School

Learning Together in Faith and Joy



Year 2  
Summer Term

## History

### The Victorians

Children will study the Victorian period looking at what life was like for Victorian children and significant individuals such as Queen Victoria and William Morris. Children will also look at the impact Florence Nightingale and Mary Seacole had on nursing.

Learn about the lives of significant individuals in the past who have contributed to national and international achievements.

Compare aspects of life in different periods .

Know where the people and events they study fit within a chronological framework.

Identify similarities and differences between ways of life in different periods

Use a wide vocabulary of everyday historical terms.

Learn about events beyond living memory that are significant nationally or globally – Victorian inventions and achievements.

## Art

### William Morris

In this topic children will learn about William Morris and explore printing and patterns. They will experiment with different ways of printing including everyday objects, fruit and vegetables and string as well as experimenting with different colour in patterns. Design and applying a finish use a range of materials creatively to design and make products.

Print onto fabric using our own designs.

Sew onto our fabric to add additional detail.

## Computing

### Collecting Clues- Collecting Data

Children will investigate computer programs and predict how they work before using this to help them edit and trouble shoot other programs.

Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.

Create and debug simple programs.

Use logical reasoning to predict the behaviour of simple programs.

Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

## Geography

### Kenya

Children will look at the country of Kenya and its human and physical features. They will create simple maps and compare their village to a village in the Kenyan countryside.

They will learn to name and locate the world's seven continents

To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, Thurgoland and a place in Kenya.

To use world maps, atlases and globes to identify the United Kingdom, as well as the countries, continents studied at this key stage.

## Science

### Forces

As part of this topic children will test how different materials move on different surfaces to inform their designs for a vehicle in DT.

To compare how things move on different surfaces

### Working Scientifically

Ask simple questions and recognising that they can be answered in different ways

Observe closely, using simple equipment

Perform simple tests

Identifying and classifying

Use their observations and ideas to suggest answers to questions

Gather and recording data to help in answering questions.

## **P. E.**

### **Scheme : Real P.E**

In the first half term children will travel back to the jungle to apply their physical skills alongside coordination with equipment and agility. After May half term we will focus on health and fitness and become cats and squirrels to develop agility through ball chasing and static balance floor work.

### **Athletics**

This term we will also be practicing our athletic skills in order to prepare for sports day!

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities  
Participate in team games, developing simple tactics for attacking and defending

## **P.S.H.E**

### **Health and Wellbeing**

Children will look medicines, drugs and illness including safety.

We will think about how to keep clean and why it's important for our health.

## **R.E.**

### **Schemes: Discovery R.E and Understanding Christianity**

#### **How important is it for Jewish people to do what God has asked them to do?**

Understand the special relationship between Jews and God and the promises they make to each other.

#### **Does going to Mosque give Muslims a sense of belonging?**

Looking at what happens during Hijj and explore its importance to Muslims.

## **Music**

### **Schemes: Jolly Music and Charanga**

This term we will look at Friendship songs as well as consolidating their learning from the past year.  
Begin to recognise styles, find the pulse, recognise instruments, listen and discuss other dimensions of music.

Continue to internalise, understand, feel, know how the dimensions of music work together including pulse, rhythm, pitch, tempo and dynamics.

Sing, learn about singing and vocal health. Learn about working in a group/band/ensemble.

Play a classroom instrument in a group, band and in an ensemble.

Explore and create your own responses, melodies and rhythms.

Work together in a group, band or in an ensemble and perform to each other and an audience.

Discuss, respect and improve your work together.

## **DT**

### **Vehicles**

Children will investigate materials and surfaces in their science lessons and use this information to help them design and create a vehicle. They will have to think about size, shape and overall design. After racing them they will evaluate their choices.

### **Design**

Design purposeful, functional, appealing products for themselves and other users based on design criteria  
Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

### **Make**

Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

### **Evaluate**

Explore and evaluate a range of existing products

Evaluate their ideas and products against design criteria

### **Food Technology**

#### **Victorian Food**

As part of our Victorian day prepare, make and evaluate a basic meal that servants would have eaten.



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