

Reconnection Curriculum Year 2

Year 2	Summer 1	Summer 2
Theme	<i>Scented Garden</i>	<i>Seaside Rescue</i>
Enrichment (including WOW days, activity passport and careers)	<p style="text-align: center;"><b>WOW start:</b>            Make a small playground outside using natural resources and cardboard boxes.</p> <p style="text-align: center;"><b>WOW Finish:</b>            Birds of Prey Visitor <a href="http://www.falconry-uk.org/downloads/falconryukschoolsflyer.pdf">http://www.falconry-uk.org/downloads/falconryukschoolsflyer.pdf</a></p> <p style="text-align: center;"><b>Careers:</b>            Gardener to talk to children.</p>	<p style="text-align: center;"><b>WOW Start:</b>            Sea Life pictures            (use Mister Seahorse for stimulus).</p> <p style="text-align: center;"><b>WOW Finish:</b>            End of Year Party.</p> <p style="text-align: center;"><b>Careers:</b>            Lifeguard</p>
Well being	<p>We have identified that the children need opportunities to re-establish friendships and turn taking/sharing.</p> <p>To support with this, we will incorporate team games in all subjects of the curriculum. To enhance physical and mental wellbeing, outdoor game sessions to encourage turn taking and resilience</p> <p>We have timetabled daily mindfulness sessions into our afternoons.</p>	<p>We have identified that the children need opportunities to re-establish independence, resilience, and confidence in their own abilities.</p> <p>To support with this, we will incorporate team games in all subjects of the curriculum and open ended investigations. To enhance physical and mental wellbeing, outdoor game sessions to encourage turn taking and resilience</p> <p>We have timetabled daily mindfulness sessions into our afternoons.</p>
English reading	<p style="text-align: center;"><b>Class Reader =</b>            The Hodgeheg / The Enchanted Wood            Read class stories outside on school field.  <b>Order chapters of the book – active English outdoors.</b>  <b>Guided Reading =</b> <i>A perfect planet</i> - (FREDS)  <i>The Owl Who Was Afraid of the Dark</i>            The children will complete daily reading sessions which will be ppt based as opposed to worksheets. Children will work in groups and in pairs on their reading skills. The sessions are planned to encourage the children to have discussions and debates.</p>	<p style="text-align: center;"><b>Class Reader =</b>            The Lighthouse Keepers Lunch. (<b>Fiction</b>) /            Oliver and the Seawigs. (<b>Fiction</b>)            Read class stories outside on school field.  <b>Order chapters of the book – active English outdoors.</b>  <b>Guided Reading =</b> Badger's parting gifts – all (C+) Recycling – Composting with Grandad – retrieval (C+) Arctic Wolves - (FREDS) / Marine Iguana - (FREDS) Giant Jelly Jaws &amp; the Pirates (Literacy shed) Poppy and the Blooms (Literacy shed)            The children will complete daily reading sessions which will be ppt based as opposed to worksheets. Children will work in groups and in pairs on their reading skills. The sessions are planned to encourage the children to have discussions and debates.</p>
English writing	<p>The Secret Sky Garden (<b>Fiction</b>) 3Wks            Hot Write - Description &amp; Narrative setting.            Visit small park area – children design a garden to add colour. (Like the character in the book)</p> <p>A Midsummer Night's Dream. (<b>Fiction</b>) 3Wks            Hot write – Love letter from Titania to Bottom describing his donkey features.            Make fairy wooden spoons and retell story outside on the field. Pupils to retell with spoons.</p>	<p>Out and About: First book of Poems. (<b>Poetry</b>) 2 Weeks            Hot Write – Write own poems.</p> <p>Grace Darling (Non Fiction) 2 Weeks            Hot Write – 1. Write about personal experience on a trip. 2. Fact file.</p> <p>Riddles 1 Week            Hot Write – Make up own riddle.</p>

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<b>Maths</b>	<p>Place Value, Addition, Subtraction, Multiplication &amp; Division</p> <p>Range of Active Maths activities</p>	<p style="color: red;">Areas identified from gap analysis using NCETM tool</p> <p style="color: green;">Range of Active Maths activities</p>								
<b>Science</b>	<p style="text-align: center;"><b>Plants</b></p> <p style="text-align: center;">Start with a scavenger hunt – leaf that is prickly, smooth, red, crinkly etc.</p> <p style="text-align: center;"><b>Weeks 2 &amp; 3</b></p> <p style="text-align: center;">Ensure that children can name the various parts of a flowering plant – Year 1 revision.</p> <p>Ask children to think about the life cycles of some of the animals they have learnt about and use this to help them think about plants and their life cycles. Use this to sequence pictures from seed → seedling/sapling → plant/tree. Can they find all these parts of a plant outside?</p> <p>Provide a selection of different seeds – all sizes, shapes and colours. Include garden plants, tree seeds (e.g. acorns, beech masts, hazel nuts and conkers – nuts are seeds inside hard cases), vegetable seeds (peas, beans, etc.) and seeds in fruits (e.g. a ripe apple cut in half to show pips, an orange with pips or a strawberry with its seeds clearly visible on the outside) to observe. Children to copy carefully. Make comparisons and sort.</p> <p>Children to make newspaper plant pots.  <a href="https://schoolgardening.rhs.org.uk/Resources/Sequence-Card/How-to-make-newspaper-pots">https://schoolgardening.rhs.org.uk/Resources/Sequence-Card/How-to-make-newspaper-pots</a> Plant some seeds e.g. cress, lettuce and sunflowers. Pupils to observe the growth of their plant by measuring either the height of the plant or the length of the roots as it grows. Investigation idea: Do larger seeds make larger plants?</p> <p style="text-align: center;">Plant seeds and bulbs – observational drawings/seed diary</p> <p>Children to understand what seeds need to germinate (water, light, warmth, sunshine, soil)        Children could place germinating seeds in different conditions to identify what they need to germinate and what happens if these aren't provided e.g. growing seeds in the dark, growing seed in the fridge etc.</p> <p>Design a seed packet for an imaginary plant, including what the plant needs and instructions to ensure it grows.</p>	<p style="text-align: center;"><b>Living things and habitats</b></p> <p>Discussion: How do we know something is living? Show a living flower and an artificial flower. Are they both living? What is the difference between them?        Watch a video which explains living and non-living things.  <a href="https://www.youtube.com/watch?v=wOXay8rdzRg">https://www.youtube.com/watch?v=wOXay8rdzRg</a>        Living things: move, feed, reproduce, grow and use their senses.        Introduce the seven life processes. Get children to consider who would happen to living things if one or more of these life processes were absent. Use these ideas to develop criteria for them to work out how we might be able to tell if something is living, dead or was never alive. Provide children with tricky examples and get children to justify their answers e.g. flame, food, shells etc.</p> <p>Show children groups of photographs of animals from different habitats such as desert, polar, ocean, woodland. Ask children to identify the odd one out, explain their answer and suggest where each group of animal lives. with an odd one out e.g. sloth, polar bear, arctic hare). Get children to identify and reason their choices and to suggest where each group of animals live. This can be used to explain that a habitat is a natural environment for a variety of plants and animals.        Select a group of animals ask pupils to suggest why those animals are suited to living specifically in those places and alternatively why the odd one out isn't.</p> <p style="color: green;">Get children to look at their local habitats such as ponds, hedgerows and soil and discuss in groups what plants and animals might live there.        Use 'Meerkat Mail' as a stimulus – imagine how a woodlouse would feel in a desert. Write a postcard from his viewpoint.</p> <p style="color: green;">Visit local habitats including microhabitats. During each visit get the children to record descriptions, as well as weather conditions, and write down all the animals and plants that they saw.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Habitat</td> <td>Spiders</td> <td>ants</td> <td>Woodlice</td> </tr> <tr> <td>Leaf litter</td> <td></td> <td></td> <td></td> </tr> </table>	Habitat	Spiders	ants	Woodlice	Leaf litter			
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	<p>Research the different ways using secondary sources (books or the internet) that seeds can be dispersed</p> <p>a.</p> <p>Get children to look at selections of seeds and discuss how children think seeds might be dispersed and give their reasons. Children could act out seed dispersal using props e.g. sticky tape on ping pong ball. Make paper helicopters to simulate the sycamore helicopters.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Under stones</td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> <tr> <td>Rotten wood</td> <td></td> <td></td> <td></td> </tr> </table> <p>Discuss all the different places in the woodland where they think minibeasts might live; in trees, bushes and on the ground.</p> <p>Ask the students to describe the different conditions and different living things in each habitat. Ask them to offer suggestions about why they are found in different micro-habitats e.g. some prefer shady conditions, some prefer exposure to sunlight, specific food preferences, damp or dry etc.</p> <p>Get children to build a minibeast hotel. Try to get them to think about whether it would be best if the hotel is somewhere damp or dry? Light or shaded? Using sticks/logs, bark, leaves, stones.</p> <p>Get children to make observations of a range of animals e.g. invertebrates, birds etc in local environments. Use secondary resources, such as information texts or internet, to research to find out what different animals eat.</p> <p style="text-align: center;">Human scale food chain – give a child a plant/animal and ask them to create a chain. Ensure that their arrow points from plant (producer) towards the animal (consumer) i.e. Where the energy goes.</p>	Under stones				Rotten wood			
Under stones										
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<p><b>Computing</b></p>	<p>E- safety Digital media- Taking photographs</p> <p>Through the lessons in this unit, learners will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real.</p> <p><a href="#">Unit guide</a> <a href="#">Learning graph</a></p> <p>Lessons <a href="#">Lesson 1 Devices</a> <a href="#">Lesson 2 Landscape or portrait?</a> <a href="#">Lesson 3 What makes a good photograph?</a> <a href="#">Lesson 4 Lighting and focus</a></p>	<p>E- safety Digital media- Making Music</p> <p>Learners will explore how music can make them think and feel. They will make patterns and use those patterns to make music with both percussion instruments and digital tools. They will also create different rhythms and tunes, using the movement of animals for inspiration. Finally, learners will share their creations and compare creating music digitally and non-digitally.</p> <p><a href="#">Unit guide</a> <a href="#">Learning graph</a></p> <p>Lessons <a href="#">Lesson 1 How music makes us feel</a> <a href="#">Lesson 2 Rhythms and patterns</a></p>								

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	<p><u>Lesson 5 Effects</u> <u>Lesson 6 Is it real?</u></p> <p>Suggested activity Take photos of garden flowers and create a SWAY Chn take photos of how you have made your basket/ suglasses and then sequence them into digital instructions (collage style)</p> <p>Suggested websites and apps <a href="https://photofunia.com/">https://photofunia.com/</a> <a href="http://www.stephen.com/mondrimat/">http://www.stephen.com/mondrimat/</a> <a href="https://www.tate.org.uk/kids/games-quizzes">https://www.tate.org.uk/kids/games-quizzes</a> <a href="https://www.kapowprimary.com/subjects/computing/key-stage-1/year-1/digital-imagery/">https://www.kapowprimary.com/subjects/computing/key-stage-1/year-1/digital-imagery/</a> <a href="https://www.j2e.com/jit5">https://www.j2e.com/jit5</a></p> <p>Unplugged <a href="https://www.barefootcomputing.org/resources/patterns-unplugged-activity">https://www.barefootcomputing.org/resources/patterns-unplugged-activity</a> (PSHE)</p>	<p><u>Lesson 3 How music can be used</u> <u>Lesson 4 Notes and tempo</u> <u>Lesson 5 Creating digital music</u> <u>Lesson 6 Reviewing and editing music</u></p> <p>Suggested activity Create a soundtrack to go with the Morris picture.</p> <p>Suggested websites <a href="https://musiclab.chromeexperiments.com/">https://musiclab.chromeexperiments.com/</a> <a href="http://www.incredibox.com/">http://www.incredibox.com/</a> <a href="http://www.jamstudio.com/Studio/index.htm">http://www.jamstudio.com/Studio/index.htm</a> <a href="https://www.ilearn2.co.uk/freeyear1musiccreation.html">https://www.ilearn2.co.uk/freeyear1musiccreation.html</a></p> <p>Unplugged <a href="https://www.barefootcomputing.org/resources/musical-sequences-activity">https://www.barefootcomputing.org/resources/musical-sequences-activity</a> <a href="https://www.barefootcomputing.org/resources/classroom-sound-monitor">https://www.barefootcomputing.org/resources/classroom-sound-monitor</a> (PSHE)</p>
History	Not this term	<p>Lives of significant people – The lives of significant individuals in the past who have contributed to national and international achievements. (<b>Grace Darling</b>) <a href="https://rnli.org/youth-education/education-resources/lower-primary/topic-pack">https://rnli.org/youth-education/education-resources/lower-primary/topic-pack</a></p> <p>Covers:</p> <ol style="list-style-type: none"> <li>1. Who was Grace Darling?</li> <li>2. What was Grace Darling's everyday life like?</li> <li>3. What did Grace Darling do to make her famous?</li> <li>4. How did Grace Darling become famous?</li> <li>5. Why do we remember Grace Darling?</li> <li>6. What can we learn from Grace Darling's example?</li> </ol> <p>Unit includes role play and freeze frames.</p> <p>Local walk to compare past and present – What clues do we have to show us if buildings are old or new? How can we get clues about people who have lived in Rushden in the past?</p>
Geography:	Week 4	
	<p>Map work – Follow trail around playground using tracking signs.</p> <p>Play games using compass directions, and directions such as forwards, backwards, left, right, Near and far. More able introduce NE etc.</p> <p>Take photos of the school grounds from odd angles or very close up. Print these and the children need to find the location and add them to a map.</p>	

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	<p>Have the children stand on school grounds with their eyes closed, what can they hear, touch? Open their eyes and record what they can see. Produce a senses map or mind map from this experience.</p> <p>Use PE equipment – give children a card showing a set up – can they set up their equipment and shown on the card? Children to draw a plan of the PE equipment for their friends to set up.</p> <p>Draw a map of the playground, thinking about shape of the playground and the various features. Add a key.</p>	
Art	<p style="text-align: center;"><b>Textiles:</b></p> <p style="text-align: center;"><b>Weaving on the fence using strips of plastic bags - Rainbow design</b></p>	<p>William Morris - look at some of William Morris' work What do we notice in his art work? Compare two of his pieces – what are the similarities and differences? Make a repeating pattern bookmark by finishing off a pattern.</p> <p>Learn about the artist. . <a href="https://www.twinkl.co.uk/resource/t2-a-105-new-william-morris-powerpoint">https://www.twinkl.co.uk/resource/t2-a-105-new-william-morris-powerpoint</a> Make a TV report about him and his work.</p> <p>Do some rubbings of bark to understand about various textures. Walk around field. Stop at suitable areas of the garden to sketch leaf/flower shapes. Demonstrate cutting out multiple shapes. R Using sketches for inspiration, cut out shapes from coloured paper, add detail (crayons/chalk) and arrange in a repeating pattern to replicate whole class wallpaper. ☑</p> <p>How else could you do repeating patterns?</p> <p>Printing - string prints</p> <p>Printing – using polystyrene tiles</p> <p>Use themes from nature to do printing in the style of William Morris.</p> <p>Evaluate work.</p>
DT	<p style="text-align: center;"><b>Week 5</b></p> <p style="text-align: center;"><b><u>Sewing a sunglasses case</u></b></p> <p>Investigate sunglass cases – what features do they need? Practise sewing skills – running stitch and oversew. Children to bring in their sunglasses and make a pattern for their sunglass case, ensuring there is plenty of room around the outside for the stitching.</p> <p>Using the pattern, cut out the fabric (hint stick the pattern on with pritt stick and then pull off straight away). Sew the two pieces using either oversew or running stitch. Add on a fastening - velcro? Add simple decoration – buttons, felt flower etc. Evaluate design – what would you do different next time?</p>	<p style="text-align: center;"><b>Moving pictures (levers and sliders)</b></p> <p style="text-align: center;"><b>Look around school and grounds – find hinges, levers and sliders in real life.</b></p> <p>Investigate moving parts in books – how do they move? Ensure children understand about levers, sliders and hinges. Read story of the light house keepers lunch – what parts move? How could we make these using levers, sliders and hinges? Children to make a scene of 'The lighthouse keeper's lunch' one step at a time, incorporating levers, sliders and hinges.</p> <p>Children to then use their skills to make a scene linked to a book of their choice – for example 'a tiny seed' - paired work. Model it on paper and then make using card. Apply finishing techniques.</p>
PE	<p style="text-align: center;"><b>Orienteering</b></p> <p>Children are to develop a range of orienteering skills including using compass directions, following a map and using a key on a map.</p> <p style="text-align: center;"><b>Multi skills</b></p> <p>Children are to carry out a range of activities to develop their agility and co-ordination.</p>	<p style="text-align: center;"><b>Athletics</b></p> <p>Children to take part in a range of athletics activities including: hurdles, jumping, throwing and running.</p>
SMSCH	<p><b>PSHCE</b> <b>Relationships</b></p>	<p><b>PSHCE</b> <b>Changing me</b></p>

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	<p>L1 Families L2 Keeping Safe L3 Friends and Conflict L4 Secrets L5 Trust and Appreciation L6 Celebrating my special relationships.</p>	<p>L1 Life Cycles in nature (links to science) L2 Growing from Young to Old L3 The changing Me L4 Boys and Girls Bodies L5 Assertiveness L6 Looking Ahead</p>
RE	How important is it for Jewish people to do what God has asked them to do?	What is the best way for a Jew to show commitment to God?
Music	<p><b>Anna Meredith - Connect It</b></p> <p><a href="https://www.bbc.co.uk/teach/ten-pieces/KS2-anna-meredith-connect-it/zhyyb82">https://www.bbc.co.uk/teach/ten-pieces/KS2-anna-meredith-connect-it/zhyyb82</a></p> <p>Anna Meredith is a Scottish composer who writes electronic and acoustic music. She likes to work with orchestras, bands and choreographers to create music that uses clapping, stamping, shouting and beatboxing instead of instruments – <b>inventing a new style.</b></p>	Charanga – Friendship