



Term: Summer	Year: 2023/24	Teachers: Mr Smith	Year Groups: 2
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TOPIC: The Windrush Generation

Religious Education

**What is the ‘good news’ Christians say Jesus brings?** (Gospel)

**Make sense of belief:**

- Tell stories from the Bible and recognise a link with the concept of ‘Gospel’ or ‘good news’.
- Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.
- Recognise that Jesus gives instructions to people about how to behave.

**Understand the impact:**

- Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace and bringing good news to the friendless.
- Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession).

**Make connections:**

- Think, talk and ask questions about whether Jesus’ ‘good news’ is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.

**What makes some people and places in Cornwall sacred?** (Curriculum Kernewick)

**Make sense of belief:**

- Recognise that there are special people and places in Cornwall that are sacred to believers.
- Identify at least three sacred/holy places in Cornwall and give a simple account of how they are used, why they are important and what people do there.
- Re-tell a story about a Cornish Saint and connect this story to the local area.

**Understand the impact:**

- Talk about why some people are considered to be sacred in Cornwall and how communities celebrate this.
- Give examples of stories, objects and symbols used in churches, which show what people believe.

**Make connections:**

- Think, talk and ask good questions about the lives of special people and what they think about these questions, giving good reasons for their ideas.
- Talk about what makes some people special to people in Cornwall and how these people had an impact on the lives of others.

English & Spelling / Grammar

We will be using The Write Stuff approach to focus our writing on a poem based on ‘The Desk Diddler’.

After this, we will be writing a diary entry about The Great Fire of London. We will be using books, the internet and our peers to research facts and information to help us write our entries. The children will participate in daily phonics sessions or spelling group sessions and the year 2 objectives for spelling, punctuation and grammar will be taught within each of the writing sessions that happen daily.

ART AND DESIGN

Taught by Mrs. Stevens in our art studio.

Mixed media collages to depict the HMS Windrush

SCIENCE

Animals Including Humans Throughout our science lessons this term, Godrevy class will learn to: - notice that animals, including humans, have offspring which grow into adults - find out about and describe the basic needs of animals, including humans, for survival (water, food and air) - describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

We will also be learning how to: observe and describe how seeds and bulbs grow into mature plants; and find out and describe how plants need water, light and suitable temperature to grow and stay healthy.



GEOGRAPHY

Human and Physical Features

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Poldark class will also be comparing and contrasting the physical and human features found in our local area of Carbis Bay and St Ives

HISTORY

The Windrush Generation

This term, Poldark class will be exploring the windrush generation and how it has contributed to the world we live in today. Or enquiry questions will be:

- What was the Empire Windrush?
- Why did people travel to Britain?
- Where is the Caribbean?
- What was life like for the Windrush Generation in Britain?
- What did the windrush generation bring to Britain?

MATHS

Rekenrek for number facts each day

X2, x5, x10 tables

Number, addition and subtraction

Multiplication and Division

Fractions

Geometry

Measure

<https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study/national-curriculum-in-england-mathematics-programmes-of-study>

SPIRITUALITY

- Forest School
- Outdoor learning experiences
- Trink Farm visit – learning about local farming
- Trengwainton Gardens visit to sort and identify plants
- Visit to a local beach – Geography link to our local environment

BRITISH VALUES

Mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith

PE

Sports Day preparation

- Multi-Skills: Target Games
- Gymnastics: Under the Sea
- Animal Olympics
- Dance: Toys

MUSIC

Charanga music scheme to find the pulse, learn songs and play a range of musical instruments to different songs

COMPUTING

- Discovery coding
- Typing skills
- Computer skills