

Hazel Wood Year 2
Summer 2: 07/06/27-21/07/27

Growing continued... 07/06/27-18/06/27 (2 weeks)		Location, Location 21/06/27-21/07/27 (4 weeks and 3 days)	
English - Writing Please see Year 2 Long Term Writing Plan			
Maths Please see Year 2 Long Term Plan			
Science: Seasons and plant structure - Identify and name a variety of common wild and garden plants including deciduous and evergreen trees. - Identify and describe the basic structure of a variety of common flowering plants, including trees.		Science: - Observe changes across the four seasons - Observe and describe weather associated with the seasons and how day length varies. - Notice that animals, including humans, have offspring which grow into adults (sex)	
Either to be completed in Summer 1 or Summer 2 as part of the Growing topic. Art: Colour mixing, textures and strokes to create a daffodil picture - To explore colour mixing, textures and brush strokes to create a daffodil picture using primary and secondary colours. - Colour mixing - primary and secondary colours - Sketching of daffodil - Colouring mixing to decorate daffodil -		Geography: Map Making - Compare and Contrast Totton with Australia - East Coast (physical and human features) Teacher input: Show children a world map. Identify the UK and Australia. On Google maps, zoom into Totton- what do the children notice? Then zoom into East Coast of Australia- What do the children notice? Recap vocabulary - Physical geography = natural features. - Human geography = features made or used by people. Photo Sorting Task: Children to work into groups to sort pictures in Totton and	

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East Coast Australia. Once the photos are sorted, children to label physical and human geography using post-it notes.

Children to then complete a Venn diagram

(*Similarities*: homes, schools, outdoor spaces, near water.)

(*Differences*: Australia has larger beaches and a warmer climate. Totton has more woodland and cooler weather.)

- To identify hot and cold countries in relation to the equator line and the North and South Poles- link to temperature in Australia.

Teacher Input:

Use a large world map or globe.

- Find the Equator (draw a red band with string or tape)
- Find North Pole
- Find South Pole

Model how to identify hotter countries (close to the equator) and colder countries (nearer a pole).

Find UK and Australia on the map/globe- What do you notice about their location to the equator/poles?

Sort the Countries Activity:

Children work in small groups and sort picture cards of countries. Use world map/globe/atlas to identify roughly where the country is on earth.

Children sort countries into two groups: Hot places/ Cold places. Use map/globe to help decide (not guessing). Explain reasoning using key words: equator, poles, hot, cold.

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Map Labelling Activity:

Children to have a simple world map with countries outlined & labelled.

Children to draw the equator line and label the north and south poles.

Children to draw hot symbol (sun) and cold symbol (ice) to identify different climates in 4/5 countries.

Children to write stem sentences giving reasons-

"..... is hotter because..."

"The Equator is....."

"..... is colder because..."

Suitcase Challenge (Independent activity):

Children draw two suitcases. Children then draw clothes/items they would need to take on holiday to Australia and the UK.

RE: Ideas about God - across religions

- What do children imagine God to look like and what kind of person do they think he was? When do you think of God?
- Tell some stories about God - Moses and the burning bush. David and Goliath. Daniel in the Lions den.
- What do we learn about God in these stories? How is he described?
- Hindu's believe in one God, but they think he looks different at different times and that he had different talents.
- Explore images of Hindu god (Ganesh, Lackshmi, Rama)
- Why is God important to Christians and Hindu's?
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Music: Jolly Rogers

Structure/ Timbre

- Learn to chant The Storm is a-brewing along to a steady beat and identify the structure of the chant. Add body and vocal sounds to the chant

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- Create a storm themed picture / graphic notation
- Learn Portside Pirates by Barefoot Books. Identify the structure of the song (verse and chorus)
- Listen to the "Storm" Interlude from Peter Grimes. Create a class dance depicting the stormy waves, the wind and the sailors on the deck of a ship. Create a narrative structure (e.g. wind - waves - sailors) and a verse chorus structure (e.g. wind - waves - sailors - waves).

PSHE: Changing Me

- I understand there are some changes that are outside my control and can recognise how I feel about this.
- I can identify people I respect who are older than me.
- I feel proud about becoming more independent.
- I can tell you what I like/don't like about being a boy/girl.
- I am confident to say what I like and don't like and can ask for help.
- I can start to think about changes I will make when I am in my next class and know how to go about this.