



Year 2 Summer Term 1st Half Curriculum Overview:



The Big Question ...

Why does the Coronation of King Charles III matter?

The Big Idea (overview)...

Deep conceptual learning:	Why is this important to an RCPA child?
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- Knowing and understanding the history chronological narrative: how peoples' lives have shaped this nation
- Gaining and deploying a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' – or indeed 'coronation'
- Understanding historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and using them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.

It will focus on British Values and looks at their heritage as well as the future of the country.
There is a focus on things happening locally as well as inviting their own families in.

Links to prior learning:	Global Goals for Sustainable Development previously studied:
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Children have learnt about the past and different time periods, Chn learnt about Queen Victoria during the Victorians.

Termly Global Goals for Sustainable Development focus:



We will look at this through the Coronation's The Big Help Out - Help us to do something amazing. Join in, Lend a hand. Make a change.

Key Questions:

1. What is a coronation? What is it for and who is involved?
2. Who is King Charles III?
3. Why does the coronation matter?
4. What special events are happening locally to celebrate the coronation?

Metacognition:

We will continue to focus on embedding all of the learning powers – working towards being 'Super Power Sam'
 During the Summer term we will have a particular focus on the following puppets:



Oracy and Communication:

Physical	Linguistic	Cognitive	Social & Emotional
I can use speech that is consistently clear and easy to understand	I can use vocabulary appropriate to the topic at hand	I can ask questions to find out more about a subject	I can take turns to talk, listened and respond appropriately in groups
I can use the appropriate tone of voice	I can use sentence stems to signal when I am building on or challenging other ideas	I can offer reasons for my opinions	I can adapt ideas, suggestions and opinions based on what I have heard
<p>Ideas for Oracy and Communication Would you rather...? I think that...I agree / disagree...</p>			

Building the Community:

Invite parents in for Afternoon Tea, planned and prepared by the children in Moles Class
 Local events that are happening in the community.

Change / Personal Growth:

How history changes the present
 How our school continues to change and grow

Suggested texts (This list is not exhaustive and you need to be selective depending on the needs and interests of your cohort/group):

Key Vocabulary:



King Charles III	See each subject for specific vocabulary
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Key Experiences: Afternoon Tea with parents

Opportunities for revisiting learning in the future:

History – throughout the KS2 curriculum

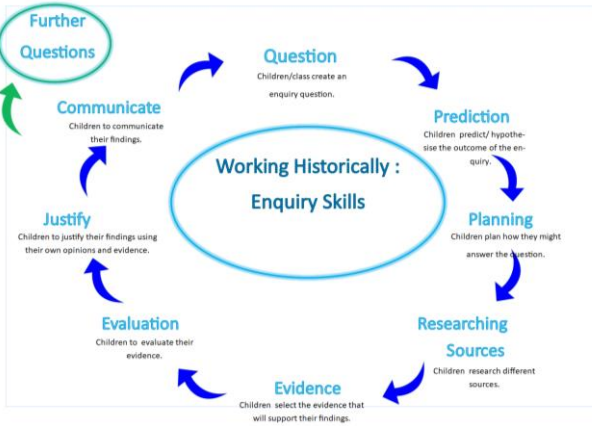
SCIENCE

The Enquiry Question ...
What living things can we find at our school?

The Learning Overview:

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	<p>Throughout this topic about plants, the children will observe and describe how seeds and bulbs grow into mature plants. They will examine using magnifying glasses what is inside a seed itself and learn about how seeds germinate. They will learn about the life cycle of a plant and find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. They will complete a practical activity on this and plant bean seeds using these conditions. Finally, they will learn about how plants change and adapt to suit their habitats.</p>	
<p>Prior Learning:</p> <p>In Year 1, children have been taught to identify and name variety of common wild and garden plants, including deciduous and evergreen trees. They will have knowledge in identifying and describing the basic structure of a variety of common flowering plants.</p>	<p>Key Texts:</p> <p>E-book- 'Growing, Growing, Grown'</p>	
<p>Conceptual Understanding:</p> <p>Children will recognise the ways in which they can answer scientific questions. They will carry out simple practical tests using simple equipment. Children will have the opportunity to observe the natural world around them in our forest school. Children will notice the link between cause and effect and talk about their findings. Children will learn how to dissect a seed, explaining which part of it will grow in to a plant and which part is used to store food.</p>	<p>Key Vocabulary:</p> <p>Petal, stem, fruit, leaves, roots, seed, stalk, branch, flower, light, shade, sun, warm, cool, temperature, water, grow, healthy, unhealthy, observe, evaluate, germination.</p>	
<p>Skills</p>	<p>Knowledge</p> <p>Children should be taught:</p> <ul style="list-style-type: none"> -to observe and describe how seeds and bulbs grow into mature plants -find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 	<p>Learning Opportunities</p> <ul style="list-style-type: none"> Practical- planting bulbs and seeds Dissecting seeds Observations The use of our outside area and forest school to explore.

History –	
The Enquiry Question ... Why does the Coronation of King Charles III matter?	The Learning Overview:
 <p>The diagram illustrates the 'Working Historically: Enquiry Skills' process. It is a circular flow of eight steps: Question, Prediction, Planning, Researching Sources, Evidence, Evaluation, Justify, and Communicate. Each step includes a brief description of what children do. The process starts with 'Question' (Children/class create an enquiry question.) and ends with 'Further Questions' (Children to communicate their findings.), which then loops back to 'Question'. A central oval contains the text 'Working Historically: Enquiry Skills'.</p>	
Prior Learning:	Key Texts:
Victorians – link to Monarch from this time.	King Charles III
Conceptual Understanding:	Key Vocabulary:
In this unit, children will learn about the significance of the 2023 coronation of Charles III and his consort Camilla. They will look at the life of Charles and	Coronation Oath



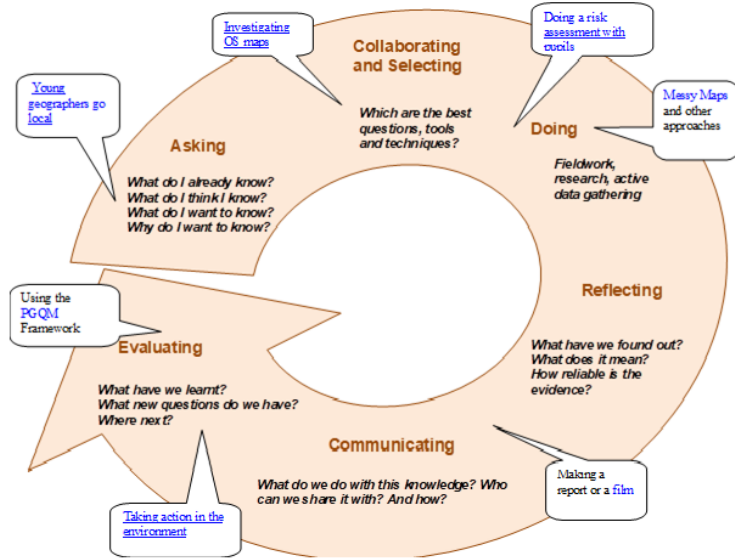
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<p>his family up to becoming the British monarch. The unit will help children to develop key skills in interpreting historical sources, particularly film and developing an understanding of chronology. Children will be introduced to what a coronation is and what happens at a coronation, and will explore why it might be thought of as a significant event. It is expected that children will be able to assess how the coronations of both Charles and his mother will be similar/different.</p>	<p>Anointing Investing Crowning Westminster Abbey Coronation Chair Archbishop of Canterbury</p>	
Skills	Knowledge	Learning Opportunities
<p>Historical enquiry: Pupils should be taught: a. how to find out about the past from a range of sources of information (for example, stories, eyewitness accounts, pictures and photographs, artefacts, historic buildings and visits to museums, galleries and sites, the use of ICT-based sources) b. to ask and answer questions about the past.</p>	<p>Pupils should be taught to: a. place events and objects in chronological order b. use common words and phrases relating to the passing of time (for example: before, after, a long time ago, past). Pupils should be taught: a. to recognise why people did things, why events happened and what happened as a result b. to identify differences between ways of life at different times c. to use vocabulary relating to the unit of study d. to understand why the coronation is a significant event e. to understand that not all coronations are the same.</p>	<p>Through the media Around the community</p>

Geography –	
The Enquiry Question ...	

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An Enquiry framework



Prior Learning:

Place knowledge of where we live
 Knowledge of coastal changes

Key Texts:

Conceptual Understanding:

Key Vocabulary:

Skills	Knowledge	Learning Opportunities
<p>Shows curiosity about the ways people interact with their geographical environment. Begins to draw connections between different geographical concepts (e.g., how climate affects vegetation).</p>	<p>Understand similarities and differences of a small area of the UK and a small area of a contrasting non-European country with rainforests. Use a world map and globe to locate rainforest regions. Describe physical features about the continents of the world. Ask questions about how people, places and features are similar and different over time</p>	<p>Paignton Zoo</p>
<h3>Key learning/Main Teaching/Ancillary Questions</h3>		<h3>Independent learning activity</h3>



<p>Lesson One What do I already know? What do I think I know? What do I want to know? <i>Talk to chn about Rainforests, collect things they know already and anything theyd like to find out. Revisit seven continents of the world. Can chn recall them all and point them out on a world map.</i> Where is Brazil? Locate Brazil on a world map. <i>Brazil is a very large country and the landscape is varied. Brazil has a mixture of highlands, lowlands, wetlands, forests, rivers and mountains.</i> <i>The Amazon rainforest covers almost half of Brazil. It is the world's largest rainforest.</i> What are the main human and physical features of Brazil? How are they similar different to where we live?</p>	<p>Chn to locate Brazil on a map of the world and then sort images of Brazil into human and physical features. Identify if these features are similar or different to those in our local area.</p>
<p>What is the weather like in Brazil and how does this compare to the UK?</p>	<p>Make a weather report for Uk Make a weather report for Amazon Rainforest</p>
<p>Who lives in the Amazon Rainforest?</p>	
<p>What animal/plant life can be found in the rainfoest?</p>	
<p>Why is the Amazon Rainforest declining in size?</p>	
<p>Reflecting and Communicating What have we found out? Who shall we share our learning with?</p>	<p>Powerpoint/Fact sheet to collate information.</p>
<p>Reflecting and Communicating Share with Year One?</p>	<p>Powerpoint/Fact sheet to collate information.</p>

Computing	
<p>The Enquiry Question ... How can we sort information?</p>	<p>The Learning Overview:</p>
<p>Prior Learning:</p>	<p>Key Texts:</p>

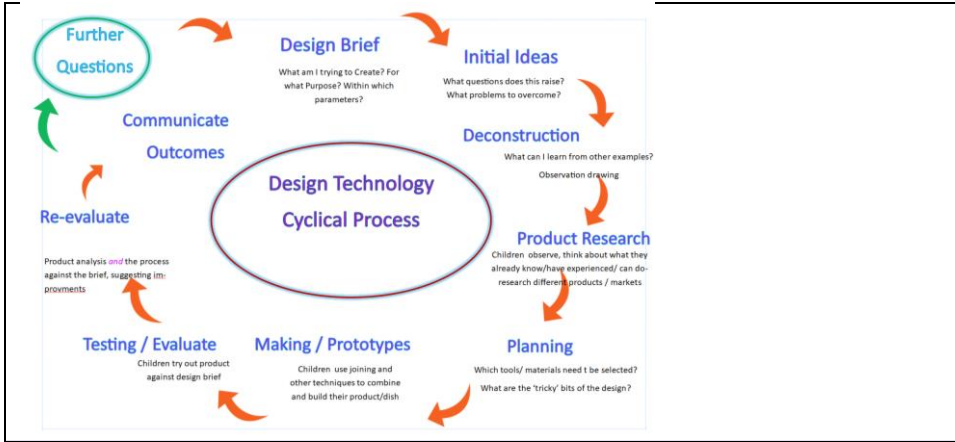


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Conceptual Understanding:		Key Vocabulary:	

DT –	
The Enquiry Question ...	The Learning Overview:



In this sequence of learning, the children will be preparing a dish suitable for an afternoon tea for their parents to celebrate King Charles III Coronation, May 2023.

Prior Learning:

In year 1, the children have learned about balanced diets. In Year 2, the children have recapped learning on healthy eating, the types of food groups and exercise. In PSHE, the children have learned about personal hygiene.

Key Texts:

Books to explore- Alice in Wonderland, The Tiger who came to Tea, The Tea party in the Woods.

Conceptual Understanding:

The children will have the opportunity to talk and write about what fruit and vegetables they have tasted, like and don't like. They will use their senses and draw them and use adjectives to describe them. They will then design suitable dishes/drinks that would be consumed at an afternoon tea and then consider the cost of ingredients, sourcing them and preparing them. They will write down step by step instructions for what they will do and then design an invitation their adults to invite them to an afternoon tea in Moles where they will present what they have made for their adult to try.

Key Vocabulary:

chop, taste, soft, juicy, crunchy, sharp, crisp, smooth, skin, fresh, sour, pip, core, slice, cut, squeeze, tasting, afternoon tea, tradition, arrangements, finger food, Costing, sourcing, supermarkets, instructions, evaluate, consider, planning,

Skills/Knowledge

The children will learn basic skills like- peeling, slicing, cutting, preparing, arranging their chosen fruit and vegetables. They will learn how to present their food in bowls, cups, on plates and can add a garnish to add finishing touches. They will be reminded to uphold hygiene practice whilst preparing food.

They will consider the costing, sourcing and preparation time for their fruit and veg.

Learning Opportunities

The children will have the opportunity to look at a variety of fruit and veg, taste it and prepare it. The children will have the opportunity to invite a family member into school to enjoy what they have made.

Possibility of a local graze company to come in and do a demonstration.

Music –	
The Enquiry Question ...	The Learning Overview:
<p>Responses Evaluation—Intention, Dimensions, Creativity Impact on audience</p> <p>Active Listening What are my thoughts/ feelings to a stimulus—visual, tactile, experience, emotion, sensory responses</p> <p>Internal/External Responses</p> <p>Music A Learning Process</p> <p>Performing Practise and refine Re-evaluation Audience—musical intention</p> <p>Exploring Confident to try out Taking what gathered and experimenting Sounds, Instrument choices Linked to dimensions—different tempo</p> <p>Composing Confidence to make mistakes Decision—what do I want to convey/ communicate? Model from which to work</p> <p>Responses</p>	<p>In this unit, pupils will feel patterns of beats in their bodies, swinging in time with a partner and marking the beat using simple body percussion patterns. They will explore how beats are grouped and will devise their own body percussion patterns to demonstrate this. They will begin to identify different metres in familiar songs. Finally, the children will be invited to move freely and creatively to two pieces from Shostakovich’s Jazz suites, each in a different metre, using scarves, ribbons, cloths, or even old socks!</p>
Prior Learning:	Key Texts:
Conceptual Understanding:	Key Vocabulary:
<p>The children will have the opportunity to actively listen and mark the beat by tapping, clapping, and swinging to the music. They will move freely and creatively to music using a props. They will learn how beats can be grouped into patterns and identify beat groupings in familiar songs. They will learn how beats can be grouped into patterns and create action patterns in 2- and 3-time.</p>	<p>Tempo, rhythm, beat,</p>
Skills & Knowledge	Learning Opportunities

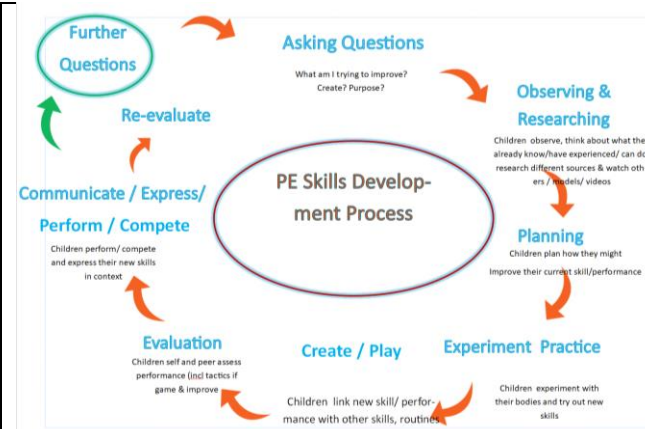


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<p>Sing short phrases independently within a singing game or short song.</p> <p>Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers, and crotchets rests</p> <p>Create rhythms using word phrases as a starting point Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.</p> <p>Begin to group beats in twos and threes by tapping knees on the first beat and clapping the remaining beats Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others.</p> <p>Sing songs with a small pitch range, pitching accurately.</p>	<p>Opportunity to record our piece and perform in assembly.</p>
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<p>PE –</p>	
<p>The Enquiry Question ... How can we ensure our dance is high quality?</p>	<p>The Learning Overview:</p>

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Athletics:

In this unit, pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop.

Net and Wall:

Pupils will develop the basic skills involved in net and wall games. They will develop their understanding of the principles of net and wall games such as using the ready position to defend their space and sending the ball away from an opponent to maximise their chances of scoring. They will learn to play games honestly, abiding by the rules and showing respect towards their opponents and teammates.

Prior Learning:		Key Texts:	
<p>In Year one, the children have been taught to:</p> <ul style="list-style-type: none"> To move at different speeds over varying distances To develop balance. To develop agility and co-ordination. To explore hopping, jumping and leaping for distance. To develop throwing for distance. To develop throwing for accuracy. 			
Conceptual Understanding		Key Vocabulary:	
		<p>Sprinting, jogging, skipping, hopping, springing, strides, bending, accelerating, movement, swinging, target.</p>	
Skills	Knowledge	Learning Opportunities	



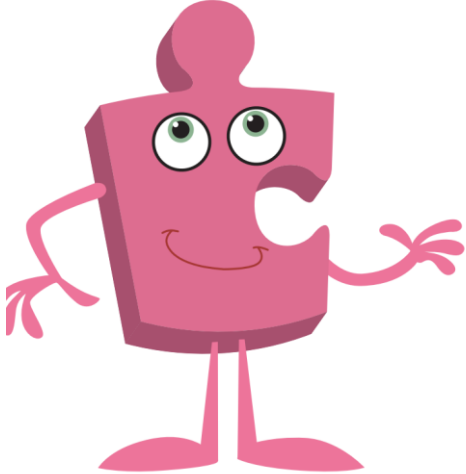
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<p>Athletics: To develop the sprinting action. To develop jumping for distance. To develop technique when jumping for height. To develop throwing for distance. To develop throwing for accuracy. To select and apply knowledge and technique in an athletics carousel.</p> <p>Net and Wall: To develop returning a ball with hands. To play against a partner. To develop racket skills and use them to return a ball. To develop returning a ball using a racket. To play against an opponent using a racket.</p>	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: 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>	<p>Sports Day Tennis Day</p>
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RE –	
The Enquiry Question ...	The Learning Overview:

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<ul style="list-style-type: none"> Identify, describe, explain and <u>analyse</u> beliefs and concepts in the context of living religions, using appropriate <u>vocabulary</u> explain how and why these beliefs are understood in <u>different</u> ways, by individuals and within communities recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation <ul style="list-style-type: none"> evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their <u>responses</u> challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in <u>response</u> discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and <u>understanding</u> <ul style="list-style-type: none"> examine and explain how and why people express their beliefs in <u>diverse ways</u> recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the <u>wider world</u> appreciate and appraise the significance of <u>different</u> ways of life and ways of expressing <u>meaning</u> 		
Prior Learning:		Key Texts:
Conceptual Understanding:		Key Vocabulary:
Skills	Knowledge	Learning Opportunities

PSHE		
The Enquiry Question ... How can we be successful in reaching our goals?		The Learning Overview:
		In this unit, children will learn about important relationships that they have with friends and family members and how to manage conflicts, secrets and trust.
Prior Learning:		Key Texts:
Conceptual Understanding:		Key Vocabulary:
The children will begin to think about the members of their families and the roles that these individuals whilst considering that all families are different. They will under that some forms of contact is acceptable and unacceptable. They will learn that it is sometimes not a good idea to keep a secret and that members of staff in school are unable to keep secrets in order to keep them safe. They will know which family members and staff at school they can trust.		<i>Family, Different, Similarities, Special, Relationship, Important, cooperate, Touch, Physical contact, Communication, Hugs, Like, Dislike, Acceptable, Not acceptable, Friends, Likes/dislikes, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Surprised, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability.</i>
Skills	Knowledge	Learning Opportunities
Identify different members of our family and say why they are important to us. Understand what is appropriate contact Share	I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate	Poster Time for reflection Meditation



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	<p>I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not</p> <p>I can identify some of the things that cause conflict with my friends</p> <p>I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret</p> <p>I recognise and appreciate people who can help me in my family, my school and my community</p> <p>I can express my appreciation for the people in my special relationships</p>	
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