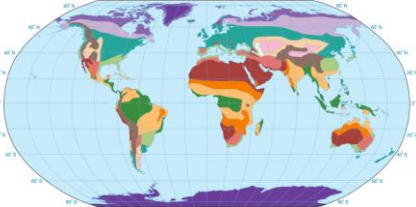


Derry Hill C of E Primary School		Year 2: Term 6: Summer 2 2025	
National Curriculum Subject	Key Vocabulary	Key Skills and Knowledge	Learning Intention and Implementation
<p><b>Geography</b></p> <p><u>Climates</u></p>  <p>How do plants and animals live in different climates?</p>	<p>weather climate climate zone temperature Equator North Pole South Pole vegetation cold place hot place adaptation climate change season dry wet</p>	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>I know that the weather is a physical Geographical feature.</li> <li>I can use observational skills to describe the weather and can record and analyse this.</li> <li>I can infer what climate an animal lives in, a plant is in or a house / place is in based on what I know about climates.</li> <li>I can name hot and cold places in the world.</li> </ul> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>I can identify hot and cold places on a map in relation</li> </ul>	<p><b>LI: I can use observational skills to describe the weather and can record and analyse this.</b></p> <p>Children will complete a weather chart during the term saying what the weather is like each morning and at the end of each day (including temperature). They will describe changes in the weather over the term.</p> <p><b>LI: I can explain what a climate is and describe the 4 main climates in the world.</b></p> <p><b>Lesson 1:</b> Children play a Memory Game to recap different weather words. They watch a video to introduce the idea of climate as different to weather and discover the 5 main climates in the world. They match facts about the climates to the names and discuss where people might live based on their photos. Children give opinions about the good / bad things about living in each climate. <a href="https://www.bbc.co.uk/bitesize/articles/zrm98hv">https://www.bbc.co.uk/bitesize/articles/zrm98hv</a></p> <p><b>LI: I can identify hot and cold places on a map in relation to the North and South Poles and Equator. I can research which animals live where and discuss why they are suited to live there.</b></p>

to the North and South Poles and the Equator.

- I can say what a climate is and how this is different to the weather.
- I can explain why the weather changes every day and how we can track this.
- I can describe where hot and cold places are in the world and how animals, people and plants adapt to survive there.
- I can talk about how people are changing the climate and give some ways we can try and stop this.

**Lesson 2:** Children recap use of maps from earlier in the year and locate the different continents, as well as the Equator and the North and South Poles. They discuss which areas of the map are likely to be hot and then cold and then colour the main climate zones. Children then predict and research where different animals live. They discuss different animals and how they are suited to where they live.

<https://www.youtube.com/watch?v=7KoRVGS8stk>


**LI: I can identify how animals have adapted to live in different climates and consider how humans need to adapt when they move to different climates or when climate changes.**

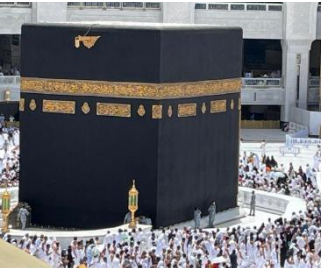
**Lesson 3:** Children recap information about adaptations that animals have made to their climates and match invented animals to the climates that would suit them. Children consider how they would need to adapt to live in a different climate. They learn about how climates across the world are changing and what problems this is causing. They consider how humans might adapt in the future if the climate continues to change.

<https://www.youtube.com/watch?v=7ZnvFkiZmDM>

**LI: I can identify how plants have adapted to survive in different habitats and find out where the foods that we eat have come from, and why this might be a problem.**

**Lesson 4:** Children learn about the types of plants that can grow in different climates and why they can grow there. They understand why cocoa beans grow in Africa whilst green beans grown in the UK. They identify which of their foods can grow in the UK and which come from other countries, using the internet to help them. Children identify two problems associated with food travelling long distances.

			<p>They learn how climate change is making things difficult for farmers and think about how we could slow this down by changing small things in our lives.</p> <p><a href="https://schools.fairtrade.org.uk/teaching-resources/cocoa-climate-a-lesson-plan-for-primary-schools/">https://schools.fairtrade.org.uk/teaching-resources/cocoa-climate-a-lesson-plan-for-primary-schools/</a></p> <p><a href="https://www.youtube.com/watch?v=9Opt06QF9WY">https://www.youtube.com/watch?v=9Opt06QF9WY</a></p>
<p style="text-align: center;"><b>Science</b> <u>Plants</u></p> 	<p>plant seed compare growth bulb</p> <p>experiment method investigate predict control</p> <p>carbon dioxide photosynthesis glucose oxygen energy</p> <p>seedling life cycle germination pollination reproduction</p> <p>thrive insulate crop manure healthy</p>	<p><b>Key Skills:</b></p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes</p> <p>Observing and recording, with some accuracy</p> <p>Asking simple questions and recognising that they can be answered in different ways</p> <p>Performing simple tests</p> <p>Using their observations and ideas to suggest answers to questions</p> <p>Gathering and recording data to help in answering questions</p>	<p><b>LI: To</b> • Observe and describe how seeds and bulbs grow into mature plants</p> <p>Lesson 1: With adult supervision, the children dissect a selection of seeds and bulbs and observe them with a microscope or magnifying glass. Ask the children to draw the inside of a seed and a bulb. Alternatively, they can make prints. Explain 3 differences between a seed and a bulb.</p> <p><b>LI. To</b> Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Lesson 2: Ask the children to write up which part of the class experiment they will test. For instance: will the plant grow and stay healthy if it has no water? Ask the children to make a prediction to explain what they think will happen to their plant. The children should set up their experiment and explain or draw their method.</p> <p><b>LI. To</b> Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Lesson 3: Ask the children to explain how plants use water and sunlight to make the food they need to grow.</p> <ol style="list-style-type: none"> <li>1. The plant takes in air, water and sunlight.</li> <li>2. The plant uses these elements to make sugar/glucose.</li> </ol>

			<p>3. The sugar gives the plant energy to grow bigger and produce flowers, leaves, fruits or vegetables.</p> <p><b>LI. To Understand</b> the requirements of plants for germination, growth and survival, as well as the processes of reproduction and growth in plants</p> <p>Lesson 4: Create a diagram to show the life cycle of a plant and label their diagrams.</p> <p><b>LI. To Observe</b> and describe how seeds and bulbs grow into mature plants</p> <p>Lesson 5: Children record their results and explain what happened to their plant and why. How did the results compare to their predictions?</p>
<p style="text-align: center;"><b>RE</b></p> <p><u>Does completing Hajj make a person a better Muslim?</u></p> <p>Children continue to</p>  <p>study aspects of Islam.</p>	<p>Islam Muslim journey pilgrimage Mecca Five Pillars Grand Mosque Prophet Muhammad Ka'bah Mount Arafat Saudi Arabia robes stones circle</p>	<p><b>Key Skills:</b></p> <p>I can listen and respond to other people's opinions respectfully.</p> <p>I can imagine what it might feel like to be on the Hajj pilgrimage.</p> <p>I can start to explain the significance of the Hajj to a Muslim.</p> <p>I can give my opinion about whether completing Hajj makes a Muslim a better person, with a reason.</p>	<p><b>LI: I can describe a special journey I have been on and explain what makes a journey special.</b></p> <p><b>Lesson 1:</b> Children listen to my description of my journey to start my work in Ethiopia. I explain what I took and why and how I felt and why. I explain why that journey is special now that I look back on it and why I remember it. They look at clues in a suitcase as to where Sofia Owl is going any why and answer questions about her feelings and why the journey is special. Children talk about a journey that was special to them and record information in their books.</p> <p><b>LI: I can describe what the Hajj is and use some key words accurately to explain what happens.</b></p> <p><b>Lesson 2:</b> Children look at the suitcase of someone going on Hajj and discuss who it might belong to and where they might be going. They watch a video introducing the idea of</p>

equal

**Key Knowledge:**

I can describe a special journey that I have been on.

I can use the right words to describe different parts of the Hajj.

I can remember some of the events that happen during the Hajj and explain why these are important to Muslims.

I can explain how taking part in the events on the Hajj help Muslims show a commitment to God.

the Hajj and describe what each of the things in the suitcase might be for.

[https://www.youtube.com/watch?v=Ok7-mB62xeF&list=PLcvEcrsF\\_9zJxDHG9JtcCmiAgwVFRW3uK&index=14](https://www.youtube.com/watch?v=Ok7-mB62xeF&list=PLcvEcrsF_9zJxDHG9JtcCmiAgwVFRW3uK&index=14)

**LI: I can explain why Muslims go on Hajj and describe the first 3 events of the pilgrimage.**

**Lesson 3:** Children learn about the Five Pillars of Islam and understand that Hajj is one of these. They think about why Hajj is difficult for many Muslims and discuss why they would want to do it.

Children watch a video explaining the first few events of the Hajj and start a story board to explain what happens. They draw a picture of each event on the pilgrimage and write a sentence to explain what is happening and why.

<https://www.youtube.com/watch?v=H9U8T8xIAhQ>

<https://www.youtube.com/watch?v=6qCjyTEcWfA>

**LI: I can describe the final events of the Hajj and explain why they are important to Muslims.**

**Lesson 4:** Children use their storyboards to help them remember the first steps of Hajj. They act these out. They then watch the rest of the video and complete their storyboards.

Children discuss the things that they think they might find most difficult about taking part in the Hajj and explain how it shows a commitment to God.

<https://www.youtube.com/watch?v=6qCjyTEcWfA>

**LI: I can give an opinion about whether completing Hajj makes a Muslim a better person.**

**Lesson 5:** Children complete a quiz to show what they have learnt about the Hajj. They share ideas about the key question, identifying why Muslims want to go on Hajj and

## PSHE

### Emotions Choices Enterprise



emotions  
love  
happy  
sad  
scared  
excited  
surprised  
embarrassed  
choices  
budget  
need  
want  
save  
decisions  
manage money  
enterprise  
to afford something  
creativity  
innovation  
risk management  
design  
cost  
price

#### Key Skills:

I understand that it is acceptable to feel a range of emotions and can start to manage these effectively.

I can listen to and reflect on other people's views and experiences.

I understand how my behaviour, and that of others, can influence people's feelings and emotions.

I understand the choices that people need to make about what they spend their money on and start to use the process for making these choices effectively.

#### Key Knowledge:

I can recognise and name emotions in a positive way.


I can name things that make me happy / sad / scared / excited.

I can say where money comes from and explain what it means to budget.

what they feel it gives them. Children bring together learning from earlier in the year and identify other ways that Muslims can be good Muslims if they cannot go on Hajj.

Children will start the unit by thinking about their emotions. They will work on recognising different emotions from facial expressions and will think of things that make them feel different ways. Children will explore which emotions they like to feel and which are difficult feelings and will explore things that they can do to help them when they feel emotions that are difficult, such as sadness. Children will also explore how they can show their feelings and get support if they need it.

Children will then move on to consider money and budgets. They will explore the concept of managing money and having to work out the difference between what they 'need' and what they 'want'. Children will be introduced to the idea of enterprise and being able to make money by having good ideas and working through these. They will work in groups to think of a new product that could make them money in the future!

		<p>I can describe the difference between things we need and things we want.</p>	
<p>P.E.</p> 	<p>level direction speed catch strike pushing bounce</p>	<p>I can perform a small range of skills and link two movements together.</p> <p>I can perform a range of skills with some control and consistency.</p> <p>I can perform a sequence of movements with some changes in level, direction or speed.</p> <p>I can send with good accuracy and weight.</p> <p>I can get in a good position to receive.</p> <p>I can collect the ball safely.</p> <p>I can react and move quickly.</p> <p>I can catch the ball consistently.</p> <p>I can slow down with control after catching.</p>	<p><b>Real PE &amp; Cricket</b> Develop fundamental movement skills to be able to react and move quickly and develop control with a ball, including catching, to prepare for activities and games using equipment.</p> <p>Develop confidence in a range of skills with control and consistency. Link skills to perform a sequence of movements whilst exploring changes in level, direction and speed. Adopt good 'ready position'. Use backswing and follow through. Maintain a good 'ready position'. Use footwork to move in line with the ball when receiving. Keep eyes focused on ball. Lean forward to help move quickly. Focus on accuracy and weight when sending. Use 'soft hands' when receiving/catching. Move feet, rather than stretch, to get to the ball. Use backswing and follow through when sending. Move my feet to get in line with the ball when receiving. Try to have 'soft hands' when catching. Take up a ready position with my knees bent and feet apart (front to back). Start quickly and accelerate by pushing off hard with my feet. Bend my knees to help me slow down.</p>

## Computing

### Introduction to Animation



Ilearn2 code: AM43

download  
save  
animation  
stop motion  
frames  
background  
text  
objects / stickers  
copy / clone  
flip  
onion skin  
frame rate  
story-telling

#### Key Skills:

I can add a background and objects to a frame.

I can copy / clone a frame and move objects, including flipping objects.

I can create an animation with different objects moving simultaneously.

I can create animated drawings by cropping photos and adjusting points of movement.

#### Key Knowledge:

I can follow simple instructions to create basic animations on two different websites.

I know the meaning of key words and can use these to describe how I have created my animation.

I can add text to my animation to help with my story-telling and check this for accuracy.

This term children will be introduced to digital animation and will use online resources to create their own simple stop motion animation on three different websites.

**LI: I can use the Junior Infant Tools Animate website to add a background and objects to a frame and move them, including flipping them.**

**Lesson 1:** Children watch a short video explaining what stop motion animation is and explain in a basic way how it works. They follow video instructions to set up a background on the JIT Animate website and add objects to it, which they then move by copying frames and adjusting the position of the objects. Children recreate one example following the model and then make their own example.


<https://www.youtube.com/watch?v=wVjMFUIlhVA>

**LI: I can create an animation on the ABCya website with text and different objects moving simultaneously.**

**Lesson 2:** Children recap the key words and techniques involved in making a stop motion animation online. They follow video instructions to set up a background for a story in the ABCya website and add text and stickers to animate their story. Children create their own story, after re-creating the example story.

**LI: I can use points of movement on a drawing to create different movements by following instructions.**

**Lesson 3:** Children create their own cartoon characters by drawing, following a set of guidelines that enables them to be animated. They upload photos to the computer and use the <https://sketch.metademolab.com/> website to adjust and animate their drawings, exploring the different ways that the

			<p>characters can move. Children analyse what made the movements successful / unsuccessful.</p>
<p style="text-align: center;"><b>Art</b></p> <p style="text-align: center;"><b>Sculptures from nature</b> <b>Photography</b> <b>Artist focus: Andy Goldsworthy</b></p> 	<p>shades splashing tertiary texture tints tone rough smooth round sharp texture shade cracked</p>	<p><b>Key Skills:</b></p> <p>I can learn about and talk about other artists.</p> <p>I can use rubbing techniques to explore texture of natural objects.</p> <p>I can create sculpture from natural materials.</p> <p>I can use 2D materials to create a collage based on colour.</p> <p>I can use 2D materials to create a collage based on texture.</p>	<p><b>Lesson 1 Artist profile Andy Goldsworthy</b> <b>L.I. I know about the work of a range of artists, craft makers and designers.</b></p> <p><b>Lesson 2</b> <b>Experiment with tools and surfaces – oil pastels, chalks, pencil, colouring pencils, poster paint, fabrics, pastel paper and wood (look at texture and pattern).</b></p> <p>Using rubbing techniques to explore natural textures</p> <p><b>Lesson 3</b> <b>Explore sculpture of malleable materials and manipulate malleable materials for a purpose</b></p> <p>Use leaves and flowers to create an infinite pattern and photograph it.</p> <p><b>Lesson 4</b> <b>Explore sculpture of malleable materials and manipulate malleable materials for a purpose</b></p> <p>Use rocks, stones and pebbles.</p> <p><b>Lesson 5&amp;6</b> <b>Collect, sort and match colours to create an image</b> <b>Use collage to represent objects as well as imaginative work.</b></p> <p>Use photographs taken over the unit to create a collaged pattern of colour and texture.</p>

## Music



### Unit 6:

Story Telling – Focus on the instruments of the orchestra (timbre). Peter and the Wolf.

## Key Vocabulary

**warm up** – get voice and bodies read to perform

**structure** – how a song is made: sections that go together in a particular order

**chorus** – a repeated, catchy section of a song that comes back after each verse

**verse** – sections of a song that have the same melody / accompaniment but different words

**lyrics** – the words of a song

**accompaniment** – the instrumental music that goes with a sung melody

**dynamics** – whether music is loud or soft

**timbre** – different sounds that instruments or voices make.

## Key Skills:

I can identify different instruments of the orchestra and say which family they belong to and why.

I can recognise some instruments of the orchestra by their sound.

I can use a range of musical vocabulary to describe themes and characters in 'Peter and the Wolf'.

I can describe differences between stories told in and with music and express an opinion about which is more effective.

I can create a simple melody to represent a character in a story.

I can combine my melody with other sounds to tell part of a story.

I can learn and sing short songs from a fairy tale.

## Lesson 1:

### Learning Intents:

- I can learn and sing songs from a fairy tale with melodic and rhythmic accuracy.
- I can perform expressively, changing dynamics and timbre according to the story behind the song.
- I can express a preference between the songs and explain this.

## Lesson 2:

### Learning Intents:

- I can identify different instruments of the orchestra and say which family they belong to and why.
- I can recognise some instruments of the orchestra by their sound, or **timbre**.

## Lesson 3:

### Learning Intents:

- I can identify different instruments of the orchestra and say which family they belong to and why.
- I can recognise some instruments of the orchestra by their sound.
- I can use a range of musical vocabulary to describe themes and characters in 'Peter and the Wolf'.

## Lesson 4:

### Learning Intents:

- I can recognise some instruments of the orchestra by their sound.
- I can use a range of musical vocabulary to describe themes and characters in 'Peter and the Wolf'.
- I can describe musical themes and characters using appropriate adjectives.
- I can express an opinion about 'Peter and the Wolf' and explain it.

## Lesson 5:

### Learning Intents:

- I can recall and sing a song from 'Jack in the Beanstalk' expressively.
- I can describe differences between stories told in and with music and express an opinion about which is more effective.
- I can create a simple melody to represent a character in a story.

			<p><b>Lesson 6:</b> <b>Learning Intents:</b></p> <ul style="list-style-type: none"><li>• I can create a simple melody to represent a character in a story.</li><li>• I can combine my melody with other sounds to tell part of a story.</li></ul>
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