

English:

- Key text: Giraffes Can't Dance
- Retell the story of Giraffes Can't Dance
- Newspaper reports
- Non chronological report
- Spelling rules: el ending, dge ending, taking the y off when adding ed and silent g and k.

Maths:

- Compare the weight of two objects using grams.
- Explore the difference between volume and capacity.
- Understand how to measure with milliliters and litres.
- Understand how thermometers work.
- Problem solving of volume using all four operations
- Problem solving of mass / weight using all four operations

Religious Education:

- Reconciliation– Inter-relating-rules, being sorry.
- Islam: looking at Muslims' quiet times and how Muslims pray at home.
- Universal Church – God's world is a treasure. What do we treasure?

Music:

- Singing familiar songs.
- Play tuned instruments with accuracy.
- Use our voices expressively and moving in time with the music.
- Learning rhythms on the djembe.

PSHE: Living in the wider world Belonging to a community

To identify the group we belong to and our responsibilities

Media and digital resilience

To recognise devices that can access the internet and understanding the internet can be used for a factual and entertainment purpose.

Science: Living Things and Their Habitats

- Identify a food chain in an urban and rainforest habitat.
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain.
- identify and name different sources of food

Beat Band Boogie



Year 2 Summer Term 2 2023

Memorable Experience Year 2 s Got Talent

Computing:

- Looking at and evaluating photos with links to our Geography learning of a non European country.
- Learning about how a camera works.

History

- Interview an adult to find out what life was like for a child in the past.
- To discover how school life was different in the past to current time.

Art:

- Understanding how to use charcoal to explore line tone and shading.
- Explore an artist's style and technique for drawing (Kendra Haste)
- Create animal headbands

Geography:

- Using an atlas to identify where our friends are from.
- To compare human and physical features in the UK to a non-European country
- Understand geographical similarities and differences of the United Kingdom and a non European country such as Zambia

Physical Education: Developing cognitive skills by:

- Agility – throw a ball and catch it
- Static balance – floor work, holding a mini back support position
- Transferring a cone on and off your tummy

Did you know?

- Percussion originates from the Latin, percussio ('to hit'), and means 'hitting one body against another'.
- The first percussion instruments were probably human hands and feet used to clap or stomp a rhythm. Eventually, cultures discovered that they could create louder, more varied sounds with crafted surfaces and implements.
- The first horns were made not of brass, but of natural elements such as conch shells and animal horns.
- Curving the tubes of brass instruments makes them easier to hold and play. Even a small trumpet would be over six feet long if laid out as a single tube!
- Some large bass tubas called sousaphones used in marching bands, are partly made from fibreglass to make them lighter and easier to carry.
- Trumpets were used long ago in Ancient Egypt. However, it was only in 1820 that the valve was invented, creating the trumpet design we know today. Valves allow the player to play a wider range of notes by changing the length of the tube through which the air travels.
- The largest brass band comprised 15,761 musicians who gathered to play at a stadium in Leipzig, Germany on 1st June 2008. The stadium was so vast that there was a two-second delay between the conductor and the music!
- The largest drum kit ever, constructed by Mark Temperato, consisted of 813 pieces and weighed more than 2,230 kg. It took him an hour to strike every piece!
- The word 'rhythm' comes from the Greek word rhythmos, meaning 'measured motion'.
- 'Rhythm helps your two hips move' is a handy mnemonic to remind us how to spell the word 'rhythm'!