

## Year 2 Curriculum Links Summer 1

# Litterbug

**Enrichment: Artistic**  
Sculptures recycled materials

**Immersion:**  
Litter bug visit- Clean up our school



### English

- Non- Fiction- What does it mean to be green report.
- Instructions- Link to recycling/sculpture they have made
- Letters of complaint to the council- Stimulus litter to be thrown over school field- Spoiling environment etc.
- Water conservation poster- Informing people of how to save water
- Endangered animals- Non chronological report
- Narrative- Eddie the Penguin Saves the World- Play script- Rewrite own and perform/look at different characters- How could we portray them- Body language/expression/tone of voice
- Change an event in the story- How else could Eddie save the world? What other endangered animals could he meet?
- George Saves the World by Lunchtime- Character descriptions- George/Grandad
- Rewrite the story describing other ways George saves the world
- Newspaper report- Report on how George has saved the world
- Reduce, Reuse, Recycle poetry (Create class book)
- Litter bug- What does he look like?

### Mathematics

- Water wise- Capacity activity saving water- Estimate capacity and measure. How accurate?
- Compare and order volume/capacity and record the results using >, < and =
- Endangered animals- Create own top trumps game- To consolidate applying their increasing knowledge of mental strategies
- Function machines- In the style of recycle bins
- Growing activity- Comparing/measuring/ordering/solving problems involving length
- Collating data on recycling in a range of ways- pictograms, bar charts, tally charts
- Representing data they have collected using (for example, using many-to-one correspondence in pictograms with simple ratios 2, 5, 10)
- Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods
- Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

### Geography

- Field work- Walk around and study of school grounds- Look at seasonal changes/human changes etc.
- Orienteering- Children given 10 photo references to find and 10 simple eco points eg: - Don't throw away paper – put it in the recycle bin.
- Reduce/Reuse/Recycle- Create posters to make children and adults around school aware of how they can protect our environment
- Environment- How we can affect changes- Weather, pollution, animals etc

#### Human and physical geography

- Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

#### Geographical skills and fieldwork

- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

### Art & Design

- Making products using recyclable/recycled materials
- Creating sculptures- Artist study- Mick Geddes/Henry Moore?
- Sketching a sculpture- Thinking about shade

### PE

- Stomp- Have the class watch a portion of a dvd about the group STOMP. Afterwards, the children should form small groups and pick out unique objects from a box and create their own version of STOMP.
- 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
- Perform dances using simple movement patterns.

### SMSC

- Social – Take a responsibility in society- Look at their role in the community- Clean up
- Moral – Showing respect for the environment
- Spiritual – Who defines right and wrong when caring for the environment?
- Cultural – Artists from own locality

### RE

- Theme: Community and Belonging
- Key Question: Does going to the Mosque give Muslims a sense of belonging?
- Religion: Islam

### Science

- Recycling scavenger hunt- Can the chn sort the materials?
- How can the materials be manipulated to create something different? Sculptures (Pulling, pushing, squeezing, twisting)

#### Use of everyday materials

- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

- Ice cube investigation- Climate change- Who can make their ice cube last longest?
- Growing- Organic produce- What do the plants need to grow? Investigation?

### Music

- Stomp- Have the class watch a portion of a dvd about the group STOMP. Afterwards, the children should form small groups and pick out unique objects from a box and create their own version of STOMP.
- Eddie the Penguin saves the world- Songs to learn as part of the performance
- Instruments- Using everyday objects to create sounds

### DT

- Design a healthy lunchbox
- Design a new recycling bin
- Design a cape for George the day saving superhero- What could his cape be decorated with? What logo could represent his work?

### Forest School

- Identification of different trees/plants
- Making a forest school sculpture
- Bug hunt
- Tidying up the allotment/forest school area

### History

- People in own locality- Life of Henry Moore- Sculptures
- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- Significant historical events, people and places in their own locality.

### Computing

- Eco reporter- Report each week on how the class have been eco friendly
- Coding and de-bugging simple programs
- How to train your robot- Complete a selection of obstacle courses
- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Recognise common uses of information technology beyond school
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet