

# Year 2: Summer Term – 1<sup>st</sup> Half Term

## English Summer 1 and 2

- Reading a variety of fiction, non-fiction and poetry, linked where possible to our writing and themes
- Apply phonic knowledge and skills to decode words. (All phases)
- Blending and segmenting skills
- Build fluency through re-reading
- Using VIPERS reading skills in whole class/small groups
- Reading, writing and reciting poetry
- Extending vocabulary
- Planning for a story
- Writing extended sentences with a range of conjunctions
- Knowing and using capital letters correctly for sentence starts, names, headings and titles
- Reinforcing use of commas between adjectives, correct use of question marks and exclamation marks
- Continuing to develop an understanding of apostrophes to shorten words and for possession
- Identifying different sentence types – command, statement, question, exclamation

### Spelling

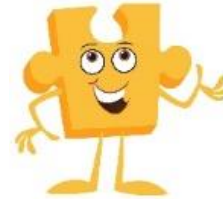
In school we will be continue revising phonemes and blending these to spell whole words. We will explore patterns and rules when practising spellings. At home please continue to use Ed Shed and learn the list of Year 2 Common Exception words.

**Key texts:** Sam's sandwich, The Tiny Seed, Big Book of Minibeasts



## PSHE / Jigsaw: Relationships

To know what to do if someone is hurting me  
To know the difference between good secrets and worry secrets and can explain why it is important to share worry secrets  
To identify the types of physical contact that are acceptable and those that are unacceptable  
To say who I trust in my own relationships



## Design Technology: Mechanisms – Fairground Wheel

To design and label a Ferris wheel, naming the axle and explain how it works.  
To consider the materials I will use and explain their suitability.  
To draw and label my design so that others can see my ideas.  
To my product and explain how I have answered the brief.  
To evaluate the success of my product and say what problems I had to solve.



## Maths

To recognise, find, name and write fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$ ,  $\frac{3}{4}$ , of a length, shape, set of objects or quantity  
To write simple fractions for example,  $\frac{1}{2}$  of 6 = 3 and recognise the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$   
To choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ( $^{\circ}$ C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels  
To compare and order lengths, mass, volume/capacity and record the results using  $>$ ,  $<$  and  $=$   
To use methods for multiplication, division, subtraction and addition  
To be fluent in 2,5,10 times tables  
To use and read a tally chart, table, bar chart



## RE: Judaism - Why is Abraham important to Jewish people?

To know that Abraham was Jewish.  
To know the story of Abraham and that this is an important story for both Jews and Christians.  
To understand that the story of Abraham shows that God keeps His promises.  
To explore the concepts of sacrifice and trust through the story of Abraham.  
To explain what Jewish people believe about God using the story of Abraham (that He keeps His promises, that they should trust in Him).

### Science: Plants

To observe and describe how seeds and bulbs grow into mature plants  
To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy



### Geography: How do people help the planet?

To use simple compass directions and locational/directional language to describe location of routes on a map  
To follow the directions North, South, East and West  
To use and construct basic symbols in a key  
To make a representation of a real place and an imaginary place  
To select information from resources provided  
To use information and observations I have made to respond to questions about places (fieldwork)



### Music: Structure – Myths and Legends

To recognise, play and write rhythms with one beats and paired half beats  
To show a rest beat using a silent movement  
To read and follow a structure from left to right  
To add rhythms to a structure to create a beginning, middle and end  
To work well as part of a group, listening to others and respecting their ideas  
To maintain a steady beat  
To use a thinking voice to play rhythms on an instrument.

### Computing: data and information-Pictograms

To recognise that we can count and compare objects using tally charts  
To recognise that objects can be represented as pictures  
To create a pictogram  
To select objects by attribute and make comparisons  
To recognise that people can be described by attributes  
To explain that we can present information using a computer

Online safety theme: Privacy and Security



### PE: Target Games

To select the appropriate skill for the situation.  
To throw, roll or strike a ball to a target with some success.  
To work co-operatively with a partner and a small group.  
To understand the principles of a target game and can use different scoring systems when playing games.  
To understand what good technique looks like and can use key words in the feedback I provide.



# Year 2: Summer Term – 2<sup>nd</sup> Half Term

## English

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### Spelling

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Common Exception words.

Key texts: Big Book of Bugs, Great Fire of London



## PSHE / Jigsaw: Changing Me

To explain the physical differences between male and female bodies using the correct names for private body parts

To know that private body parts are special and that nobody has the right to hurt them

To say who I would go to for help if I was worried or scared

To express how I feel about changes and recognise that others might feel differently to me



## Maths

- To recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- To find different combinations of coins that equal the same amounts of money
- To solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- To compare and sequence intervals of time
- To tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- To know the number of minutes in an hour and the number of hours in a day
- To use methods for multiplication, division, subtraction and addition
- To be fluent in 2,5,10 times tables



## RE: Judaism - What is The Torah?

- To know the story of the Ten Commandments and that this story is found in both the Torah and the Bible
- To interpret the Ten Commandments and apply them to everyday living.
- To find similarities and differences between the Torah and the Bible.
- To explain what a synagogue is and compare it with the churches I visited last term.

## Design Technology: Making Ice Lollies

- To know why it is important to wash my hands before food preparation
- To use a knife and chopping board carefully when preparing food.
- To use my design sheet with my list of ingredients and step-by-step instructions to prepare my lolly.
- To explain how and why food is frozen and how it can be used to preserve products.
- To say what things I might change if I made my lolly again.

### Science: Living Things and Their Habitats

To explore and compare the differences between things that are living, dead, and things that have never been alive  
To explain that most living things live in habitats to which provide for the basic needs of different kinds of animals and plants and how they depend on each other  
To identify and name a variety of plants and animals in their habitats, including micro-habitats  
To explain how animals get their food from plants and other animals using a simple food chain and name different sources of food.

### Music: Pitch – Musical me

To move their eyes from left to right to read pitch patterns  
To sing high and low notes including the notes in between  
To play a pattern of high and low notes on an instrument  
To read notations from left to right  
To draw high and low sounds using dots at the top and bottom of a page, respectively  
To recognise when notes stay the same  
To recognise missing notes on a stave

### Computing: Programming - programming quizzes

To explain that a sequence of commands has a start  
To explain that a sequence of commands has an outcome  
To create a program using a given design  
To change a given design  
To create a program using my own design

Online safety theme: Digital Footprint and Identity



### History: What does the evidence tell us about the Great fire of London? How did London change as a result of the GFoL?

To ask and answer questions related to history  
To choose and use parts of sources to show understanding of historical concepts  
To know where people and events studied fit into a chronological framework  
To identify different ways that the past is represented.  
To identify ways that places have changed over time.  
To recognise why people did things, why events happened and what happened as a result.  
To discuss someone who was important and explain why they were important.



### PE: Striking and fielding

To provide feedback using key words  
To develop underarm and overarm throwing skills  
To hit a ball using equipment with some consistency  
To track a ball and collect it  
To use simple tactics  
To know how to score points and can remember the score  
To understand the rules of the game and can use these to play fairly in a small group.