

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

### English

- 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
- Begin to develop an understanding of apostrophes to shorten words and for possession
- Identifying different sentence types – command, statement, question, exclamation

### Spelling

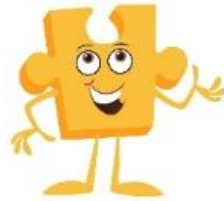
In school we will be continue revising phonemes and blending these to spell whole words. We will explore patterns and rules when practising spellings. At home please continue to use Spelling Shed and learn the list of Year 2 Common Exception words.



### PSHE / Jigsaw

#### Relationships

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



### Art

- I know that 'composition' means how things are arranged on the page
- I know that pieces of clay can be joined using the 'scratch and slip' technique
- I know that a clay surface can be decorated by pressing into it or by joining pieces on
- I know that shapes can be organic (natural) and irregular. Know that shapes can geometric if they have mostly straight lines and angles
- I know that patterns can be made using shapes
- I know how to add texture by using tools
- I know how to make textures by relief
- I know how to create a 3D sculpture using clay
- I know how to apply decorative techniques
- I can replicate patterns and textures in a 3D form
- I can discuss the work of other sculptors and relate these to their own ideas and designs



## Maths

- 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
- Write simple fractions for example,  $\frac{1}{2}$  of 6 = 3 and recognise the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$ .
- Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ( $^{\circ}\text{C}$ ); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- Compare and order lengths, mass, volume/capacity and record the results using  $>$ ,  $<$  and  $=$



## RE

### Judaism

- Recall and name different beliefs and practices, including festivals, forms of worship, rituals and ways of life, in order to find out about the meanings behind them.
- Retell and explore the meanings of some religious and moral stories, explore and discuss sacred writings and sources of wisdom, and recognise the traditions behind them.
- Ask and respond to questions about what individuals and communities do, and why, so they can identify what it means to be a part of a community.
- Observe and recount different ways of expressing identity and belonging.
- Notice and respond to some of the similarities between different religions and worldviews.
- Explore questions about belonging, meaning and truth so that they can express their own opinions and ideas in response, using words, music, art or poetry.

## Design Technology

## Science

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



## Geography

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





## Music

### On this island: British songs and sounds

- Sing, play and follow instructions to perform as a group.
- Describe music using simple musical vocabulary.
- Explore multiple ways of making the same sound.
- Represent the same sound in different ways.
- Describe how they have adapted a sound using musical vocabulary.
- Contribute musically to a final performance.
- Create a piece that clearly represents a particular environment.
- Extend a piece of music so that it represents three distinct environments.




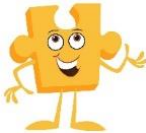
<p style="text-align: center;"><b>Computing</b></p> <p>Summer 1 (data and information-Pictograms)</p> <ul style="list-style-type: none"> <li>To recognise that we can count and compare objects using tally charts</li> <li>To recognise that objects can be represented as pictures</li> <li>To create a pictogram</li> <li>To select objects by attribute and make comparisons</li> <li>To recognise that people can be described by attributes</li> <li>To explain that we can present information using a computer</li> </ul> 	<p style="text-align: center;"><b>History</b></p>	<p style="text-align: center;"><b>PE</b></p> <ul style="list-style-type: none"> <li>I am beginning to provide feedback using key words.</li> <li>I am developing underarm and overarm throwing skills.</li> <li>I can hit a ball using equipment with some consistency.</li> <li>I can track a ball and collect it.</li> <li>I can use simple tactics.</li> <li>I know how to score points and can remember the score.</li> <li>I understand the rules of the game and can use these to play fairly in a small group.</li> </ul> <ul style="list-style-type: none"> <li>I am able to select the appropriate skill for the situation.</li> <li>I can throw, roll or strike a ball to a target with some success.</li> <li>I can work co-operatively with a partner and a small group.</li> <li>I understand the principles of a target game and can use different scoring systems when playing games.</li> <li>I understand what good technique looks like and can use key words in the feedback I provide.</li> </ul> 
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**Key Texts Summer 1**

Sam's sandwich  
The Tiny Seed

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

<p style="text-align: center;"><b>English</b></p> <ul style="list-style-type: none"> <li>Reading a variety of fiction, non-fiction and poetry, linked where possible to our writing and themes</li> <li>Apply phonic knowledge and skills to decode words. (All phases)</li> <li>Blending and segmenting skills</li> </ul>	<p style="text-align: center;"><b>PSHE / Jigsaw</b></p> <p style="text-align: center;">Changing Me</p> <ul style="list-style-type: none"> <li>I can explain the physical differences between male and female bodies using the correct names for private body parts</li> </ul>	<p style="text-align: center;"><b>Art</b></p>
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<ul style="list-style-type: none"> <li>• Build fluency through re-reading</li> <li>• Using VIPERS reading skills in whole class/small groups</li> <li>• Reading, writing and reciting poetry</li> <li>• Extending vocabulary</li> <li>• Planning for a story</li> <li>• Writing extended sentences with a range of conjunctions</li> <li>• Knowing and using capital letters correctly for sentence starts, names, headings and titles</li> <li>• Reinforcing use of commas between adjectives, correct use of question marks and exclamation marks</li> <li>• Begin to develop an understanding of apostrophes to shorten words and for possession</li> <li>• Identifying different sentence types – command, statement, question, exclamation</li> </ul> <p><b>Spelling</b> 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 Spelling Shed and learn the list of Year 2 Common Exception words.</p> 	<ul style="list-style-type: none"> <li>• I know that private body parts are special and that nobody has the right to hurt them</li> <li>• I can say who I would go to for help if I was worried or scared</li> <li>• I can express how I feel about changes and recognise that others might feel differently to me</li> </ul> 	
<p style="text-align: center;"><b>Maths</b></p> <ul style="list-style-type: none"> <li>• Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li> <li>• Find different combinations of coins that equal the same amounts of money</li> <li>• Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> </ul>	<p style="text-align: center;"><b>RE</b></p> <p style="text-align: center;"><u><b>Judaism</b></u></p> <ul style="list-style-type: none"> <li>• Recall and name different beliefs and practices, including festivals, forms of worship, rituals and ways of life, in order to find out about the meanings behind them.</li> <li>• Retell and explore the meanings of some religious and moral stories, explore and discuss sacred writings and sources of wisdom, and recognise the traditions behind them.</li> <li>• Ask and respond to questions about what individuals and communities do, and why, so they can identify what it means to be a part of a community.</li> </ul>	<p style="text-align: center;"><b>Design Technology</b></p> <ul style="list-style-type: none"> <li>• I can design and label my puppet using my evaluation of exiting products.</li> <li>• I can consider the resources I will use to make the embellishments, drawing, and labelling them in my design.</li> <li>• I can name and explain the use of needles and threads for joining fabrics together.</li> <li>• I can demonstrate how to make a running stitch and sew on a button.</li> <li>• I can evaluate my puppet and say how I followed my design.</li> <li>• I can explain what problems I overcame when making my puppet.</li> </ul>

- Compare and sequence intervals of time
- 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
- Know the number of minutes in an hour and the number of hours in a day



- Observe and recount different ways of expressing identity and belonging.
- Notice and respond to some of the similarities between different religions and worldviews.
- Explore questions about belonging, meaning and truth so that they can express their own opinions and ideas in response, using words, music, art or poetry.



### Science

- I can explore and compare the differences between things that are living, dead, and things that have never been alive
- I can 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
- I can identify and name a variety of plants and animals in their habitats, including micro-habitats
- I can explain how animals get their food from plants and other animals using a simple food chain and name different sources of food.

### Geography

### Music

#### Myths and Legends

- Create rhythms and arrange them in a particular order or structure.
- Identify the structure of a piece of music and write it down.
- Describe whether a musical texture is thick or thin.
- Explore ways of writing down different textural layers.
- Follow a given structure for a composition.
- Write a structure score accurately.
- Compose music with several layers.
- Perform their composition accurately, following the structure score.

### Computing

Summer 2 (programming B-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

### History

#### Great Fire of London

- Ask and answer questions related to history
- Choose and use parts of sources to show understanding of historical concepts
- Know where people and events studied fit into a chronological framework
- Identify different ways that the past is represented.
- Identify ways that places have changed over time.
- Recognise why people did things, why events happened and what happened as a result.
- Discuss someone who was important and explain why they were important.

### Physical Education

- I can defend space on my court using the ready position.
- I can hit a ball over the net and into the court area.
- I can throw accurately to a partner.
- I can use simple tactics to make it difficult for an opponent.
- I know how to score points and can remember the score.
- I show good sportsmanship when playing against an opponent.
- I can describe how my body feels during exercise.
- I am beginning to provide feedback using key words.



- I am beginning to trap and cushion a ball that is coming towards me.
- I can accurately throw and kick a ball to a partner.
- I can catch a ball passed to me, with and without a bounce.
- I can roll a ball to hit a target.
- I can track a ball and stop it using my hands and feet.
- I can work co-operatively with a partner and a small group.
- I can work safely to send a ball towards a partner using a piece of equipment.

## Key Texts Summer 2

- Big book of bugs
- The Great Fire of London