|  |  |
| --- | --- |
| The Earth Has It! | **STEM OVERVIEW:** Environmental sciences- Earth's resources are used in a variety of ways.  What we mean by Earth's resources, where they come from and how they are used.  What natural resources are used for food, how these foods get from the farm to the plate.  The different uses of water, how it gets to our houses, how it is removed.  How we use Earth's minerals, where are they found, how are they transported, how are they processed in factories.  How prehistoric people used Earth's resources, how they conserved the resources.  How we can use Earth's resources wisely and reduce, reuse and recycle our waste.  **TOPIC VOCABULARY: resource, natural state, transformed, processed, transported, natural environment, source, use, production, air, water, sun, soil, sand, mineral, plant, animal, fossil fuel, reduce, reuse, recycle, upcycle, sustainability.** |
| Summer 5/6  Cycle B  Year 2 |

|  |  |
| --- | --- |
| Maths | English |
| **Measurement:**  **time-tell and write the time to 5 minutes, including quarter past and 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.  **Compare and sequence intervals of time.**  Capacity, volume and temperature-choose and use appropriate standard units to estimate and measure capacity in litres (l) and millilitres (ml) and temperature (°C) to the nearest unit, using thermometers and measuring vessels.  **Compare and order volume and capacity and record the results using <, > and =.**  Revisit and revise, prior to SATs: place value; addition and subtraction; multiplication and division; fractions; 2D and 3D shape; statistics; measurement.  **Times Tables: continue to learn the 2, 5, 10 and 3 times tables in and then out of order.**  Continue revision and consolidation of previously taught topics and skills through the use of the Maths Box and Weekly Skills. | **Phonics in RWI and literacy lessons:**  **continue to apply phonic knowledge and skills as the route to decode words, until automatic decoding has become embedded and reading is fluent**  read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes  **read accurately words of two or more syllables that contain the same graphemes as above**  **read words containing common suffixes**  read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word  **read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered**  read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation  **re-read these books to build up their fluency and confidence in word reading.**  **Reading comprehension in RWI, guided reading, 'Read to Succeed', class reading:develop pleasure in reading, motivation to read, vocabulary and understanding by:**  listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently  **discussing the sequence of events in books and how items of information are related**  becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales  **being introduced to non-fiction books that are structured in different ways**  recognising simple recurring literary language in stories and poetry  **discussing and clarifying the meanings of words, linking new meanings to known vocabulary**  discussing their favourite words and phrases.  **Spelling in RWI, Spellzoo, Hammer Grammar, literacy and cross curricula writing:**  **segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly**  learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones  **learning to spell common exception words**  learning to spell more words with contracted forms  **learning the possessive apostrophe (singular)**  distinguishing between homophones and near-homophones  **add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly**  write from memory simple sentences dictated by the teacher that include words using the  GPCs, common exception words and punctuation taught so far.  **Grammar and Punctuation in RWI, Hammer Grammar, literacy and cross curricula writing:**  use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)  **use sentences with different forms: statement, question, exclamation, command**  use expanded noun phrases to describe and specify  **use the present and past tenses correctly and consistently including the progressive form**  use subordination (when, if, that, or because) and co-ordination (using or, and, but)  **use some features of written Standard English**  use and understand the grammatical terminology when discussing our writing.  **Writing composition in RWI, literacy and cross curricula writing: write an explanation of the water**  **cycle; write a leaflet to explain about and describe Skara Brae; write a set of instructions**  **about how to wash a woolly mammoth; retell the story 'Stone Age Boy'; describe how to**  **build and maintain a compost bin; write a report about the technology used in our daily**  **lives.** |

|  |  |  |
| --- | --- | --- |
| Science | Geography | History |
| **STEM topic: Living things and their habitats - year 2**  **describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.**  Explore and compare the differences between things that are living, dead, and things that have never been alive.  **Animals including humans: year 2**  Find out about and describe the basic needs of animals, including humans, for survival (food, water, air).  **describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.**  Ongoing: working scientifically-asking simple questions and recognising that they can be answered in different ways; observing closely, using simple equipment; performing simple tests; identifying and classifying; using observations and ideas to suggest answers to questions; gathering and recording data to help in answering questions. | **Use compass directions (N, S, E, W) and locational and directional language to describe features and routes on a map.**  Use world map, atlases, globes to identify places studied.  **Use aerial photos and plans to recognise landmarks and basic human and physical features- when locating Skara Brae, Stromness.** | **Aware of changes within living memory-revealing aspects of change in national life- computers and the internet- Tim Berners-Lee.** |

|  |  |  |
| --- | --- | --- |
| Art and Design | Design and Technology | Music |
| **Use a range of materials,**  Develop techniques of colour, pattern, texture, line, shape, form and space- when producing a piece of work in the style of a cave painting. | **Design purposeful, functional, appealing products for themselves and other users based on design criteria,**  Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology,  **Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing],**  Explore and evaluate a range of existing products,  **Evaluate their ideas and products against design criteria-when producing a piece of stone age jewellery.** | **Charanga 5: through the Friendship song we shall:**   * use our voices expressively and creatively by singing songs and speaking chants and rhymes * play tuned and untuned instruments musically * experiment with, create, select and combine sounds using the inter-related dimensions of music. * listen with concentration and understanding to a range of high-quality live and recorded music:   Zarathustra by Richard Strauss; Fantasia on Greensleeves by Vaughan Williams; Blue Danube by Johan Strauss; Zadok the Priest by Handel; Thunder and Blazes by Julius Fucik; Surprise from Symphony 94 by Haydn; Land of Hope and Glory by Elgar.  **Charanga 6: Reflect, Rewind, Replay. Through the five songs and others that we have appraised throughout the year, we shall:**   * use our voices expressively and creatively by singing songs and speaking chants and rhymes * play tuned and untuned instruments musically * experiment with, create, select and combine sounds using the inter-related dimensions of music. * listen with concentration and understanding to a range of high-quality live and recorded music:   Short Ride in a Fast machine by Adams; Horn Concerto no.4 by Mozart; Toccata and Fugue in D Minor by JS Bach; O Fortuna from Carmen by Orff; Dance of the Sugar Plum Fairy by Tchaikovsky; EineKleineNachtmusik by Mozart; Ride of the Valkyries by Wagner. |

|  |  |  |
| --- | --- | --- |
| Languages | Physical Education | Outdoor Learning |
| Not applicable in KS1. | School Staff  Bat work  Striking and fielding  participate in team games, developing simple tactics for attacking and defending  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.  Athletics  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.  Paceball  participate in team games, developing simple tactics for attacking and defending  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.  Fitness/Orienteering  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. | Continue to use the available outdoor spaces for any lesson, whenever we are able. |

|  |  |  |
| --- | --- | --- |
| PSHE/RSE | Religious Education | Computing |
| **The fifth topic is Money Matters**  Core themes: Living in the Wider World    L10. Understanding what money is.  L11. Recognising that people make different choices about how to save/spend money.  L12. Recognising the difference between needs and wants.  L13. Understanding how money can be looked after.  L14. Identifying that everyone has different strengths.  L15. Understanding that jobs help people to earn money to pay for things.  L16. Identifying different jobs that people do.  L17. Identifying the strengths/interests someone might need to do different jobs.  **The sixth topic is Being Safe**  Core themes: Health and Wellbeing/Living in the Wider World/Relationships.    H28. Talking about rules and age restrictions that keep us safe.  H29. Recognising risk and what action to take to minimise harm.  H30. Describing how to keep safe at home.  H32. Describing ways to keep safe in familiar/ unfamiliar environments.  H33. Talking about the people whose job it is to help keep us safe  H34. Explaining basic rules to keep safe online.  H35. Understanding what to do if there is an accident and someone is hurt.  H36. Demonstrating how to get help in an emergency.  L8. Talking about the role of the internet in everyday life.  L9. Identifying that not all information online is true.  R14. R15. Responding safely to people online/offline. | Based on the Derbyshire Agreed Syllabus 2020.  **Unit 1.8 Living: Christians, Jewish People and Humanists.**  **How should we care for the world and others, and why does it matter?**  Re‐tell Bible stories and stories from another faith about caring for others and the world (A2).  Identify ways that some people make a response to God by caring for others and the world (B1).  Talk about issues of good and bad, right and wrong arising from the stories (C3).  Talk about some texts from different religions that promote the ‘Golden Rule’, and think about what would happen if people followed this idea more (C2)  Use creative ways to express their own ideas about the creation story and what it says about what God  is like (C1). | **TOPIC 5**  **Programming A-Robot Algorithms**  **Computer science:**   * **create and debug simple programs** * **use logical reasoning to predict the behaviour of simple programs** * **understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions**   **Information technology:**   * **use technology purposefully to create, organise, store, manipulate and retrieve digital content**   **TOPIC 6**  **Programming B-An Introduction to Quizzes**  **Computer science:**   * **create and debug simple programs** * **use logical reasoning to predict the behaviour of simple programs** * **understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions**   **Information technology:**   * **use technology purposefully to create, organise, store, manipulate and retrieve digital content**   Ongoing through PSHE and assembly: To 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 or other online technologies.  STEM: use a digital application to record still images, use a QR code to find information, use a search engine to find answers to specific questions, use a computer to view an online film, participate in an online quiz, use a tablet computer to film an interview. |