



Key Stage Summer 2

Mrs Craven, Miss Harrison/Mrs Kelly
Miss Byrne

CORE SUBJECTS

ENGLISH

Text focus: Harry and the Jaggedy Daggers and The Owl and the Pussycat

Writing focus:

Sentences to describe the island – adjectives, expanded noun phrases (setting description), sentences to describe the Jaggedy Daggers – adjectives, expanded noun phrases (character description), perform a poem aloud, retell part of a poem in narrative

Reading: guided reading for year 2, story time and class read each day

Spelling, grammar and punctuation: a range of grammar and punctuation embedded daily. High Frequency word spellings sent home each week to practice (children will not be tested)

Phonics: taught daily in groups with sounds appropriate to each child's

SCIENCE— Plants (growing up)

Parent and offspring

Lifecycle of humans

Lifecycles of different mammals

Lifecycle of amphibians

Lifecycle of butterflies

Are there patterns between the lifecycles of different animals?

MATHS

Year 1 and 2

Time

Months and days, Hours, minutes and seconds, O'clock and half past, Quarter past, Tell the time past the hour, Quarter to, Tell the time to the hour, Tell the time to 5 minutes, Minutes in an hour, Hours in a day, Time problems

Statistics

Tally charts, Tables, Block Diagrams, Draw pictograms, interpret pictograms

Position and direction

Language of position, describe movement, Describe turns,

describe movement and turns

RELIGION – Pentecost/Reconciliation

What a Holy Day is

Ascension Day:

Jesus goes back to his Father

Pentecost: The Holy Day.

Pentecost Day.

Pentecost: The birthday of the Church

Spreading the Good News.

Jesus helps us when we make wrong choices.

Jesus forgives us when we make wrong choices.

Recognise that we need forgiveness.

Saying sorry.

We are happy when we love one another.

- **Computing—Scratch Junior**
- Explain what some of the blocks do in Scratch.
- Explain what a loop is and include one in their program.
- Suggest possible additions to an existing program by remixing code.
- Recognise where something on screen is controlled by code.
- Use a systematic approach to find bugs.
- Understand the definitions of decomposition and algorithm and how they are used to create accurate code

RHE— Created to love others (continued)

- God loves us and there is nothing we can do to stop his love using the story of the Prodigal Son.
- Personal Relationships children meet Super Susie, who helps them to identify the 'special people' in their lives who they love and can trust. Children will learn how to cope with various social situations and dilemmas, and the importance of saying sorry and forgiveness within

PHSE -

Health and well being activities



TOPIC – How did we learn to fly? History

- Name and locate the seas and oceans surrounding the UK in an atlas.
- Label these on a map of the UK.
- Describe the location of the seas and oceans surrounding the UK using compass points.
- Define what the coast is.
- Locate coasts in the UK.
- Name some of the physical features of coasts.
- Explain the location of UK coasts using the four compass directions.
- Name features of coasts and label these on a photograph.
- Identify human features in a coastal town.
- Describe how people use the coast.
- Follow a prepared route on a map.
- Identify human features on the local coast.
- Record data using a tally chart.
- Represent data in a pictogram.
- Describe how the local coast has been used

D&T—Mechanisms: wheels and axles

- Explain that wheels move because they are attached to an axle.
- Recognise that wheels and axles are used in everyday life, not just in cars.
- Identify and explain vehicle design flaws using the correct vocabulary.
- Design a vehicle that includes functioning wheels, axles and axle holders.
- Make a moving vehicle with working wheels and axles.
- Explain what must be changed if there are any operational issues.

Music - Reflect, Rewind & Replay

A range of listen and appraise, musical and performance activities throughout the unit

PE—Multisport – striking and fielding (continued)

Year 1

Athletics:

- can change speed when running.
- I can throw in different ways dependent on equipment being used.

Games:

- I throw underarm
- I hit a ball with an implement
- I move and stop safely
- I throw and catch with both hands
- I throw and kick in different ways

Year 2

Athletics:

- I can change speed when running and say why I have changed and adapted my speed.
- I can use different basic throwing techniques.
- I can jump using arms for flight and land safely with bend knees.

Games:

- I use hitting, kicking and/or rolling in a game.
- I can decide the space I need to be in during a game.
- I can use basic tactics in a game.
- I follow the rules of the simplified games.