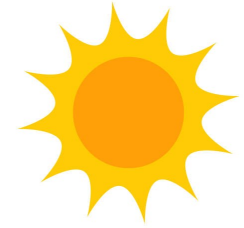




Year 2 Summer Term



English

- > RWI Phonics or Spelling
- > RWI Comprehension
 - Reading fluency
 - Reading comprehension
 - Suffixes, red words, recap green words
 - Nouns, adjectives, verbs, adverbs
- > The King Who Banned the Dark by Emily Haworth-Booth
 - Persuasive Letter
 - Narrative
- > Rosie Revere, Engineer by Andrea Beaty
 - Invention narrative
 - Explanation text

Maths

- > Mass, capacity and temperature
 - Measure in millilitres, litres, grams, kilograms
 - Compare
 - Temperature
- > Fractions
 - Recognise and find $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$ and $\frac{3}{4}$
 - Multiplication sentences and using arrays
 - Grouping and sharing
 - 2, 5 and 10 times tables and division facts
- > Time
 - Tell the time in 5 minute intervals
 - Minutes in an hour and hours in a day
- > Statistics
 - Tally charts, tables, pictograms and block diagrams
 - Interpret data

Science

- > Animals, including humans
 - Life Cycles
 - Importance of eating the right food
 - Describing what a healthy, balanced diet looks like
 - Investigate the importance of exercise and hygiene
- > Plants
 - Know the difference between a seed and bulb
 - Understanding what a plant needs to grow and stay healthy

PE

- > Striking and Fielding
 - Fielding, sending/receiving
- > Wall and Net
 - Sending/receiving

History

> What is a monarch?

- To describe what a monarch is.
- To explain why coronations take place.
- To explain how William the Conqueror became King of England.
- To identify how William the Conqueror built castles while ruling England.
- To identify features of a castle that would be effective when defending against attacks.
- To suggest what a monarch was like in the past.

Geography

> What is it like to live in Shanghai?

- To recognise human and physical features.
- To draw a sketch map.
- To name and locate some continents on a world map.
- To identify human and physical features of a non-European country.
- To describe what it is like in Shanghai.
- To compare Shanghai to a small area of the UK.

Music

Being inspired by listening to live musicians, Responding to the conductor's visual cues for changes in tempo and dynamics, Responding to mood and emotion in music through art, Using music as a means for relaxation and understanding the impact of music on emotions, Music technology to capture, change and combine sounds – using Google Music Lab

Design Technology

> Food technology

- To create design food for a picnic
- To understand the importance of food hygiene
- To be able to cut foods safely
- To make and evaluate food for a picnic

Art

- To study the work of Andy Warhol
- To create work inspired by Andy Warhol's representations of Queen Elizabeth II

Computing

> Spreadsheet

- To know what a spreadsheet programme looks like.
- To enter data into spreadsheet cells.
- To use 2Calculate image tools to add clipart to cells.
- To use 2Calculate control tools: lock, move cell, speak and count.

> Coding

- To understand what an algorithm is.
- To create a computer program using an algorithm.
- To create a program using a given design.
- To understand and debug simple programs.

PSHRE

> It's My Body

- To know they can choose what happens to their body.
- To make healthy choices about sleep and exercise.
- To know how to keep my body clean.
- To keep my mind and body healthy and safe.

> Aiming High

- To think of star qualities I have and those I would like to develop.
- To explain how a positive learning attitude can help me.
- To think about what I would like to achieve in the future.
- To think about changes that may happen to me and how I feel about them.

RE

> Religion, family and community

Identify at least 4 aspects of how Christians celebrate Christmas, Easter and Baptism explaining why each event might be important to them, Describe at least three things a minister/church leader might do, Describe at least three things a rabbi might do eg take part in a naming ceremony.

> Stories from the Bible

Talk about stories in the Bible that describe what God is like for Christians and Jews. Example 1: in the Old Testament story of Creation: identify Jews and Christians believe God is the creator who cares for all people. Example 2: in the New Testament story of the Lost Sheep identify Christians believe God is like a Shepherd who goes after those who are lost.