



SHINE like the star you are. Year 2 - Summer 1

English

Narrative: Writing to Entertain

To write a change tale.

- To use adverbs of time to sequence events.
- To make effective language choices.
- To use comparable adjectives.
- To use expanded noun phrases to describe.

Grammar & Punctuation

- To recognise and write sentences with different forms: statement, question, exclamation, command.
- To use the possessive apostrophe correctly (Singular nouns).
- To use co-ordination (using or, and, or but) and subordination (using when, if, that, or because) to join or extend sentences.
- To use the full range of punctuation taught correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).

Phonics & Spelling

- The 'w' special - To spell /or/ as 'ar' after a 'w'.
- The 'w' special - To spell /er/ as 'or' after a 'w'.
- To spell /l/ sound 'le' or 'el' at the end of words.
- To add suffixes (-ing, -ed, -er, -est) to words ending in 'y'.
- To revise the sound /aw/, /or/, /au/, /oor/, /al/.

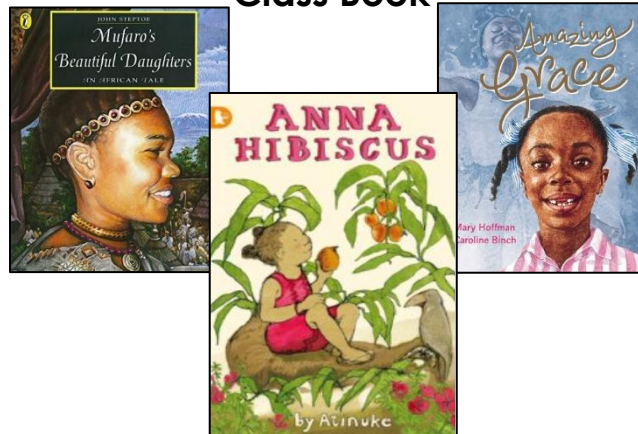
Handwriting

- To begin to use the diagonal and horizontal strokes needed to join letters.

Contrasting Locality: Zambia Mugurameno Village



Class Book



We will be reading a selection of books from the 'Difference and Diversity' collection.

Maths

Pupils will learn the following skills:

Fractions

- To make and recognise equal and unequal parts.
- To find half by splitting a whole into two equal parts.
- To find half of shapes, a set of objects or quantity.
- To find a quarter by splitting the whole into 4 equal parts.
- To find quarters of shapes, objects and quantities.
- To find a third by splitting the whole into 3 equal parts.
- To find a third of shapes, objects and quantities.
- To understand the concept of unit and non-unit fractions.
- To explore the equivalence of two quarters and one half and understand that they are the same.
- To use their understanding of quarters to find three quarters of a quantity.

Mass, capacity and temperature

- To measure in grams and kilograms.
- To use the four operations with mass.
- To compare volume and capacity.
- To measure in millilitres and litres.
- To use the four operations with volume and capacity.
- To read the correct temperature on a given thermometer.
- To show the correct temperature on a thermometer scale.

<p style="text-align: center;">Science Plants</p> <p>At the end of this unit, children will develop their knowledge of what plants need to stay healthy through observation, investigation and consideration of how plants have adapted to live in different environments around the world.</p> <ul style="list-style-type: none"> 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. <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> Can make predictions and perform simple tests. Observe closely, using simple equipment. Use observations to suggest answers to questions. 	<p style="text-align: center;">RE What do some Muslims believe?</p> <p>Core Knowledge:</p> <ul style="list-style-type: none"> Muslims are people who follow the faith called Islam. That Muslims believe in one God, Allah. Allah is the Arabic name for God the Creator. Allah has ninety-nine beautiful names that reflect aspects of his character. Muhammad (pbuh) is a prophet and the last messenger of Allah in Islam. The Qur'an is the special book for Muslims and is written in Arabic. It contains the holy words of Allah given to Muhammad. <p>Pupils will be able to:</p> <ul style="list-style-type: none"> Pupils should be able to share the basic beliefs of Islam and explain the place of Allah, Muhammed and the Qur'an in the lives of a Muslim child? They may be able to share and explain the Shahadah 	<p style="text-align: center;">Geography A contrasting locality: Zambia What is it like living in Mugurameno village?</p> <ul style="list-style-type: none"> To sort and discuss Africa's key physical and human features. To locate Zambia on a map of Africa. To ask questions about an African village: The village of Mugurameno. To find out how people in Mugurameno use the river and compare with how we use rivers. To find out about the food eaten by the people in Mugurameno and compare with the food we eat. To find out about the homes in Mugurameno and compare with our homes. To compare school life in Mugurameno with school life where we live.
<p style="text-align: center;">PSHE Me and Other People</p> <p>At the end of this unit, children will have a greater understanding and acceptance of social and cultural differences in British society.</p> <ul style="list-style-type: none"> To understand and respect that boys and girls can be different. To understand and respect the range of families in society today. To understand and respect Britain as a diverse place. 	<p style="text-align: center;">Music Patterns with Pitch</p> <ul style="list-style-type: none"> To use movement to respond to changes in pitch To use 'higher' or 'lower' to describe sounds To identify high-, mid- and low- pitched sounds To listen to and recall a sequence of sounds To use graphic notation to represent pitch To recognize and describe changes in pitch To play ascending and descending melodies on tuned percussion 	<p style="text-align: center;">Computing Programming: Robot Algorithms.</p> <ul style="list-style-type: none"> To describe a series of instructions as a sequence. To explain what happens when we change the order of instructions. To use logical reasoning to predict the outcome of a program. To explain that programming projects can have code and artwork. To design an algorithm. To create and debug a program that I have written.

Art
Be an Architect:

At the end of this unit, children will be able to make their own architectural models and design structures which other people respond to.

- To identify what architecture is and record it through drawing.
- To identify the role of an architect and articulate responses about their work.
- To manipulate materials to make your own architecture.
- To display the work made through the half term and reflect on the outcomes.

PE
Athletics

- To develop the sprinting action.
- To develop jumping for distance.
- To develop technique when jumping for height.
- To develop throwing for distance.
- To develop throwing for accuracy.
- To select and apply knowledge and technique in an athletics carousel.

PE
Invasion Games

- To understand what being in possession means and support a teammate to do this.
- To understand that scoring goals is an attacking skill and to explore ways to do this.
- To understand that stopping goals is a defending skill and explore ways to do this.
- To explore how to gain possession.
- To mark an opponent and understand that this is a defending skill.
- To apply simple tactics for attacking and defending.