



SHINE like the star you are.

Year 2 - Summer 2

English

Writing Recounts: Diary entry

- To write in the past tense including the progressive forms of verbs.
- To write exclamatory sentences to make personal comments.
- To use subordinating and coordinating conjunctions to join information and give reasons.
- To use noun phrases to describe.
- To use adverbs of time to sequence events.

Simple Narrative

- To write a story about the experiences of others.
- To use adverbs of time to sequence events.
- To use adverbs to add additional detail.
- To choose verbs for effect.
- To use noun phrases to add description.
- To use subordinating and coordinating conjunctions to join information and give reasons.
- To re-read my writing to check it makes sense and make additions or corrections where necessary.

Phonics & Spelling

- To spell plurals by adding the suffix 'es' correctly.
- To add suffixes ('ment' & 'ness') to spell longer words.
- To spell words with /l/ or /əl/ sound spelt '-al' at the end of words.
- To spell words where the /l/ or /əl/ sounds are spelt 'il' at the end of words.
- To spell words where the /u/ sound is spelt 'o'.
- Revise all Y1/2 common exception words.

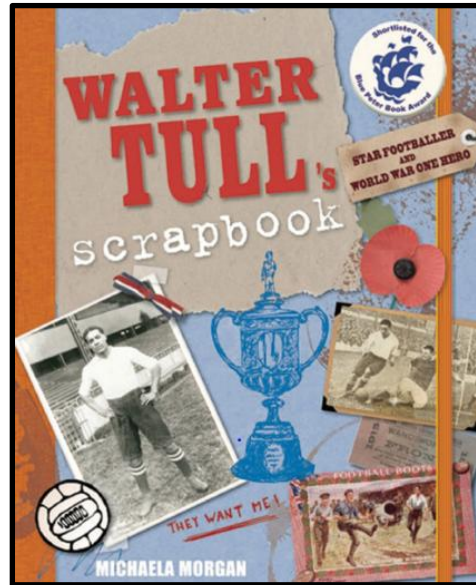
Grammar & Punctuation

- 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).

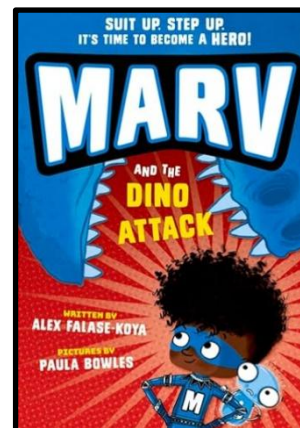
Handwriting

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

Significant Individual: Walter Tull



Class Book



Maths

Statistics

- To make tally charts and use tables.
- To identify simple information from a block diagrams.
- To draw and interpret pictograms (1–1).
- To draw and interpret pictograms (2, 5 and 10).

Position & Direction

- To use 'left', 'right', 'forwards' and 'backwards' to describe position and direction.
- To describe position using: 'top', 'in between', 'bottom', 'above' and 'below'.
- To use language 'forwards', 'backwards', 'up', 'down', 'left' and 'right' to describe movement in a straight line.
- To describe turns using the language 'full turn', 'half turn', 'quarter turn', 'three-quarter turn', 'clockwise' and 'anticlockwise'.
- To use their knowledge of movement and turns to describe and record directions.
- To describe and create patterns that involve direction and turns.

Science Materials

At the end of this unit, children will be familiar with the uses of everyday materials including wood, plastic, metal, glass, brick, paper and cardboard, comparing the suitability of them for different purposes.

- To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Working Scientifically

- To classify and group everyday materials.
- To make predictions and perform simple tests.
- To gather and record data to answer simple questions.

RE

What do some Hindus believe?

Pupils will learn:

- That Hindus recognise Brahman as the one supreme deity or universal soul found in everything.
- Aspects of Brahman are personified in many forms (deities, murti) each of which help understand aspects of his being, and allow people to worship in ways that help them.
- Principle murti include Brahma, Vishnu, Shiva, Krishna, Rama, Lakshmi, Saraswati and Ganesha.
- The Hindu year includes many festivals, particularly Diwali and Holi.
- Dance and music are important in helping Hindus worship & celebrate.

Pupils should be able to:

- Share the basic beliefs of Hinduism and explain the place of the deities in guiding and inspiring the lives of individual believers.
- They may be able to share and explain the importance of identifying and belonging to the faith.

History

Significant Individual: Walter Tull

Pupils will look at the childhood and football career of Walter Tull, what happened to him, when he fought in World War I and why he was different from most people of his time.

- Who was Walter Tull and when did he live?
- Did Walter have a happy or terrible childhood?
- Using historical sources, can we spot the differences between Walter's life and the lives of footballers today?
- What was it like for Walter when he played football at a match in Bristol?
- How did Walter help our country during WWI?

<p style="text-align: center;">PSHE Me in the World</p> <p>At the end of this unit, children will have a greater understanding of what improves and harms their local, natural and built environments and about some of the ways people look after them. They will also begin to demonstrate skills to enable them to participate in society through their understanding of money.</p> <ul style="list-style-type: none"> • To describe the positive and negative features of the local environment. • To understand the part money plays in society today. • To consider choices when spending/saving money and what influences these choices. • To identify ways to help others through fundraising. 	<p style="text-align: center;">Music Patterns with Pitch</p> <ul style="list-style-type: none"> • To compose simple pentatonic melodies. • To play and sing melodies that move up and down by step. • To recognise melodies that move by step or leap. • To use graphic notation to represent a melody. • To prepare songs for performance. • To perform simple instrumental accompaniments. • To suggest ways to improve a performance. • To perform songs with instrumental accompaniment. • To play a simple rhythmic and/or melodic ostinato. • To play a simple melodic accompaniment. <p>Pupils will be learning to play the glockenspiel.</p>	<p style="text-align: center;">Computing Programming – Quizzes</p> <p>In this unit, children will begin to understand that sequences of commands have an outcome. They will use and modify designs to create their own quiz questions in Scratch Jr. using blocks of code.</p> <ul style="list-style-type: none"> • 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. • To decide how my project can be improved.
<p style="text-align: center;">Design Technology Textiles</p> <p>Pupils will design, make and evaluate a pouch in which to keep money safe, taking into consideration the suitability of materials.</p> <ul style="list-style-type: none"> • To design a pouch that will keep money safe. • To select and cut fabrics for sewing. • To cut out a template and pin to fabric. • To be able to thread a needle. • To sew a running stitch to join fabric. • To decorate using fabric glue. • To evaluate the finished product against the design criteria. 	<p style="text-align: center;">PE Ball Skills</p> <p>Pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will work independently, in pairs and small groups.</p> <ul style="list-style-type: none"> • To be able to roll a ball to hit a target. • To develop co-ordination and be able to stop a rolling ball. • To develop technique and control when dribbling a ball with your feet. • To develop control and technique when kicking a ball. • To develop co-ordination and technique when throwing and catching. • To develop control and co-ordination when dribbling a ball with your hands. 	<p style="text-align: center;">PE Striking & Fielding</p> <p>Pupils will develop the skills of throwing and catching, tracking and retrieving a ball and striking a ball. They will begin to self-manage small, sided games. Pupils will learn how to score points and play to the rules. Pupils will begin to think about how to use skills, strategies and tactics to outwit the opposition appropriate to the situation.</p> <ul style="list-style-type: none"> • To track a rolling ball and collect it. • To develop accuracy in underarm throwing and consistency in catching when fielding a ball. • To develop accuracy with overarm throwing to send a ball over a greater distance and limit a batter's score. • To develop striking for distance and accuracy. • To develop decision making to get a batter out. • To develop decision making when under pressure.