

English – Stories with Familiar Settings: Mudpuddle Farm.

Read words containing common suffixes , e.g. –ness, -ment, -ful, -less, -ly. Identify, discuss and collect favourite words and phrases. Consider other points of view. Use sentences with different forms – statements, commands, questions, exclamations. Select, generate and effectively use adjectives. Develop a positive attitude to writing. Develop stamina in order to write at length. Write about fictional events. Evaluate with adults and peers. Proofread to check for correct common verbs.

To continue to consolidate the ability to read with increasing fluency, self-correct and answer comprehension questions about a range of fiction and non-fiction texts.

Maths

Time: To tell the time to five minutes. To accurately recall the number of minutes in an hour, and the number of hours in a day.

Statistics: To accurately record data in tally charts, tables, block diagrams and pictograms. To interpret pictograms using a key, in which one image is equal to two, five or ten.

Position and Direction: To correctly identify left and right. To use the vocabulary forwards, backwards, quarter, half, three-quarter turns. To describe shape patterns with turns.

To continue to consolidate rapid recall of the 2, 5 and 10 times tables and inverse division facts.

Science – Living Things / Plants

To identify habitats. To name a variety of plants and animals in a microhabitat. To identify the difference between things that are living, dead and have never been alive. To identify observable features of plants and correctly identify the parts of a plants that can be eaten.

RE- What happened at Ascension and Pentecost?

Why are these special events in the Christian calendar? Explore the symbolism of the Holy spirit. Look at artwork depicting both events and comment on them.



Year 2 Summer 2

Parable of the Talent - Maths

Christian Value – Respect

Special event – Colour Run

Enrichment – Moving Up Day
Trip to Lowlands Farm
The Great Fire of London History workshop

Online Safety Strand – Online reputation

Community links – Sports Day and Picnic (24th June)
Lytham Club Day

British values – To re-cap all 4 British Values
Democracy
The Rule of Law
Individual Liberty
Mutual Respect
Tolerance

History – What features of London, a long time ago, might have helped cause the Great Fire of London?

What was London like before the Great Fire? What caused the Great Fire of London? How do people study the fire? How did building design change because of the fire?

DT – Textiles: Pouches

To sew a running stitch. To join fabrics using a running stitch. To decorate a pouch using fabric glue or stitching.

Computing – Programming Quizzes

Use ScratchJr to sequence a set of commands to perform an instruction. Use a predefined design to create an animation based on the seasons. Think about an existing quiz design and how this can be realised within the ScratchJr app. Choose backgrounds and characters for their own quiz projects. Modify a given design sheet and create their own quiz questions in ScratchJr.

Music – Structure: Myths and Legends

Read and clap rhythms based on a phrase from a story. Use a rhythm in different ways to demonstrate structure. Create structure using rhythmic patterns. Create and perform a group composition.

PE – End of KS1 Fundamental Movement Skills

To throw underarm accurately into a target. To throw as far as possible. To run for distance. To jump for distance with control. To kick a ball for distance. To catch a ball. To complete an obstacle course with speed and agility. To throw underarm for accuracy.

PSHE – Keeping Safe

Understand that medicines can sometimes make people feel better when they're ill; Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; Explain simple issues of safety and responsibility about medicines and their use. Identify situations in which they would feel safe or unsafe; Suggest actions for dealing with unsafe situations including who they could ask for help. Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; Identify the types of touch they like and do not like; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. Identify safe secrets (including surprises) and unsafe secrets; Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable. Recognise that some touches are not fun and can hurt or be upsetting; Know that they can ask someone to stop touching them; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.

Friendship

Faith

Respect

Determination

Love

Service

Thankfulness

Honesty

Forgiveness