



Year 2 Term Summer 1			
Subject	Prior Skills/Knowledge/language	New skills	Planning
English <u>Instructions</u>	<p>EYFS - Literacy</p> <ul style="list-style-type: none"> • They use phonic knowledge to decode regular words and read them aloud accurately. • They write simple sentences which can be read by themselves and others. <p>Year 1 - Instructions</p> <ul style="list-style-type: none"> • They can say it before they write it • They can think before they write • They can write in a list • They can use numbers to show the order • They can use 'bossy' words • They can start with a verb 	<p>Y2 - Instructions</p> <p>Instructions</p> <p>Children :</p> <ul style="list-style-type: none"> • Will read and answer questions about a set of instructions. • Will analyse the features and structure of a set of instructions. • Will understand the purpose of different features and the structure in instructional writing. • Will learn new vocabulary and understand their definitions. • Will use new vocabulary in their own sentences. • Will plan their own set of instructions using the features and language that they have learnt. 	<p>Children will:</p> <p>Instructions</p> <p>Children will:</p> <ul style="list-style-type: none"> • Read and answer questions about a set of instructions. • Analyse the features and structure of a set of instructions. • Understand the purpose of different features and the structure in instructional writing. • Learn new vocabulary and understand their definitions. • Use new vocabulary in their own sentences. • Plan their own set of instructions using the features and language that they have learnt. • Write their own set of instructions using the features

		<ul style="list-style-type: none"> • Will write their own set of instructions using the features and language that they have learnt. • Will edit and improve work. 	<p>and language that they have learnt.</p> <ul style="list-style-type: none"> • Edit and improve work.
<p>Maths <u>Fractions</u> <u>Position and</u> <u>Direction</u></p>	<p>EYFS - Numbers</p> <ul style="list-style-type: none"> • Children count reliably with numbers from one to 20, place them in order and say which number is more or less than a given number. • Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. • They solve problems, including doubling, halving and sharing. <p>Y1 Fractions</p> <ul style="list-style-type: none"> • Recognise, find and name a half as one of two equal parts of an object, shape or quantity. • Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. <p>Position and Direction</p> <ul style="list-style-type: none"> • Describe position, direction and movement, including whole, half, quarter and three-quarter turns. 	<p>Fractions</p> <ul style="list-style-type: none"> • Recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ and of a length, shape, set of objects or quantity. • Write simple fractions for example, of $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ <p>Position and Direction</p> <p>Y2 -</p> <ul style="list-style-type: none"> • Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and threequarter turns (clockwise and anti-clockwise). 	<p>Fractions</p> <p>Children will:</p> <ul style="list-style-type: none"> • Solve fraction problems involving $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ relating to length, shape, sets of objects and quantity. • Explore equivalent fractions of $\frac{1}{2}$ using a variety of concrete resources and pictorial representations <p>Position and Direction</p> <p>Children will;</p> <ul style="list-style-type: none"> • Recognise that a shape does not change when it is in a different orientation • Recognise that a shape does not change when it is in a different orientation • Identify 2-D and 3-D shapes within everyday objects from photographs or in the environment in different positions and orientations

			<ul style="list-style-type: none"> • Order and arrange mathematical objects into patterns and sequences. • Complete a sequence and describe the rule. • Understand an angle is the measure of rotation between 2 lines - and can also describe a turn. • Know that a right angle measures 90° and link this to quarter turns; half a turn is two right angle turns; threequarter turn is three right angle turn. • Rotate a shape/picture quarter, half or three-quarters turns clockwise and anticlockwise • Identify right angles in 2D shapes, the environment and pictures. • Use mathematical vocabulary to describe position, direct and movement.
<p>Science</p> <p><u>Living things and their habitats</u></p>	<p>EYFS -</p> <ul style="list-style-type: none"> • Children know about similarities and differences in relation to places, object, materials and living things <p>Y1- Animals</p> <ul style="list-style-type: none"> • To be able to identify and name a variety of common animals • To be able to identify and name a variety of common UK mammals 	<p>Y2 - Children will be able to:</p> <ul style="list-style-type: none"> • To be able to identify things that are living, things that are dead and things that have never been alive. • To understand that living things need to live in suitable habitats. • To explore the plants and animals that live in seaside habitats. 	<p>Children will;</p> <ul style="list-style-type: none"> • Children will begin to identify some life processes which indicate that animals and plants are alive They will then identify and sort objects and organisms into group: living and non-living things. • Children will learn about what a habitat is, and what animals and

- To be able to identify and compare a variety of common UK birds and reptiles.
- To be able to identify and compare a variety of common UK fish and amphibians.
- To be able to identify and sort carnivores, herbivores and omnivores.
- To be able to take care of animals
- To collect data about animals and answer questions.

- To be able to explore plants and animals in an unfamiliar habitat.
- To be able to explore and describe a micro-habitat.
- To explore food chains in a habitat.

- plants need to survive in them. They will then identify and group animals by their habitats.
- Children will identify features of seaside habitats and discuss which plants and animals might live in it, and where. They may then either identify and name a variety of organisms, or sort organisms into those found in seaside habitats, and those found in other habitats
 - Children will identify characteristics of animals which give clues about the habitats they live in. They will then discuss what a variety of habitats are like, then either describe what they provide for the organisms that live in them, or how organisms are adapted to suit their habitat.
 - Children will learn about micro-habitats and the organisms that live in them. They may then either explore micro-habitats outside, or describe and categorise given sets of mini-beasts according to some of their characteristics.

			<ul style="list-style-type: none"> Children will begin to understand how organisms in a habitat are dependent upon one another, and that these dependencies can be shown as food chains. They may then either complete given food chains, or try to make food chains from a given set of organisms.
<p>Geography</p> <p><u>Let's go to the jungle</u></p>	<p>EYFS - Understanding of the world</p> <ul style="list-style-type: none"> Explore the natural world around them making observations and drawing pictures of animals and plants. People, culture and communities. <p>Y1 - Arctic</p> <ul style="list-style-type: none"> To explore the Arctic Circle To explore the climate in the Arctic. To explore the Arctic's physical features. To explore the animals living in the Arctic. To explore cities and towns in the Arctic Circle. To compare an Arctic town to a city in the United Kingdom. 	<p>Y2 - Let's go to the jungle</p> <ul style="list-style-type: none"> To locate jungles around the world and begin to describe them. To identify some features and weather of Indian tropical seasonal forests. To identify the locations of mangroves and describe their features and weather. To identify the locations and features of cloud forests. To compare British woodland to a tropical jungle. To summarise what has been learned about the locations, weather and geographic features of jungles. 	<p>Y2 - Let's go to the jungle</p> <ul style="list-style-type: none"> Children will identify the locations of jungles in equatorial and tropical regions, using compass points to describe their positions on maps. They will also begin to use geographical vocabulary to describe features of a Brazilian jungle. Children will learn about the structure, plants and animals of an Indian jungle, and how it changes during the wet and dry seasons. They may then either match descriptions and draw pictures, or use geographical vocabulary during jungle-exploring role play. Children will identify the locations of mangrove forests and learn about their unique plants and animals. They will discover how they are affected

			<p>by the tides and the weather, then either learn in greater depth during a fact hunt activity, or use geographical vocabulary during role play.</p> <ul style="list-style-type: none"> • Children will identify and describe the location, climate, weather, plants, animals and human activity of a cloud forest in Costa Rica. Following this they may either draw and describe a cloud forest or make a cloud forest terrarium. • Children will identify differences between deciduous and evergreen trees, and compare a UK woodland to a variety of tropical and equatorial jungle forests. • Children will discuss questions relating to prior learning about tropical and equatorial jungle forests, then either produce mini-books or engage in group discussions to demonstrate what they have learned and understood.
<p>DT</p> <p><u>Playground structures</u></p>	<p>EYFS</p> <ul style="list-style-type: none"> • They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <p>Y1 -</p> <ul style="list-style-type: none"> • Draw on their own experience to help generate ideas 	<p>Y2 - Playground structures</p> <ul style="list-style-type: none"> • Generate ideas by drawing on their own and other people's experiences • Develop their design ideas through discussion, observation, drawing and modelling 	<p>Children will;</p> <ul style="list-style-type: none"> • To explore the components, materials and features of playground equipment. • To be able to explore different ways of joining and strengthening materials to create pieces of playground equipment.

- Suggest ideas and explain what they are going to do
- Identify a target group for what they intend to design and make
- Model their ideas in card and paper
- Develop their design ideas applying findings from their earlier research
- Make their design using appropriate techniques
- With help measure, mark out, cut and shape a range of materials
- Use tools eg scissors and a hole punch safely
- Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape
- Select and use appropriate fruit and vegetables, processes and tools
- Use simple finishing techniques to improve the appearance of their product
- Evaluate their product by discussing how well it works in relation to the purpose
- Evaluate their products as they are developed, identifying strengths and possible changes they might make
- Evaluate their product by asking questions about what they have made and how they have gone about it I can copy the skills in drawing, painting,

- Identify a purpose for what they intend to design and make
- Identify simple design criteria
- Make simple drawings and label parts
- Begin to select tools and materials; use vocab' to name and describe them
- Measure, cut and score with some accuracy
- Use hand tools safely and appropriately
- Assemble, join and combine materials in order to make a product
- Choose and use appropriate finishing techniques
- Evaluate against their design criteria
- Evaluate their products as they are developed, identifying strengths and possible changes they might make
- Talk about their ideas, saying what they like and dislike about them

- To be able to design a piece of playground equipment.
- To be able to make a piece of playground equipment according to a design.
- To be able to evaluate a finished product.

<p>Computing Programming & Control</p>	<p>sculpture or textiles that are taught to me by the teacher.</p> <p>EYFS - Technology</p> <ul style="list-style-type: none"> • Children recognise that a range of technology is used in places such as homes and schools. • They select and use technology for particular purposes. <p>Y1 - Programming and Control</p> <ul style="list-style-type: none"> • Use directional language • Program a controlled device in order for it to move • Sequence instructions for more complicated tasks • Understand that instructions can be predicted. • To develop and record sequences of instructions to control the Beebot and predict and test results. 	<p>Y2 - Programming & Control</p> <ol style="list-style-type: none"> 1. Understand the basic operations Fd, Bk, Lt and Rt. 2. To record a set of instructions. 3. To plan, test and refine a sequence of instructions. 4. To predict the end point of a route from a sequence of instructions. 5. To use coding blocks in Hopscotch to program an onscreen character. 6. Develop and record instructions (Algorithms). Make predictions & test them 	<ol style="list-style-type: none"> 1. Can the children remember the basic controls on the Beebot (Fwd, Bk, Lt & Rt). Discuss how the Beebot is programmed and demonstrate how. Allow the children to send the Beebot to each other. Discuss $\frac{1}{4}$ turns and $\frac{1}{2}$ turns with the children and tell them that these can both be included in sequences of instructions. 2. With the children sat in a circle, explain to the children that it is possible to plan a route and to write and program a sequence of instructions before pressing GO. Using a map created of the school and grounds, talk them through a route from one place to another via an indirect route. Show how to program the whole sequence before pressing GO. 3. Picking one of a number of routes that the Beebot could take on the school map, give them the starting point and read a sequence of instructions to the class and then ask them to predict where the Beebot will arrive when programmed. Get one of the children to program the Beebot with the instructions just
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			<p>given. Were their predictions correct?</p> <ol style="list-style-type: none"> 4. The sequences for year 2 should now be longer/ less simple. 5. Build on this during week 4. 6. Introduce the class to Hopscotch. This app uses directions in the programming like Beebot. By building an algorithm of coding blocks the children can draw 2D shapes on the screen. Show them how to use the 'pen colour', 'pen width', 'move distance with a trail' and 'rotate' blocks in a repeat block to draw a square. Tell them the rotate number for a square is 90 and the repeat number is 4. 7. Give the children a map with locations marked on it so the children can see where the Beebot might go.
<p>RE <u>Ascension and Pentecost</u></p>	<p>EYFS - Managing Feelings & Behaviour</p> <ul style="list-style-type: none"> • Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. <p>Y1 - God and Creation</p> <p>By the end of this unit pupils will know that:</p> <ul style="list-style-type: none"> • we (Christians) believe that God created the world. 	<p>Y2 - Ascension and Pentecost</p> <p>The aim of this unit is to:</p> <ul style="list-style-type: none"> • begin to develop the children's knowledge and understanding of these two very significant events. • give children an opportunity to begin to explore the concept of God as three in one. • emphasize the importance of these events in the life of Jesus and the Church, then and now 	<p>Y2 - Ascension and Pentecost</p> <p>By the end of this unit pupils will know that:</p> <ul style="list-style-type: none"> • we (Christians) believe that 40 days after the resurrection, Jesus ascended into heaven. • we (Christians) believe that God is three in one - Father, Son and Holy Spirit. • the gift of the Holy Spirit was poured out on the disciples at

	<ul style="list-style-type: none"> the creation stories are at the very beginning of the Bible and be able to recall details briefly. we (Christians) believe that people should be taking care of our world. we (Christians) believe that in creation we can see the power and wonder of God. <p>By the end of this unit pupils are expected to be able to:</p> <ul style="list-style-type: none"> talk about what they find amazing, interesting or puzzling in creation. understand that they are creative beings and enjoy their creative skills. 		<p>Pentecost and is here with us still.</p> <ul style="list-style-type: none"> the events of Pentecost still impact on the church today. <p>By the end of this unit pupils are expected to be able to:</p> <ul style="list-style-type: none"> retell the stories of Jesus' ascension and the events of Pentecost. talk about their ideas of heaven.
<p>Music</p>	<p>EYFS -</p> <ul style="list-style-type: none"> Children sing songs, make music and dance, and experiment with ways of changing them. <p>Y1 - Your Imagination</p> <ol style="list-style-type: none"> Your Imagination by Joanna Mangona and Pete Readman. Supercalifragilisticexpialidocious from Mary Poppins Pure Imagination from Willy Wonka & The Chocolate Factory soundtrack. Daydream Believer by The Monkees Rainbow Connection from The Muppet Movie. A Whole New World from Aladdin. 	<p>Y2 - Sing!</p> <ol style="list-style-type: none"> Warm-up Games. Flexible Games Sing the song 'sing' Choose and play any of the options below, then decide which one to practise for the end-of-unit performance: Play instrumental parts . Improvise option (optional extension activities for improvisation) Play your composition(s) within the song Choose and play any of the options below, then decide which one to practise for the end-of-unit performance 	<p>Y2 - Sing Activities</p> <ol style="list-style-type: none"> Warm-up Games. Flexible Games Sing the song 'sing' Choose and play any of the options below, then decide which one to practise for the end-of-unit performance: Play instrumental parts . Improvise option (optional extension activities for improvisation) Play your composition(s) within the song Choose and play any of the options below, then decide which one to practise for the end-of-unit performance

PE

EYFS -
Year 1

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations

Year 2

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations

Children will;

1. Learn techniques that will help them to swim confidently over 25 metres.
2. Learn how to put their head under the water confidently and blow bubbles under the water.
3. Learn how to float on their backs.
4. Learn how to confidently practise a range of stroke such as the front crawl, breaststroke and backstroke which will help them to swim over 25 metres.
5. Learn about coloured flags that are used on a beach or lake and how they give us information and help us to stay safe when swimming outdoors.
6. Learn why lifeguards are important and how they help us to stay safe when swimming.
7. Learn how they can help someone who is in danger when swimming.
8. Learn what it feels like when swimming in clothes.