


<p><u>Geography</u></p> <ul style="list-style-type: none"> Name and locate the world's 7 continents and 5 oceans. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. 	<p style="text-align: center;">Year 2 Summer Term Topic: Wiggle, Crawl and Grow</p> 	<p><u>Computing</u> NCCE Planning – Robot Algorithms</p> <ul style="list-style-type: none"> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. <p>Unit 2.7 – Making Music</p> <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Cross Curricular Music Links: Interpreting Music & Sequencing <p>Unit 2.8 – Presenting Ideas</p> <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
<p><u>Design and Technology</u></p> <ul style="list-style-type: none"> To design purposeful, functional, appealing products for themselves and other users based on design criteria. To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. To explore and evaluate a range of existing products. To evaluate their ideas and products against design criteria. 		<p><u>PE</u> Invasion Games</p> <ul style="list-style-type: none"> Participate in team games, developing simple tactics for attacking and defending. <p>Athletics</p> <ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
<p><u>Art & Design</u></p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p><u>PSHE</u></p> <ul style="list-style-type: none"> RSE A Journey in Love 	

<p><u>Music</u></p> <ul style="list-style-type: none"> To use their voices expressively and creatively by singing songs and speaking chants and rhymes. To play tuned and untuned instruments musically. To listen with concentration and understanding to a range of high-quality live and recorded music. To experiment with, create, select and combine sounds using the inter-related dimensions of music. 		
<p><u>Science</u></p> <p>Living Things and Their Habitats</p> <ul style="list-style-type: none"> Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including microhabitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. <p>Animals, Including Humans</p> <ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults. 	<p><u>Maths</u></p> <p>Geometry: Position and Direction</p> <ul style="list-style-type: none"> Describing movement. Describing turns. Describing movement and turns. Making patterns with shapes. <p>Problem Solving and Efficient Methods</p> <p>Revision of all previous small steps.</p> <p>Measurement: Time</p> <ul style="list-style-type: none"> O'clock and half past. Quarter past and quarter to. Telling time to 5 minutes. Minutes in an hour, hours in a day. Find durations of time. Compare durations of time. <p>Measurement: Mass, Capacity and Temperature</p> <ul style="list-style-type: none"> Compare mass. Measure mass in grams. Measure mass in kilograms. Compare capacity. Millilitres. Litres. Temperature. 	<p><u>English</u></p> <p>Fiction</p> <ul style="list-style-type: none"> Narrative <p><i>Text- Amazing Grace</i></p> <p>Revision of:</p> <ul style="list-style-type: none"> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. Correct choice and consistent use of present tense and past tense throughout writing. Use of the progressive form of verbs in the present and past tense to mark actions in progress. Formation of nouns using suffixes such as –ness, –er and by compounding. Formation of adjectives using suffixes such as –ful, –less. Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs. Subordination (using when, if, that, because) and co-ordination (using or, and, but).
<ul style="list-style-type: none"> Think of ways we can be like them. Know about the first Christians. Think of ways we can be like them. Know how Jesus was able to help Peter and John. Be aware that we can trust Jesus to help us. Recall that the Holy Spirit was able to help the Apostles. Be aware that the Holy Spirit helps us. Know about Peter's escape from prison. Reflect on what we can learn from it. 		

<ul style="list-style-type: none"> • To find out about and describe the basic needs of animals, including humans, for survival (water, food and air). <p>Plants</p> <ul style="list-style-type: none"> • Observe and describe how seeds and bulbs grow into mature plants. • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 		<ul style="list-style-type: none"> • Expanded noun phrases for description and specification. <p>Non-Fiction Recounts <i>Event: School trip to Chester Zoo and Save the Honeybee Day.</i></p> <ul style="list-style-type: none"> • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Commas to separate items in a list. • Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. • Correct choice and consistent use of present tense and past tense throughout writing. • Use of the progressive form of verbs in the present and past tense to mark actions in progress. • Subordination (using when, if, that, because) and co-ordination (using or, and, but). <p>Terminology to be recapped: noun, noun phrase, expanded noun phrase, verb, adjective, tense (past), suffix, adverb, apostrophe, tense, comma, compound word, conjunctions.</p>	
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