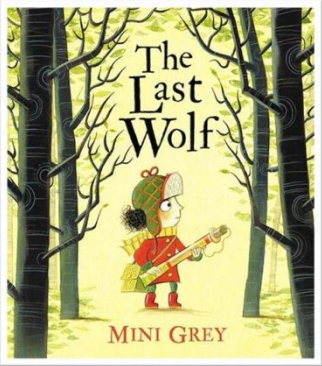


Year 2	Term: Summer 1		Topic: Where the Wild Things Grow! SHINE VALUE: Enthusiastic (curiosity, imagination, motivation)			
Subject	National Curriculum		Key texts & web links	Knowledge We know that...	Skills We are able to...	Outcome/ Exit Point
English	Persuasion: The Last Wolf					
	Word Aware Words: flung, supplies, lurk, pounce, wander, endless, grazing, awash, nowadays, pickings, popgun, stalking, bracken, tree stump, doorknob, land, lynx, human, miles, earth					
	<p>Spoken language:</p> <ul style="list-style-type: none"> Articulate and justify answers Maintain attention and participate in collaborative conversations Speak audibly and fluently Participate in discussions, presentations, performances, role-play, improvisations and debates <p>Reading comprehension:</p> <ul style="list-style-type: none"> Listen to, discuss and express views about a wide range of books at a level beyond that which can be read independently Discuss the sequence of events in books and how items of information are related Draw on what is already known and on background information and vocabulary provided by the teacher Predict what might happen on the basis of what has been read so far <p>Writing composition:</p> <ul style="list-style-type: none"> Write narratives about personal experiences and those of others (real and fictional) Write about real events Write for different purposes Plan or say out loud what is going to be written about Make simple additions, revisions and corrections Evaluate writing with the teacher and other pupils 	<p>The Last Wolf by Mini Grey</p> 	<p>Gateway Keys</p> <ul style="list-style-type: none"> Use the progressive form of verbs in the present and past tense Some use of subordination (because, when) and coordination (and, but) Use punctuation correctly (as taught so far) Write sentences with different forms: statement, question, exclamation, command <p>Mastery Keys</p> <ul style="list-style-type: none"> Use subordination (if, that) Add -er and -est to adjectives Use homophones and near homophones Use punctuation correctly – apostrophes for contracted forms <p>Feature keys</p> <ul style="list-style-type: none"> Include detail and description to inform the reader Use a range of sentence forms to address the reader Write in 1st person 	<p>Writing outcome: To write a letter in role persuading characters to save the trees</p> <p>Greater depth writing outcome: To write a letter as themselves persuading local people to save the trees</p>		

	<ul style="list-style-type: none"> • Proofread to check for errors in spelling, grammar and punctuation • Re-read to check that their writing makes sense 		<ul style="list-style-type: none"> • Include personal comments and own viewpoint • Use openings and closings e.g. dear, opening statement to state why we are writing, from 	
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Maths	Number: Addition and Subtraction Measure: Time Consolidation - addition, subtraction, multiplication and division			
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	Word Aware Words: half, quarter, minute, hour, o'clock, add, subtract			
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	<p>Time</p> <ul style="list-style-type: none"> • Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clockface to show these times • Know the number of minutes in an hour and the number of hours in a day <p>Fractions</p> <ul style="list-style-type: none"> • Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity 	<p>White Rose Year 2 Summer Block 1,2</p> <p>NCETM - teaching for mastery</p>	<p>Time</p> <ul style="list-style-type: none"> • O'clock and half past • Quarter past and quarter to • Tell the time past the hour • Tell the time to the hour • Tell the time to 5 minutes • Minutes in an hour • Hours in a day <p>Fractions</p> <ul style="list-style-type: none"> • Introduction to parts and whole • Equal and unequal parts • Recognise a half • Find a half • Recognise a quarter • Find a quarter • Recognise a third • Find a third • Find the whole • Unit fractions • Non-unit fractions • Recognise the equivalence of a half and two-quarters • Recognise three-quarters • Find three-quarters • Count in fractions up to a whole
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Science	The Big Question: Why don't animals wear clothes?			
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	Word Aware Words: mammal, bird, fish, reptile, amphibian, scales, fur, feathers			
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<p>In Science: Living things and their habitats</p>	<p>https://www.bbc.co.uk/bitesize/topics/z6882hv</p>	In Science:	In Science:	Double page spread
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	<p>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.</p> <p>explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>identify and name a variety of plants and animals in their habitats, including micro habitats</p> <p>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> <p>Animals inc Humans notice that animals, including humans, have offspring which grow into adults</p> <p>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Scientist Focus: David Attenborough</p> <p>In Geography: Human and physical geography 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>	<p>page which has links to videos: What are mammals? What are amphibians? What are fish? What are birds? What are reptiles? What are mini-beasts? What do animals eat? What do animals need to survive?</p> <p>https://www.bbc.co.uk/bitesize/topics/z6882hv/resources/1 About amphibians</p>	<p>Animals are not all the same.</p> <p>Animals live in different areas/climates.</p> <p>Animals have habitats.</p> <p>Know that living things can be put into groups</p> <p>To know different habitats around the around</p> <p>To know the needs for survival – water, air, food</p> <p>How animals skin/fur etc impact their survival.</p> <p>To know what a life cycle is – transfer energy.</p> <p>Understand the importance of David Attenborough and the impact he has on our world today.</p> <p>To know the closer to the equator the warmer the temperature is, the further away the colder the temperature is.</p>	<p>Ask simple questions and recognise that they can be answered in different ways</p> <p>Make observations of how humans and animals are similar</p> <p>Identify that most living things live in habitats to which they are suited</p> <p>Describe how different habitats provide for the basic needs of different kinds of animal</p> <p>Understand that some offspring look different and grow into something else i.e caterpillar, tadpole</p>	<p>Forest Learning: bug hotels, bird watch, park game</p>
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Art & Science	Artist: Clarice Cliffe				
	Word Aware Words: clay, sculpture, shape, nature, evaluate				
	<p>In Art:</p> <p style="text-align: center;">Clarice Cliffe Clay pots using natural materials</p> <p>Use a range of materials creatively to design and make products.</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Learn 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> <p>In Science: Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Web links: The Colour Room trailer https://www.youtube.com/watch?v=gQPfloejuCQ</p> <p>Images:</p>  <p>https://www.tate.org.uk/kids/explore/who-is/who-andy-warhol</p>	<p>In Art: Know that Clarice Cliffe was a ceramic artist.</p> <p>Know that Clarice Cliffe was inspired by shapes and nature</p> <p>Understand that her artwork inspires designers today</p> <p>In Science: That clay, when dried changes into a solid/hard object.</p>	<p>In Art: Produce creative work, exploring their ideas and recording their experiences</p> <p>Become proficient in painting and sculpture techniques</p> <p>Evaluate and analyse creative works using the language of art, craft and design</p> <p>In Science: Explore how clay can be squashed, bent, twisted and stretched into different shapes.</p>	<p>To create a Clarice Cliffe style clay pot.</p>
Music	Call and Response: dynamics and tempo				
	Word Aware Words: call and response, dynamics, sound pattern				
	<p>Use their voices expressively and creatively by singing songs</p> <p>Combine sounds using the inter-related dimensions of music – <i>Duration</i>.</p>	<p style="text-align: center;">Kapow Primary Theme: Animals</p> 	<p>To know that dynamics can change the effect a sound has on the audience.</p>	<p>Creating sound Singing a range of call and response chants, matching the dynamic and tempo they hear with accuracy.</p> <p>Singing part of a given song in their head (using their 'thinking voice').</p> <p>Developing an awareness of how dynamics are affected by the force with which</p>	<p>Use dynamics when creating sound.</p> <p>Play in time with a group.</p> <p>Experiment with different sounds on the same instrument.</p> <p>Clap the animal sound patterns mostly accurately.</p> <p>Clap the sound patterns in time</p>

				<p>an instrument is played.</p> <p>Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling.</p> <p>Improvising and composing Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories.</p> <p>Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument.</p> <p>Performing Offering positive feedback on others' performances.</p> <p>Starting to maintain a steady beat throughout short singing performances.</p> <p>Performing actively as a group, clearly keeping in time with the beat.</p>	<p>with the pulse of the backing track.</p> <p>Demonstrate both a call and response.</p> <p>Copy a sound pattern using an instrument.</p> <p>Playing either a call and/or response role in time with another pupil. Perform a composition.</p>
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RE Weekly	The Ultimate Question: How do some people talk to God?
	Word Aware Words: Avatar, deity, Mandir, Mosque, murti, prayer, puja, Qur'an, shrine, Synagogue

	<p>Peterborough Agreed Syllabus:</p> <p>PT1 - Knowledge & Understanding of Religion and World Views: Name some of the different beliefs and practices of Christianity, Hinduism and Judaism and begin to look for similarities between religions.</p> <p>Retell some religious stories. Begin to use key words and vocabulary related to Christianity, Hinduism and Judaism.</p> <p>Begin to understand what it means to be a person of faith</p> <p>PT2 – Responding to Religion and Worldviews: Talk about and find meanings behind different beliefs and practices.</p> <p>Suggest meanings of some religious stories.</p> <p>Ask and respond to questions about what individuals and faith communities do.</p> <p>Express own ideas, opinions and talk about their work creatively.</p>		<p>Know prayer means communicating with God.</p> <p>There are some objects that are special to followers of religious traditions.</p> <p>Know the reason religious followers worship is to show gratitude, say 'thank you', to God.</p> <p>Know people pray in different ways in different places.</p> <p>Know some people talk to God in different ways and for different reasons.</p>	<p>Understand that some symbols (for example, light) have meaning beyond the literal.</p> <p>Respond sensitively to people whose experiences are different to theirs. Use spoken and written words, symbols and drawings to express their ideas.</p> <p>Understand that others may have different ideas from their own and responding respectfully.</p>
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PSHE	Keeping safe: Safety and the changing body			
	Word Aware Words: safe, secret, trust, body, feelings			
	<p>Statutory Relationships Education, Relationships and Sex Education (RSE):</p> <p>Know that people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>Know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</p> <p>Know about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</p> <p>Know that that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>Know how to respond safely and appropriately to adults they may encounter (in all contexts) who they do not know</p> <p>Know how to recognise and report feelings of being unsafe or feeling bad about any adult</p>	<p>To know the PANTS rule.</p> <p>To know that I should tell an adult if I see something that makes me uncomfortable online.</p> <p>To understand the difference between secrets and surprises.</p> <p>To know the rules for crossing the road safely.</p> <p>To know that medicine can help us when we are ill.</p> <p>To understand that we should only take medicines when a trusted adult says we can.</p> <p>To know the names of parts of my body, including private parts.</p>	<p>Discussing the concept of privacy.</p> <p>Exploring ways to stay safe online.</p> <p>Learning how to behave safely near the road and when crossing the road.</p> <p>Exploring what people can do to feel better when they are ill.</p> <p>Learning how to be safe around medicines.</p>	<p>Understand how the internet can be used to help us.</p> <p>Create a poster with clear information about how to remain safe online and what to do if something online makes them feel uncomfortable.</p> <p>Understand what a secret is and what a surprise is.</p> <p>Know the name of parts of the body, including those of the private parts for their gender.</p>

	<p>Know how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.</p> <p>Know how to report concerns or abuse, and the vocabulary and confidence to do so</p> <p>Know where to get advice from e.g. family, school and/or other sources</p> <p>Know that for most people the internet is an integral part of life and has many benefits</p> <p>Know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p>Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</p> <p style="text-align: center;">Kapow Primary</p> 			<p>Explain the PANTS rule.</p> <p>Understand how to keep safe near roads.</p> <p>Explain the rules for crossing the road.</p> <p>Understand when we should take medicines that can help us feel better when we are unwell.</p>
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<p style="text-align: center;">PE</p> <p style="text-align: center;">Weekly</p>	<p style="text-align: center;">Invasion Games</p>			
	<p style="text-align: center;">Word Aware: invade, attack, defend</p>			
	<p>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>	<p>Premier Sports Coach</p>	<ul style="list-style-type: none"> Invading a space Defending a space Attacking - including attacking at speed Invasion games – including roles of attacking and defending as previously taught within unit Implement rules/scoring 	<p>Play invasion games using skills taught</p>
	<p style="text-align: center;">Gymnastics: Rolling</p>			
<p style="text-align: center;">Word Aware: core, transition, tension</p>				
<p>Develop balance, agility and co-ordination.</p>	<p>DIS planning</p>	<p>Create and perform a sequence to include a roll, balance and jump using a piece of apparatus</p>		