


<b>Year 2</b>	<b>Term: Summer 2</b>	<b>Topic: Where the Wild Things Grow!</b> <b>SHINE VALUE: Nurture (kindness, caring, cooperation)</b>			
<b>Subject</b>	<b>National Curriculum</b>	<b>Key texts &amp; web links</b>	<b>Knowledge</b> We know that...	<b>Skills</b> We are able to...	<b>Outcome/s Exit Point</b>
<b>English</b>	<b>Narrative: Grandad's Secret Giant</b>				
<b>Word Aware Words: pickle, chap, continue, mumbled, impossible, scoff, whine, nervous, humungous, hoisted, mural, drainpipes, storm, shore, oak, bridge, dawn, afternoon, ledge</b>					
<p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>Give well-structured descriptions, explanations and narratives</li> <li>Listen and respond</li> <li>Ask relevant questions</li> <li>Participate in discussions, presentations, performances, role play, improvisations and debates</li> </ul> <p><b>Reading comprehension:</b></p> <ul style="list-style-type: none"> <li>Discuss the sequence of events in books and how items of information are related</li> <li>Make inferences on the basis of what is being said and done</li> <li>Ask and answer questions</li> <li>Predict what might happen on the basis of what has been read so far</li> <li>Listen to, discuss and express views about a wide range of books at a level beyond that which can be read independently</li> </ul> <p><b>Writing composition:</b></p> <ul style="list-style-type: none"> <li>Write poetry</li> <li>Write for different purposes</li> <li>Make simple additions, revisions and corrections Evaluate writing with the teacher and other pupils</li> <li>Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently</li> <li>Write for different purposes</li> </ul>	 <p><b>Grandad's Secret Giant</b> by David Litchfield</p>	<p><b>Gateway Keys</b></p> <ul style="list-style-type: none"> <li>Use subordination (if, that)</li> <li>Add -er and -est to adjectives</li> <li>Use homophones and near homophones</li> <li>Use punctuation correctly – apostrophes for contracted forms</li> </ul> <p><b>Mastery Keys</b></p> <ul style="list-style-type: none"> <li>Use present and past tenses correctly and consistently including the progressive form Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>Use expanded noun phrases to describe and specify</li> <li>Add suffixes to spell longer words e.g -ment,- ful</li> </ul> <p><b>Feature Keys</b></p> <ul style="list-style-type: none"> <li>Use phrases from story language</li> <li>Create and describe characters</li> <li>Create and describe settings</li> <li>Sequence of events</li> <li>Section story into beginning, middle and end</li> <li>Use 3rd person consistently</li> <li>Use tenses appropriately</li> </ul>	<p><b>Writing outcome:</b> To write own version of the story with a focus on morals and acceptance of others</p> <p><b>Greater depth writing outcome:</b> To write own version of the story including the point of view of the giant character</p>		

	<ul style="list-style-type: none"> <li>• Proof-read to check for errors in spelling, grammar and punctuation</li> </ul>			
--	---	--	--	--

<b>Maths</b>	<b>Number: Statistics    Geometry: Position and Direction    Consolidation</b>			
	<b>Word Aware Words: above, below, between, left</b>			
	<p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>• Interpret and construct simple pictograms, tally charts, block diagrams and simple tables</li> <li>• Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</li> </ul> <p><b>Position and Direction</b></p> <ul style="list-style-type: none"> <li>• 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 three-quarter turns (clockwise and anticlockwise).</li> </ul>	<p><b>White Rose: Statistics</b> <b>White Rose: Geometry: Position and Direction</b></p> <p><b>I see Reasoning</b></p> <p><b>NRICH</b></p>	<p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>• Make tally charts</li> <li>• Tables</li> <li>• Block diagrams</li> <li>• Draw pictograms (1–1)</li> <li>• Interpret pictograms (1–1)</li> <li>• Draw pictograms (2, 5 and 10)</li> <li>• Interpret pictograms (2, 5 and 10)</li> </ul> <p><b>Position and Direction</b></p> <ul style="list-style-type: none"> <li>• Language of position</li> <li>• Describe movement</li> <li>• Describe turns</li> <li>• Describe movement and turns</li> <li>• Shape patterns with turns</li> </ul>	

<b>Science Art Computing</b>	<b>The Big Question: How do you know if a plant is dead, alive or has never been alive?</b>			
	<b>Word Aware Words: plant, seed, germination, pollination, fertilisation, dispersal</b>			
	<p><b>In Science:</b> <b>LIVING THINGS AND THEIR HABITATS: PLANTS</b></p> <ul style="list-style-type: none"> <li>• Observe and describe how seeds and bulbs grow into mature plants.</li> <li>• Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul> <p><b>LIVING THINGS AND THEIR HABITATS: ANIMALS</b></p> <ul style="list-style-type: none"> <li>• Explore and compare the differences between things that are living, dead, and things that have never been alive.</li> <li>• 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</li> </ul>	<p><b>Explorify</b> <b>Stem.org</b> <b>BBC Bitesize</b> <b>Outstanding Science</b></p>	<ul style="list-style-type: none"> <li>• Identify and name common wild and garden plants: daisy, buttercup, lavender, grass, dandelion, oak tree, silver birch tree, horse chestnut tree</li> <li>• Identify parts of flowering and non-flowering plants</li> <li>• Know the life cycle of a plant</li> <li>• Identify habitat and micro habitats</li> <li>• Know what humans can do to protect the environment</li> <li>• Know the difference between a consumer and a producer</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions</li> <li>• Observe closely, using simple equipment.</li> <li>• Perform simple tests.</li> <li>• Identify and classify.</li> <li>• Use their observations and ideas to suggest answers to questions.</li> <li>• Gather and record data to help in answering questions.</li> <li>• Create a food chain according to what an animal eats</li> </ul>

	<p>animals and plants, and how they depend on each other.</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>In Computing: STOP MOTION ANIMATION</b></p> <ul style="list-style-type: none"> <li>Recognise common uses of information technology beyond school.</li> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> </ul> <p><b>In Art: BIG ART</b></p> <ul style="list-style-type: none"> <li>Create movement</li> <li>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>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.</li> </ul>		<ul style="list-style-type: none"> <li>To understand that an animation is made up of a sequence of photographs.</li> <li>To know that small changes in my frames will create a smoother looking animation.</li> <li>To understand what software creates simple animations and some of its features e.g. onion skinning.</li> </ul>	<ul style="list-style-type: none"> <li>Use greater control when taking photos with cameras, tablets or computers.</li> <li>Use logical thinking to explore software, predicting, testing and explaining what it does.</li> <li>Explain how to make secondary colours.</li> <li>Work on a range of scales e.g. large brush on large paper, cardboard strips, different sized paintbrushes etc.</li> </ul>	
--	---	--	--	--	--



RE	<b>The Ultimate Question: Where do some people talk to God?</b>				
	<b>Word Aware Words: Alevi, Church, Gurdwara, Guru Granth Sahib, Mosque, place of worship, ritual, sacred, Synagogue, worship</b>				
	<p><b>Peterborough Agreed Syllabus:</b></p> <p><b>PT1 - Knowledge &amp; Understanding of Religion and World Views:</b></p> <p>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.</p> <p>Begin to use key words and vocabulary related to Christianity, Hinduism and Judaism.</p>		<p><b>Substantive</b></p> <p>To know: Prayer means communicating with God.</p> <p>There are some objects that are special to followers of religious traditions.</p> <p>People pray in different ways in different places.</p>	<p><b>Disciplinary</b></p> <p>Asking questions about what other people think and do.</p> <p>Asking questions in response to a question.</p> <p>Examining simple scripture quotes and interpreting what they mean.</p>	<p>To identify some features of mosques and their importance to some Muslims.</p> <p>To explain how the features of an Orthodox Christian church might help some people pray.</p>

	<p>Begin to understand what it means to be a person of faith</p> <p>Pupils begin to use key words and vocabulary related to Christianity and at least one other religion</p> <p><b>PT2 – Responding to Religion and Worldviews:</b> 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>Objects, words and actions can represent an idea of belief.</p> <p>Some people talk to God in different ways and for different reasons.</p> <p>Values are what people see as important in life.</p> <p>Some people find praying or worshipping as part of a community helpful.</p> <p>Members of the same community may have similar or different ways of life.</p> <p>Many religious groups have special buildings which may have features linked to beliefs and practices.</p> <p>Within a community people have different values, ideas and beliefs.</p> <p><b>Disciplinary</b> To know: Some questions do not have a simple answer. Stories, texts, images, artefacts and accounts can help us understand different beliefs.</p> <p>We all have different ideas about what stories or sources might teach us.</p> <p>Questioning sources can help us to learn.</p> <p>It is important to use language such as 'some', 'many' and 'most' when discussing the beliefs of followers of a particular worldview.</p> <p><b>Personal</b> To know: It is important to respond respectfully to different beliefs.</p>	<p>Identifying important information from different sources (e.g. first-hand accounts, photos, survey data, video and audio footage).</p> <p>Understanding that some symbols (for example, light) have meaning beyond the literal.</p> <p>Thinking about what people's actions can represent.</p> <p>Identifying similarities and differences within and between religions and worldviews.</p> <p>Commenting respectfully on things that they notice that may be surprising or different.</p> <p>Beginning to talk about why things are sometimes similar and sometimes different.</p> <p>Making links to sources when explaining their ideas. Explaining why some objects, places, practices and stories are important to people.</p> <p>Explaining how beliefs may influence behaviour and decisions.</p> <p>Recognising links with prior learning when encountering new content.</p> <p>Discussing how their learning can help them to answer some bigger questions.</p>	<p>To make connections between beliefs about the Trinity and Christian places of worship.</p> <p>To identify some features of a synagogue and discuss their importance.</p> <p>To recognise that community and equality are important values to many Sikh people.</p> <p>To explain what the similarities and differences between places of worship can tell us about some people's beliefs.</p>
--	---	--	--	---	--

			<p>Learning new things might change what they think and believe.</p>	<p>Responding sensitively to people whose experiences are different to theirs.</p> <p>Discussing what they have learnt, giving examples.</p> <p>Using spoken and written words, symbols and drawings to express their ideas.</p> <p><b>Personal</b> Expressing creatively their own ideas about the questions: Who am I? Where do I belong?</p> <p>Understanding that others may have different ideas from their own and responding respectfully.</p> <p>Expressing their own ideas and opinions, including considering worldviews studied. Explaining how they have expressed their ideas through art.</p> <p>Asking thoughtful questions relating to their learning.</p> <p>Expressing creatively their own ideas about the questions: Who am I? Where do I belong?</p> <p>Understanding that others may have different ideas from their own and responding respectfully.</p> <p>Expressing their own ideas and opinions, including considering worldviews studied.</p>	
--	--	--	--	---	--

				Explaining how they have expressed their ideas through art.  Asking thoughtful questions relating to their learning.	
<b>PSHE</b>	<b>Transition</b>				
	<b>Word Aware Words: change, feelings</b>				
	Year 2 transition	<b>Kapow/Behaviour Curriculum</b>	To recognise that change can cause mixed feelings.	<ul style="list-style-type: none"> <li>I can understand what change is and that it is part of life.</li> <li>I can explain some positive of change.</li> <li>I can explain some challenges that change brings.</li> <li>I know who can help us deal with change.</li> </ul>	
<b>PE</b>	<b>Athletics</b>				
	<b>Word Aware: Sprint, hurdle, push and pull</b>				
	<ul style="list-style-type: none"> <li>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.</li> </ul>	<b>Premier Sports Coach</b>	<ul style="list-style-type: none"> <li>Run for speed (sprinting) and over hurdles</li> <li>Relay races and running over obstacles</li> <li>Throw for distance with a push and pull. Use of javelin.</li> <li>Jumping for height and distance</li> </ul>	Mini Olympics focusing on skills learnt	
	<b>Interpretive Dance: Minibeasts</b>				
	<b>Word Aware: glide, flutter, slow, fast, sharp, soft, rigid</b>				
<ul style="list-style-type: none"> <li>Perform dances using simple movement patterns</li> </ul>	<a href="https://www.bbc.co.uk/teach/class-clips-video/ks2-science-minibeasts/zy2hhcw">https://www.bbc.co.uk/teach/class-clips-video/ks2-science-minibeasts/zy2hhcw</a>	<ul style="list-style-type: none"> <li>Perform a range of actions with imagination and control.</li> <li>Understand and perform simple basic travelling skills on feet</li> <li>Combine actions together into a short movement phrase, creating a simple motif</li> <li>Copy and develop a range of actions</li> <li>Move and freeze with control and coordination</li> <li>Observe and talk about each other's dances</li> </ul>	Combine actions together into a short movement phrase, creating a simple motif and perform it		