

Maths

Mass, capacity & temperature

- To compare mass
- To measure in grams
- To measure in kilograms
- To use the four operations with mass
- To compare volume and capacity
- To measure in millilitres
- To measure in litres
- To use the four operations with volume and capacity
- To measure temperature

Fractions

- To identify the whole and parts of the whole.
- To explore equal and unequal parts.
- To recognise and find a half, quarter, third and three-quarters.
- To find the whole using a fraction of an amount.
- To understand the concept of unit fractions and non-unit fractions.
- To recognise the equivalence of a half and two-quarters.
- To count in fractions up to a whole.

Time

- To tell the time to the hour and half past the hour.
- To tell the time quarter past and quarter to the hour.
- To tell the time past and to the hour
- To tell the time to 5-minute intervals past and to the hour.
- To know and apply the number of minutes in an hour.
- To explore the number of hours in a day.

English

Fiction: Little Red Reading Hood

- Describe a character's feelings and emotions.
- Describe a setting.
- Create own story using ideas from the text and similar stories.
- Use of dialogue to show character thoughts and feelings.

Non-Fiction: How to care for plants (Instruction)

- Experience of growing sunflower seeds.
- Children can link and use knowledge from science topic.
- Listing of equipment and resources needed.
- Opportunity to write own set of instructions.

Grammar Focus

- Capital letters
- Full stops
- Commas in a list
- Question marks
- Finger spaces
- Present tense
- Noun phrases
- Coordinating conjunctions (and, but, so, because)
- Fronted adverbials

PE

Indoor: Gym Outdoor: Athletics

- I can explore medium level shapes with linking, mirroring and balances.
- I can compare and contrast low and medium level shapes with confidence.
- I can roll safely using a variety of rolling techniques.
- I can jump for distance, developing awareness of space, height and distance.
- I can adjust and make changes to running speed when completing different distances.
- I can throw and aim with accuracy towards a given target.

History – Monarchy

- I can order people and events from different points in history on an unscaled timeline.
- I can describe people's beliefs from the past and why they might be different to our own.
- I can describe how an important event or an individual is remembered and why
- I can describe the impact of an individual on modern lives in Britain and beyond
- I can make simple inferences about the lives of people from the past based on physical evidence (e.g., diary of Samuel Pepys, alive at the time as GFOL).
- I can recognise why people did things, why events happened and what happened as a result.



Year 2- Summer 1
This term our topic is
on:
Summertime – How do I
know it's alive?



RE

In what ways are religious buildings important to believers?

- I can retell religious stories and identify some religious beliefs and teachings.
- I can identify some religious practices and know that some are characteristic of more than one religion.
- I can suggest meanings in religious symbols, language and stories.
- I can identify and explain why some Christian and Muslim symbols are used.



Art – Georgina O'Keefe (painting)



Children will have the opportunity to develop their observational drawing skills and colour mixing skills.

- Understanding who Georgia O'Keefe is and what inspired her. Understanding how her life influenced her art.
- Exploring how observational drawing is used throughout art, design and culture.
- Understand and recognise what a painting is and why people create them.
- Noticing colours through terms such as 'saturation' and 'hue'.
- Knowing how to use watercolours and recognise how we make water colours more vibrant.

Science – biology

Plants, Living things and their habitats

- To describe how plants that they have grown from seeds and bulbs have developed over time
- To identify plants that grew well in different conditions
- To spot similarities and difference between bulbs and seeds
- To nurture seeds and bulbs into mature plants identifying the different requirements of different plants
- To observe and describe how bulbs and seeds grow into plants.
- To investigate how plants need water, light and need a suitable temperature to grow and stay healthy.
- To name something that is alive, dead and never living
- To identify animals and their habitats
- To name a number of habitats
- To know how some animals are suited to their habitats
- I can name a number of micro habitats
- I can name animals in a microhabitat
- I can identify and present a food chain, knowing where each living thing fits in the food chain.

Computing

Making music – we will begin to listen to variety of pieces of music and consider how music can make us think and feel.

Unit: We are zoologists

- I can identify simple differences in pieces of music.
- I can create a rhythm pattern
- I can connect images with sound and use a computer to experiment with pitch.
- I can explain how my music can be played in different ways.
- I can create my animal's rhythm on a computer
- I can review my work

Music:

Exploring improvisation
How does music make us happy?

- I can understand music.
- I can improvise together
- I can listen and respond to music.
- I can learn to sing the song
- I can play an instrument with the song
- I can compose and improvise.

PSHE:

Hazard Watch

- I can explain what items are safe to play with and what items are unsafe to play with.
- I can name potential dangers in different environments.
- I can identify what food and drinks are safe or unsafe to eat or drink.
- I can name dangers that can affect others, for example younger siblings.

