

Maths

Statistics

- I can understand and use tally charts.
- I can explore the use of tables.
- I can explore and identify information using a block diagram.
- I can understand and draw pictograms.
- I can interpret and identify information using a pictogram.

Position and direction

- I can describe the positions of objects.
- I can describe the movement of objects.
- I can describe movement and turns.
- I can explore patterns that involve turns.

English

Fiction: The Owl Who Was Afraid (Narrative)

- Children will investigate the structure and main features of writing a narrative.
- Children will explore the characters from the story and how they feel through dialogue.
- Opportunity to create a story map to write a continuation of the plot sharing their own thoughts and opinions and using previous learning of persuasion in their narrative.

Non-Fiction: Why teachers should take children to the beach (Persuasive Letter)

- Children will investigate the main features of a persuasive letter.
- Children can link and use knowledge from geography topic.
- Opportunity to write own letter to their teacher based on their learning.

Grammar Focus

- Capital letters
- Full stops
- Commas in a list
- Question marks
- Finger spaces
- Dialogue – inverted commas
- Noun phrases
- Coordinating conjunctions (and, but, so, because)

PE

Indoor: Gymnastics Outdoor: Athletics

- I can show awareness for speed, space, height and distance
- I can select the best way to throw different pieces of equipment and throwing with and aim with accuracy.
- I can jump for distance.
- I can develop dynamic balances, gymnastic shapes, jumping and landing.

Geography – Why do we like to be beside the seaside?

- I can ask simple geographical questions; Where is it? What's it like?
- I can use books, stories, maps, pictures/photos and internet as sources of information.
- I can make simple comparisons between features of different places.
- I can draw a map of a real or imaginary place e.g., add detail to a sketch map from aerial photograph.
- I understand the need for a key.
- I can use class agreed symbols to make a simple key.
- I can locate and name on a UK map major features e.g., London, River Thames, home location, seas.
- I can find land/sea on globe.
- I can use a simple atlas / google map.



Year 2- Summer 1
This term our topic is on:
Oh, I do like to be beside the Seaside!

Why do we like to be beside the seaside?



RE

Who is Muslim and what do they believe? How do Muslim people show what they believe? Why do Muslims choose to mark Ramadan and Id-ul-Fitr?

- I can talk about leaders, including religious leaders
- I know that the Qu'ran is the holy book of Islam and is treated with respect
- I know what Ramadan is and what Muslim people do
- I know what Eid ul Fitr is and how families celebrate
- I know that Muslim people pray and worship in a mosque



DT – healthy packed lunch



Children will have the opportunity to research, design and make their own healthy packed lunch.

- I can follow simple rules to keep safe
- I can select the appropriate tool for a simple practical task
- I can use a range of tools for a purpose such as scissors, knife, saw, grater
- I can explain hygiene and keep a hygienic kitchen
- I can describe properties of ingredients and importance of varied diet
- I can say where food comes from (animal, underground etc.)
- I can simply describe "five a day"
- I can cut, peel and grate with increasing confidence.

Science – biology Living things and their habitats

- 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

Digital Photography

Unit: Creating media – Digital photography

- I can recognise what devices can be used to take photographs.
- I can make choices when taking a photograph e.g., portrait or landscape formats
- I can describe what makes a good photograph.
- I can explain how decide how photographs can be improved.
- I can use tools to change an image.
- I can recognise that photos can be changed.

Music:

Our big concert

How Does Music Teach Us About Looking After Our Planet?

- 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: Bullying and Body Language

- I can talk about people who are special to me and why they are special.
- I can explain why other people's feelings matter
- I understand a range of different feelings
- I can recognise and name different feelings
- I can identify bullying behaviours
- I can understand how to cope with bullying behaviours
- I can care about others' feelings as well as my own.
- I can recognise bullying behaviours and know who to speak to when I need help.
- I can recognise when feelings are shown without words
- I can identify trusted adults who will help me if I am worried about a relationship.
- I can listen and respect another person's point of view
- I can explain why it is important to care about other people's feelings.