

Year group: 2

Term: Summer 1

Topic: Kenya

Literacy

Book talk

Book: Anna Hibiscus

Author: Anituke

- Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes.
- Recognise alternative sounds for graphemes and read accurately words of two or more syllables that contain graphemes taught so far.
- Read words in age-appropriate books accurately and fluently without overt sounding and blending, and sufficiently fluently to allow him/her to focus on understanding rather than decoding.
- Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading.
- Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which he/she can read independently.
- Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.
- Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading.
- Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering and asking questions and making links.
- Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by making plausible predictions about what might happen on the basis of what has been read so far.
- Participate in discussion about books, poems and other works that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say.

Writing Genre: Fables

Immerse

- To explore fables to understand their purpose and structure
- To compare fables to identify similarities in characters, structure and morals
- To use expanded noun phrases to describe a fable setting
- To use expanded noun phrases to describe a character's appearance and traits

Analyse

To identify features of an adventure narrative fable, and how they are organised.

Skills

- To develop sentences by using expanded noun phrases.
- To use commas in a list to describe settings and characters clearly
- To use past and present tense correctly to maintain clarity in a fable
- To use inverted commas to dictate speech

Plan

- To plan a fable, using a box plan.

Write

- To write a fable using commas in a list to describe setting and characters
- To write a fable, using inverted commas to dictate speech
- To write a fable, using past and present tense correctly to maintain clarity

Edit and publish

- To make simple additions, revisions and proof read corrections with the support of an adult.

Writing Genre: Recount

Recount

Immerse

- To explore recounts through drama to understand how events are retold
- To sequence events in chronological order to retell a recount clearly
- To choose precise vocabulary to describe events in a recount
- To use expanded noun phrases to describe a setting in a recount

Analyse

- To identify key features of a recount and understand how it is structured.

Skills

- To use suffixes -er, -est in adjectives to add detail to description
- To use subordination (when, if, because) to extend ideas.
- To use past tense mostly correctly and consistently.

Plan

- To plan a recount, considering what they are going to write before beginning by planning or saying out loud what they are going to write about.

Write

- To write a recount, featuring the skill suffixes –er, -est in adjectives to add detail to description
- To write a recount featuring subordination (when, if, because) to extend ideas.
- To write a recount featuring expanded noun phrases

Edit and publish.

- To make simple additions, revisions and proof read corrections.

Creative write: Instructions, linked to science planting bulbs/seeds. Postcard from a trip linked with YWP trip.

Assessed write: Fable

Maths

Faces, shapes and patterns; lines and turns

Pupils will learn:

- To describe the position of an object.
- To give directions from point A to point B.
- To use language of rotation.
- To make predictions about rotation.
- To identify how a pattern has been created through rotation.

Numbers within 1000

Pupils will learn:

- To recognise the place value of each digit in a 3-digit number.
- To explore 3-digit numbers using the part-whole model.
- To show the value of a 3-digit number in more than one way.
- To compare numbers within 1,000 using the <, = and > signs.
- To accurately read scales within 1,000 units.

Measures: Capacity and volume

Pupils will learn:

- To read temperature in degrees Celsius on a thermometer.
- To read temperature in degrees Celsius on a thermometer.
- To understand what a litre is and to estimate and measure in litres.
- To solve word problems that involve litres.
- To compare millilitres and litres using fractions.

	<ul style="list-style-type: none"> • To use millilitres as a unit of measurement. • To compare and order millilitres and litres. • To use known number bonds to derive related facts to 1000 in the context of measure. • To solve capacity and volume word problems. <p><u>Measures: Mass</u></p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • To weigh and compare the mass of objects in kilograms. • To interpret scales labelled in grams and compare masses of objects measured in grams. • To apply addition and subtraction in the context of mass. • To solve multiplication and division problems about mass. • To consolidate knowledge of mass through investigations. <p><u>Times Tables</u></p> <p><i>The learning of times tables is also a vital part of a child's Maths journey. The children will regularly practise their times tables to increase confidence and ability. Times table practice is also part of homework expectations, and times table tests will occur every week. In Year 2, children should learn the 2s, 5s and 10s.</i></p>
Science	<p><u>Plants</u></p> <p>Pupils will know and understand:</p> <ul style="list-style-type: none"> • The requirements of plants for germination, growth and survival. • The processes of reproduction and growth in plants. • How to observe and describe how seeds and bulbs grow into mature plants. • To work scientifically by dissecting seeds, observing and recording the growth of a variety of plants as they change over time from a seed or bulb. • To observe similar plants at different stages of growth. • How to set up comparative tests to show that plants need light and water to stay healthy. <p>Pupils will learn:</p> <ul style="list-style-type: none"> • What is a seed? • To understand what is inside a seed. • To explore what a seed need to germinate. • To understand what plants need to grow and survive. • To describe he life cycle of a plant. • To explain what seeds need to germinate and grow.
History	
Geography	<u>Kenya</u>

	<p>Pupils will know and understand:</p> <ul style="list-style-type: none"> • The names of the seven continents and where they are in relation to one another and that Kenya is a country in the continent of Africa. • To learn about Kenya's location and borders, how far away Kenya is from the UK and how they might travel there. • The climate of Kenya, how Kenya's position on the Equator affects its climate. • The similarities and differences between Kenya's climate and the UK. • The landscape of Kenya, the key physical and human features. • The differences between rural and urban Kenya. • To compare the different rural and urban landscapes in Kenya with those in the UK. <p>Pupils will learn:</p> <ul style="list-style-type: none"> • To locate Kenya. • To explore the climate in Kenya. • To explore the landscape in Kenya • What is it like to live in rural Kenya? • What is it like to live in urban Kenya? • To compare the similarities and differences between Kenya and the UK
Art	<p><u>Sculpture: Clay Houses</u></p> <p>Pupils will know and understand:</p> <p>Generating ideas:</p> <ul style="list-style-type: none"> • Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> • To experiment in sketchbooks, using drawing to record ideas. • To use sketchbooks to help make decisions about what to try out next. <p>Making skills:</p> <ul style="list-style-type: none"> • To further demonstrate increased control with a greater range of media. • To use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Talk about art they have seen using some appropriate subject vocabulary. • To create and critique both figurative and abstract art, recognising some of the techniques used. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within and showing an understanding of why they have made it. • To begin to talk about how they could improve their own work. • To talk about how art is made. <p>Pupils will learn:</p>

	<ul style="list-style-type: none"> • To be able to use hands as a tool to shape clay. • To shape a pinch pot and join clay shapes as decoration. • To use impressing and joining techniques to decorate a clay tile. • To use drawing to plan the features of a 3D model. • To make a 3D clay tile from a drawn design.
Design Technology	
Computing	
PE	<p><u>Net and Wall</u></p> <p>Pupils will know and understand how to:</p> <ul style="list-style-type: none"> • To develop racket familiarisation. • Develop placing an object • Use the ready position to defend space on a court. • Develop returning a ball with hands. • Develop returning a ball using a racket. • Move an opponent to win a point. <p>Pupils will learn:</p> <ul style="list-style-type: none"> • To use the ready position to defend a space on court. • To develop returning the ball with hands. • To play against a partner. • To develop racket skills and use the to return a ball. • To develop returning a ball using a racket. • To play against an opponent using a racket.
Music	
RSE	<p>Module 2 Unit 4: Being Safe</p> <p>Children will discuss:</p> <ul style="list-style-type: none"> • The difference between good and bad secrets. • The risks of being online. • The effects of harmful substances and what to do in an emergency situation. <p>Session 1: Good and bad secrets</p> <p>Pupils will know and understand:</p> <ul style="list-style-type: none"> • The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them. • How to resist pressure when feeling unsafe.

<p>Immersive Events/Visits/Visitors etc</p>	<p>Session 2: Physical contact Pupils will know and understand:</p> <ul style="list-style-type: none"> • To know that they are entitled to bodily privacy. • That there are different people we can trust for help, especially those closest to us who care for us, including our parents or carers, teachers and our parish priest. <p>Session 3: Harmful substances Pupils will know and understand</p> <ul style="list-style-type: none"> • Medicines are drugs, but not all drugs are good for us. • Alcohol and tobacco are harmful substances. • Our bodies are created by God, so we should take care of them and be careful about what we consume. <p>Session 4: Can you help me? (Part 1) Pupils will know and understand:</p> <ul style="list-style-type: none"> • About what is an isn't an emergency. • That in an emergency, they (or an adult) should call 999 and ask for an ambulance, police and/or fire brigade. <p>Session 5: Can you help me? (Part 2) Pupils will know and understand:</p> <ul style="list-style-type: none"> • To call 999 in an emergency and ask for an ambulance, police and/or fire brigade. • That if they require medical help but it is not an emergency, basic First Aid should be used instead of calling 999. • Some basic principles of First Aid.
	<p>Online Author events. Yorkshire Wildlife Park- visit linked to topic/writing opportunities.</p>