

Year group: 2

Topic: They made a difference

Term: Summer 2

Literacy

Book talk

Book: The breakfast club adventures

Author: Marcus Rashford

- 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.

Writing Genre: Biography

Immerse

- To understand why our significant person is important and generate vocabulary.
- To chronologically sequence key events in our significant persons life

Analyse

- To identify some common features of a biography.
 - Skills
 - To use time words to sequence events.
 - To write about events in the past.
 - To use and spell common contractions.

Plan

- To plan a biography, using a chronological plan.

Write

- To write a biography in chronological order, developing sentence structure.

Edit and publish

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

Writing Genre: Mystery narrative

Immerse

- To explore what makes a story mysterious.
- To take part in a mystery experience and respond to it.
- To write a setting description with generated vocabulary

Analyse

- To identify some common features of a mystery narrative.

Skills

- To join ideas by using (or, and, but)
- To join ideas by using subordination (when, if, that, because)
- To build suspense using short sentences.
- To write sentences that include questions.
- To use and choose the correct homophone.

Plan

- To plan a mystery narrative, 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 an opening that introduces the setting, by expanding ideas
- To write a mystery narrative, developing sentences by using varied sentence openers and coordinating conjunctions.
- To write a mystery narrative, developing sentences by using varied sentence openers and subordinating conjunctions.

Edit and publish.

	<ul style="list-style-type: none"> To make simple additions, revisions and proof read corrections with a peer. <p>Creative write: Narrative, Fact file. Assessed write: Biography</p>
Maths	<p><u>Exploring calculation strategies</u> Pupils will learn:</p> <ul style="list-style-type: none"> To apply addition strategies to solve equations. To apply subtraction strategies to solve equations. To solve word problems. To solve word problems. To add two 2-digit numbers using the column method. (no regrouping) To add two 2-digit numbers using the column method. (with regrouping) To subtract 2-digit numbers using the column method. (no regrouping) To subtract 2-digit numbers using the column method. (with regrouping) <p><u>Exploring multiplicative thinking</u> Pupils will learn:</p> <ul style="list-style-type: none"> To explore patterns in multiples 2, 5 and 10. To explore the relationship between multiples of 2 and 4. To explore the patterns between multiples of 2, 4, 5 and 10. To apply known times tables facts to calculate new facts. To reason about multiplicative relationships. To reason about multiplicative relationships including fractions. To recognise the inverse relationship between multiplication and division. To explore relationships within and between multiplication and division. <p><u>Times Tables</u> <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>Protecting our environment</u></p> <p>Pupils will know and understand:</p> <ul style="list-style-type: none"> Why we need to protect our planet What we mean by the word environment

	<ul style="list-style-type: none"> • Why trees are so important for the environment • How habitats can be negatively impacted • How their local environment is being impacted • The different ways in which we can save or conserve water and electricity • How their actions at home could support the protection of the environment? <p>Pupils will learn:</p> <ul style="list-style-type: none"> • To explain the dangers to the local environment and the animals in it. • To understand the importance of recycling. • To investigate how to save water. • To understand how to be energy efficient with electricity. • To recognise the importance of trees. • To understand the differences which can be made at home and at school.
History	<p><u>People who made a difference</u></p> <p>Pupils will know and understand:</p> <ul style="list-style-type: none"> • The concept of significance, what makes a person significant or important to them. • Human rights, considering what is fair or unfair before learning about the creation of the 1948 Universal Declaration of Human rights. • Studying significant individuals in turn chronologically. • Key events in each activists lives, considering the human rights they were fighting for. • The significance criterion, measuring the impact they have had and contemplating why the individuals are significant today. • To consider the similar and different methods used by the people in the unit and how they've made a difference and increase justice and fairness.
Geography	
Art	
Design Technology	<p><u>Cooking and nutrition: A balanced diet.</u></p> <p>Pupils will know and understand:</p> <p><u>Key knowledge:</u></p> <ul style="list-style-type: none"> • To know that 'diet' means the food drink that a person or animal usually eats. • To understand what makes a balanced diet. • To know where to find nutritional information on packaging. • To know that the five main food groups are: carbohydrates, fruits and vegetables, protein, dairy and foods high in fat and sugar. • To understand that I should eat a range of different foods from each food group, and roughly how much of each food group. • To know that nutrients are substances in food that all living things need to make energy, grow and develop. • To know that 'ingredients' means the items in a mixture or recipe.

	<ul style="list-style-type: none"> • To know that I should only have a maximum of five teaspoons of sugar a day to say healthy. • To know that many food and drinks we do not expect to contain sugar do; we call these 'hidden sugars'. <p>Pupils will learn:</p> <ul style="list-style-type: none"> • To know what makes a balanced diet. • To taste test food combinations. • To design a healthy wrap. <p>To make a healthy wrap.</p>
Computing	<p>iAnimate:</p> <p>Pupils will know and understand how to:</p> <ul style="list-style-type: none"> • To understand what an animation is • To understand that an animation consists of characters, a stage, props, sound, text and a story • To understand the importance of a storyboard in the story planning process • To understand that animations need to be scripted • To understand that stop-frame animations involve physical characters, settings and props • To create a stop-motion animation <p>Pupils will learn:</p> <ul style="list-style-type: none"> • To use technology purposefully to create, organise, store, manipulate and retrieve digital content. • To explore stop frame animation through story telling. • To create narratives and combine them with images to make their own short animated scenes.
PE	<p><u>Athletics</u></p> <p>Pupils will know and understand how to:</p> <ul style="list-style-type: none"> • To describe how their bodies, feel during exercise • To identify good technique • To jump and land with control • To use an overarm throw to help throw for distance • To work with others, taking turns and sharing ideas • To show balance and co-ordination when running at different speeds <p>Pupils will learn:</p> <ul style="list-style-type: none"> • To develop the sprinting action • To develop jumping for distance • To develop jumping for height • To develop throwing for distance • To develop throwing for accuracy • To select and apply knowledge and technique in an athletics carousel

Music

Structure (Myths and Legends)

Children will know and understand how to:

- To recognise, play and write rhythms with one beats and paired half beats.
- To show a rest beat using a silent movement.
- To read and follow a structure from left to right.
- To add rhythms to a structure to create a beginning, middle and end.
- To work well as part of a group, listening to others and respecting their ideas.
- To maintain a steady beat.
- To use a thinking voice to play rhythms on an instrument.

Children will learn:

- How to recognise, play and write rhythms with one beats and paired half beats.
- That a graphic score can show a picture of the structure of music.
- To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.
- To add rhythms to a structure to create a beginning, middle and end.
- How to use a thinking voice to play rhythms on an instrument.

RSE

Module 3 Unit 1: Religious understanding

Children will discuss:

- The story of the Good Samaritan
- The concept of the Trinity- God as a three in one community of love.
- To consider what the Trinity means for them, understanding that God made us to be in loving relationships with one another.

Session 1: Three in one

Pupils will know and understand:

- The concept of the Holy Trinity.
- To consider what the Holy Trinity means to them.

Session 2: Who is my neighbour?

Pupils will know and understand:

- To understand who their neighbours are.
- To reflect on what that means for them and their communities.

Module 3 Unit 2: Living in the wider world

Children will discuss:

- The different local and global communities that they are a part of.
- The different rights and responsibilities which come with belonging to those communities.

Session 1: The communities we live in

	<p>Pupils will know and understand</p> <ul style="list-style-type: none">• The different communities they are part of.• The differences between local and global communities.• The rights and responsibilities of communities.• How actions can help or harm communities.
Immersive Events/Visits/Visitors etc	