



class: Year 2

Term: Summer 2021

## English

### Spoken Language

Give an opinion with a reason. Listen to others' opinions. Use Standard English to give an opinion. Recite/perform own compositions.

### Reading

Know that there are different kinds of stories. Recognise key ideas in a text. Make predictions about possible events and characters' behaviour. Give reasons for characters' actions or behaviour. Use prior knowledge and reading experiences to understand text. Use the context to understand texts. Ask questions to clarify understanding. Find favourite words and phrases. Talk about favourite words and phrases. Talk about books or poems read. Give an opinion on books or poems read. Learn a poem by heart. Recite or perform a poem making the meaning clear.

### Writing - Composition

Understand that there are different purposes for writing. Decide on the purpose of the writing. Talk about ideas for writing. Understand that different language is needed for different types of writing. Use a modelled or suggested planning format to map out ideas for writing. Understand that writing needs an effective ending which will differ according to the purpose of the writing. Understand that writing, particularly non-narrative, needs organising into sections of related ideas. Begin to group related ideas into sections. Evaluate effectiveness of writing. Make changes following suggestions or with support.

## Maths

Recognise the place value of each digit in a 2 digit number  
Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.  
Choose and use appropriate standard units to estimate and measure:

- temperature ( $^{\circ}\text{C}$ )
- capacity (l/ml)

to the nearest appropriate unit, using, thermometers & measuring vessels.

Revisit and revise previous Year 2 objectives with regard to fractions, ie

Know  $\frac{1}{2}$ ,  $\frac{3}{4}$ ,  $\frac{1}{4}$  of numbers and work out equivalence of fractions

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 anti-clockwise)

Compare and sort common 2D and 3D shapes and everyday objects.

Compare and sequence intervals of time.

Recognise that division is the inverse of multiplication and use to check calculations.

Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity

Ask and answer questions about totalling and compare categorical data

Find different combinations of coins that equal the same amounts of money.

Solve simple problems in a practical context involving addition & subtraction of money of the same unit, including giving change.

## Science

### Plants and animals including humans:

In this unit, children learn about how humans and other animals are born, grow and change, and what we need to survive and be healthy. Children classify different kinds of animal babies, learn about the basic needs that are shared by humans and animals, and research the differing needs of animals within our care. Focusing their own experiences, children explore the need for humans to eat a varied diet, to keep themselves clean, and to take regular exercise. Throughout the unit, the learning materials encourage children to make positive choices that contribute to a healthy lifestyle.

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## R.E.

How do Buddhists show their beliefs?  
Children will build upon their basic understanding of Buddhism gained in Year They will learn about worship, ceremonies and how commitment and belonging is shown through a variety of different actions.

## Music

Recorders

To use their voices expressively and creatively by singing songs and speaking chants and rhymes  
Play tuned and untuned instruments musically  
Listen with concentration and understanding to a range of high-quality live and recorded music, experiment with, create, select and combine sounds using the inter-related dimensions of music.

## Art

Great Fire of London pastel drawings.

Portraits. In 1666, there were no cameras. All of the pictures of people are portraits. We will look at examples of portraits and try drawing our own.

## History –Why did The Great Fire of London spread so easily?



During this Great Fire of London unit the children will learn about the key events of the Great Fire of London, and develop an understanding of the ways in which we can find out about the past through discussing primary sources. In doing so, this unit also provides an introduction to Samuel Pepys and his infamous diary. The children will have the opportunity to increase their awareness of the past by comparing and contrasting past and present-day London, as well as looking at how life was different in the 17th century. They will focus on cause and consequence to explain why the fire spread so easily.

## Geography

### The UK

Identify where the UK is on a world map.

Name the different countries in the UK.

Name rivers, mountains and landmarks in the UK.

Name the capital cities in the UK.

## P.E.

Children will work on games skills and athletic activities, learning to throw, jump and run. They will develop their balance, agility and co-ordination, and begin to apply these in a range of activities.

## PSHE-

Children will take part in a simple debate about topical issues. They will discuss what improves and harms their local, natural and built environments and about some of the ways people look after them.

## Computing/ICT

Algorithms-ipad apps- sequencing, probots

Cyberbullying

Photographs- instructions

Publishing- a weather leaflet or poster

Digital imagery-photos

## DT/Forest Schools

Design and make a house based on the houses in 1666. Discuss what materials they used and link it to why the fire spread so quickly. The children will consider better materials. They will make their design from boxes and decorate them. They will then evaluate their house.

Finally, the children will burn their houses outside and discuss the impact the fire has.