

# YEAR 2 SUMMER TERM

## Key question: How has the way Queens ruled affected British life?

### Geography Focus: Maps of London and our Local Area Knowledge

- To be able to locate continents and countries that wild animals inhabit.
- To be able to use simple compass directions to describe important features of London in the present.
- To be able to recognise landmarks of London as Human and Physical features.
- To devise a map of London under the rule of Queen Victoria and a contrasting map under the rule of Queen Elizabeth.

### History Focus: Queen Victoria and Queen Elizabeth 1 Knowledge

- To be able to arrange events from the past in chronological order. E.g. Ordering significant events that had an impact on London under the rule of Queen Victoria and Queen Elizabeth 1
- To understand how significant individuals (Queen Victoria and Queen Elizabeth 1) contributed to national and global achievements.
- To identify and describe similarities and differences in London between the past and now, the present.
- To identify significant historical events and people from our own locality. E.g. London

### Science Focus: Animals Knowledge

- To be able to explore and compare the difference between things that are living, dead and things that have never been alive.
- To be able to sort and classify objects according to whether they are living, dead or were never alive and record their findings using charts.
- To be able to identify how humans are living things and notice that they have offspring that grow into adults.
- To be able to describe the importance of exercise, eating the right amounts of different types of food and hygiene for humans to thrive.
- To be able to compare the lifecycle of an animal and a human.
- To be able to identify and name a

		<p>variety of different habitats and microhabitats.</p> <ul style="list-style-type: none"> <li>• To be able to identify and classify animals according to their habitats.</li> <li>• To be able to identify why animals are suited to their habitats and how some have further adapted.</li> <li>• To be able to identify and explain simple food chains and how living things depend on one another.</li> </ul>
<p><u>Key vocabulary</u> Continents, oceans, Asia, North America, South America, Australia, Antarctica, Africa, Europe, Indian, Pacific, Atlantic, Southern, Arctic, North, South, East and West, maps, routes.</p>	<p><u>Key vocabulary</u> Past, Present, London, Queen Victoria, Queen Elizabeth 1.</p>	<p><u>Key vocabulary</u> Human, animal, life cycle, dead, alive, living, never been alive, survival, habitat, food chain, microhabitat, natural environment, ocean, woodland, jungle, desert, arctic, shelter, food, light, water, offspring</p>
<p><u>English Focus:</u> <u>Texts to support English Learning this term:</u></p> <ul style="list-style-type: none"> <li>• Animal Riddles</li> <li>• Animal Fact files</li> <li>• Winnie’s Midnight Dragon</li> <li>• Diary of a chick</li> <li>• Letters to our future teacher</li> </ul> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• To build stamina for writing across a</li> </ul>	<p><u>Design and Technology Focus: Habitat Shoebox Diorama Knowledge</u></p> <ul style="list-style-type: none"> <li>• Design a purposeful and appealing product for themselves and others based on a set criteria.</li> <li>• Generate, develop and model their ideas.</li> <li>• Select from a range of tools, materials (ingredients) and equipment to perform</li> </ul>	<p><u>Computing focus: Algorithms Knowledge</u></p> <ul style="list-style-type: none"> <li>• To be able to give clear and unambiguous instructions</li> <li>• To be able to create a range of algorithms for a range of different sequences.</li> <li>• To be able to predict the outcome</li> </ul>

range of genres, writing about personal experiences and those of others.

- To write effectively for different purposes.
- To plan their writing using story maps, saying their writing aloud and through peer discussion.
- To be able to construct writing that contains key ideas and encapsulates what they want to say.
- Proof reading their work, making sure it make senses as well as making simple additions and revisions to both grammar and punctuation.
- To be able to read aloud what they have written, using appropriate intonation where possible.

#### **Grammar and Punctuation Focus**

- To use capital letters and full stops to punctuate sentences.
- To use question marks with growing accuracy.
- To use expanded noun phrases for description and coherency.
- To use apostrophes to show possession and contracted forms with growing

practical tasks.

- Explore and evaluate a range of existing products.

of a sequence.

- To be able to explain what my algorithm should achieve.
- To be able to test and debug each part of my programme.
- To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

<p>accuracy.</p> <ul style="list-style-type: none"> <li>To use a range of punctuation including commas and exclamation marks.</li> </ul>		
<p><u>Key vocabulary</u> Full stops, capital letters, question marks, expanded noun phrases, apostrophes, contractions, fiction, non-fiction, story, instructions</p>	<p><u>Key vocabulary</u> Joining, cutting, sticking, evaluating, materials, drawing, templates.</p>	<p><u>Key vocabulary</u> Technology, E-safety, computer, privacy, personal information, algorithms, debug, test, sequence, beebots.</p>
<p><u>RE Focus: Places of worship and what makes me, me?</u> <u>Knowledge</u></p> <ul style="list-style-type: none"> <li>I can identify a Christian place of worship.</li> <li>I can identify a Hindu place of worship.</li> <li>I can explain why places of worship are important to Christians and Hindus.</li> <li>I can explain what Christians and Hindus value about their places of worship.</li> <li>I can identify similarities and differences between places of worship.</li> <li>I can identify similarities and differences between my own beliefs and other religions, in relation to life's 'Big</li> </ul>	<p><u>Music Focus: Preparing for a Performance</u> <u>Knowledge</u></p> <ul style="list-style-type: none"> <li>Play tuned and untuned instruments musically in collaboration with peers in a group performance.</li> <li>Listen with concentration and understanding to a range of high quality live and recorded music.</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music in a performance.</li> </ul>	<p><u>Maths Focus:</u> <u>Knowledge</u></p> <p>We will be following the White Rose Maths scheme. In the Spring term the focus will be on:</p> <ul style="list-style-type: none"> <li>Fraction</li> <li>Time</li> <li>Statistics</li> <li>Position and Direction</li> <li>Core operations</li> </ul>

<p>Questions'</p>		
<p><u>Key vocabulary</u> Christianity, Christians, Church, Hinduism, Hindus, Temple, worship, community</p>	<p><u>Key vocabulary</u> [performance, rhythm, pulse, pitch, tempo, mood, composer, glockenspiel, tuned instruments, untuned instruments</p>	<p><u>Key vocabulary</u> <math>\frac{1}{2}</math> <math>\frac{1}{4}</math> <math>\frac{1}{3}</math> <math>\frac{3}{4}</math> part, whole, o'clock, half past, quarter past, quarter to, block graphs, data, data handling, clockwise, anti-clockwise, turns, addition, subtraction, multiplication, division.</p>
<p><u>Physical Education Focus: Invasion Games and Striking and Fielding</u></p> <p><u>Knowledge</u> <u>Key skills:</u></p> <ul style="list-style-type: none"> <li>• To be able to master basic movements, including running, jumping, catching and throwing and apply these skills to Striking and Fielding games with growing accuracy.</li> <li>• To be able to use effective offensive and defensive tactics with increasing confidence.</li> <li>• To be able to participate in Striking and fielding games.</li> </ul>	<p><u>Art and Design focus: Painting Knowledge</u></p> <ul style="list-style-type: none"> <li>• To be able to identify and use a range of painting techniques.</li> <li>• Create paintings of animals using their learned painting techniques.</li> <li>• Mix and use water to closely replicate the colours and textures of the animals they see.</li> <li>• To observe the paintings of the artists Henri Rosseau and John Banovich, identifying similarities and differences.</li> </ul>	<p><u>PSHE: Being my best and Growing and Changing Knowledge</u></p> <ul style="list-style-type: none"> <li>• To explain the ways in which we can keep clean and healthy.</li> <li>• To be able to identify the different parts of the inside of our body, why they are important and what they do.</li> <li>• To understand basic first aid and when we might need to use it.</li> <li>• To explain how we grow and identify the different life stages a human will go through.</li> <li>• To be able to identify the parts of the body on the outside on both a male and female and explain how they are different.</li> <li>• To explain why it is important to keep private and why you should respect others privacy.</li> <li>• To explain when it is not ok to keep a secret and who you should speak to if</li> </ul>

		<p>someone has made you feel uncomfortable.</p>
<p><u>Key vocabulary</u> Invasion, striking, fielding, games, defensive, offensive, team work.</p>	<p><u>Key vocabulary</u> Painting, mixing, primary colours, secondary colours, water colours, stippling, stroking, dabbing, sponging, brushes</p>	<p><u>Key vocabulary</u> Hygiene, healthy, growth, privates, genitals, head, eyes, ears, nose, nipples, belly button, vulva, penis, testicles, fingers, knees, toes.</p>