



# Year 2 Medium Term Planning

Summer Term

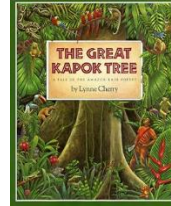
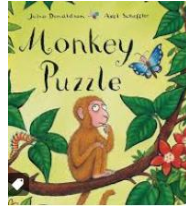
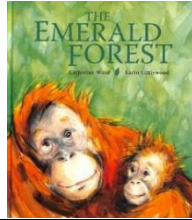
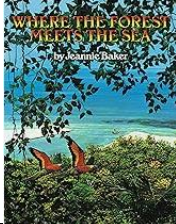
Our topic is...

## Rainforest Rumble!



This half term we will enjoy a trip to Marwell Zoo and have a visit from Waterwise as well as Arts week and Sports morning!

### Key Texts



## English



### Reading

- Distinguish between fact and opinion (LP)
- Explain a prediction clearly referencing the text
- Know that a prediction can be made at different times when reading a text (before, during and after)
- Update a prediction whilst reading
- Pick out the sequence of events in books (fiction and non-fiction).
- Identify items of information which are related within a text *E.g. how a character develops through a story or the three most important facts in a short passage of non-fiction.*
- Retrieve and explain details about characters, events and information
- Know that a common mistake when reading, is mispronunciation of words
- Identify words that had been said incorrectly when re-reading (either child or adults re-reading)

### Writing

- write sentences using 'when', 'if', 'that', 'because' to join ideas and simple sentences (subordination).
- identify how the grammatical pattern in a sentence indicates its function as an exclamation.
- sequence a series of linked sentences to write simple, coherent narratives, about personal experiences and those of others (real and fictional).
- write exclamations using an exclamation mark correctly at the end.
- To use the suffixes -ness and -ment (to form nouns).
- To use the suffixes -ful and -less to form adjectives.
- To write narratives about personal experiences
- Identify how the grammatical pattern in a sentence indicates its function as a statement, exclamation, question or command
- Use apostrophe for singular possession
- Know that an apostrophe shows that an object belongs to a subject. *E.g. The orangutan's home*
- Know that when a name ends in 's', just the apostrophe is added. *E.g. James' bag*







### Spelling


Common Exception words this half term:

hour, half, money, sure, eye, mind, behind, child, children, wild, climb, even, clothes, parents,

- Add suffixes \_ful, \_less, \_ment and \_ness

<p><b>Phonics</b></p>	<p><b>Choose to Use</b></p> <ul style="list-style-type: none"> <li>• Recognise the spellings for the sound with Sam</li> <li>• Know that there are more than one spelling for a sound they can hear in a word <i>Sounds the same but looks different</i></li> <li>• Learn the Choose to Use spelling rules with Choose to Use Suze</li> <li>• Read decodable texts with the Basics and Higher Levels spellings including adjacent consonants</li> </ul>	<p><b>Switch It</b></p> <ul style="list-style-type: none"> <li>• Recognise the spellings for the sound with Sam</li> <li>• Switch spellings and sounds for alternative pronunciations – <i>Looks the same but sounds different</i></li> <li>• Read decodable texts with the Basics and Higher Levels spellings including adjacent consonants</li> <li>• Make more accurate attempts in their further stages of spelling in their writing journey</li> </ul>
<p>Children work in groups matched to their current stage of learning in phonics  Children who have passed the Year 1 Phonics Screen, are using and applying their phonetic knowledge and children who have completed the Supersonics Phonics Friends scheme are now working on spelling rules and comprehension skills in targeted teaching groups.</p>		
<p><b>Mathematics</b></p>	<p><b>Shape:</b></p> <ul style="list-style-type: none"> <li>• identify any line symmetry in a vertical line for shapes met so far</li> <li>• recognise and name cuboids, cylinders, other prisms and cones</li> <li>• describe the number of edges, vertices and faces</li> <li>• identify 2-D shapes on the surface of 3-D shapes, e.g. a circle on a cylinder and a triangle on a pyramid</li> </ul> <p><b>Time:</b></p> <ul style="list-style-type: none"> <li>• compare and sequence intervals of time</li> <li>• tell and write the time to quarter past/to the hour</li> <li>• draw the hands on a clock face to show quarter past/to the hour</li> </ul> <p><b>Fractions revisit:</b></p> <ul style="list-style-type: none"> <li>• recognise and find fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</li> <li>• name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</li> <li>• recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math></li> <li>• write simple fractions, e.g. <math>\frac{1}{2}</math> of 6 = 3</li> </ul> <p><b>Addition and Subtraction revisit:</b></p> <ul style="list-style-type: none"> <li>• to add and subtract two 2 digit numbers with and without exchanging.</li> </ul> <p><b>Multiplication and division revisit:</b></p> <ul style="list-style-type: none"> <li>• to recall and use the multiplication and division facts for the 2, 5 and 10 times tables.</li> <li>• understand that multiplication of two numbers can be done in any order (commutative)</li> <li>• understand division of one number by another cannot be done in any order</li> <li>• start to recognise the inverse relationship between multiplication and division</li> <li>• calculate mathematical statements for multiplication within the tables they know</li> <li>• write mathematical statements using the multiplication (x) and equals (=) signs</li> <li>• calculate mathematical statements for division within the tables they know</li> <li>• write mathematical statements using the division (÷) and equals (=) signs</li> <li>• solve problems involving multiplication and division as above, including problems in contexts</li> </ul>	

<h2>Science</h2> 	<p><b>Living things and their Habitats</b></p> <p>The children will learn about the Amazon rainforest, focusing on its animal population and in particular considering how different plants and animals are adapted to live together in the rainforest ecosystem. They will learn about food chains and feeding relationships. They will learn about the products of the rainforest and the benefits the rainforest brings, the medicinal plants that grow there and its sheer wealth of biodiversity.</p>
<h2>Geography</h2> 	<p><b>Rainforests</b></p> <p>Children will locate the Amazon rainforest on atlases, maps and aerial photographs. Children will also encounter the threats to the rainforest and its species posed by activities such as deforestation and palm oil plantations. Compare weather patterns between Bournemouth and _____.</p>
<h2>Computing</h2> 	<p><b>Programming quizzes</b></p> <p>To explain that a sequence of commands has a start  To explain that a sequence of commands has an outcome  To create a programme using a given design  To change a given design  To create a programme using my own design  Decide how my project can be improved</p>
<h2>Music</h2> 	<p><b>Recorders</b> –Musicianship with Miss Ali (Soundstorm)</p> <ul style="list-style-type: none"> <li>• Move expressively to music showing awareness of beat, tempo, and dynamics</li> <li>• Show understanding of steady beat/pulse through movement and/or body percussion</li> <li>• Introduce note values, starting with crotchets and quavers and their rhythm syllables</li> <li>• Build understanding of crotchet and quaver rhythms, identifying a known song from its rhythm notation</li> <li>• Introduce the minim and its rhythm syllable</li> <li>• Compose ostinato patterns to accompany a recorder song</li> <li>• Learn the parts of a recorder</li> <li>• Experiment with making different sounds on the recorder</li> <li>• Learn how to hold a recorder using correct hand position and posture</li> <li>• Learn how to play the notes B, A, G on recorders using gentle air</li> <li>• Play recorders, increasingly following stave notation</li> <li>• Have the opportunity to play a solo</li> <li>• Rehearse and refine recorder pieces for a performance</li> <li>• Experience performing on recorders to an audience</li> </ul>
<h2>RE</h2> 	<p>Re focus – <b>Islam</b></p> <p>Jigsaw RE enquiry question: <b>How important is the prophet Muhammad to Muslims?</b></p> <p>We will look at the prophet Muhammad. A man chosen by Allah to be his messenger.</p> <ul style="list-style-type: none"> <li>• I can say who is special to me and say why</li> <li>• I can say what I feel might be the most important parts of the life of Muhammad to a Muslim</li> <li>• I can say why I have chosen certain facts about Muhammad's life above others</li> </ul>
<h2>PSHE</h2> 	<p>Jigsaw PSHE focus - <b>Relationships</b></p> <p>We will learn about:</p> <ul style="list-style-type: none"> <li>• My family and my relationships with them</li> <li>• Different forms of physical contact</li> <li>• Acceptable and unacceptable physical contact</li> <li>• Things that may cause conflict with friends</li> <li>• Secrets and when it may or may not be good to keep a secret</li> <li>• People who can help me at school, at home and in the community</li> </ul> <p>We will explore:</p> <ul style="list-style-type: none"> <li>• How everyone's family is different</li> </ul>

	<ul style="list-style-type: none"> <li>• Which types of physical contact I like and don't like</li> <li>• How to use a problem-solving technique to resolve conflict with my friends</li> <li>• Who to talk to if I ever feel worried <ul style="list-style-type: none"> <li>• How it feels to trust someone</li> </ul> </li> </ul>
<p style="text-align: center;"><b>ART</b></p> 	<p><b>Arts week</b></p> <p>In Art week we will revisit prior learning using painting and we will also explore printing techniques and collage. We will talk about the techniques used by a Brazilian artist called Beatriz Milhazes and create artwork inspired by her.</p> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• create tone and shade by using different grades of pencil, making choices about drawing equipment</li> <li>• use light and dark/heavy lines</li> <li>• explore and use different shading techniques such as blending, hatching, cross-hatching, stippling and scumbling</li> <li>• know that different medium creates different marks</li> <li>• know that a shadow is represented by darker areas</li> <li>• know how to represent shadows using a range of techniques</li> <li>• return to my work to add detail</li> </ul>
<p style="text-align: center;"><b>P.E.</b></p>	<p><b>Athletics: sports day</b></p> <ul style="list-style-type: none"> <li>• To run fast and develop sprinting</li> <li>• To develop jumping further.</li> <li>• To develop jumping higher.</li> <li>• To develop throwing for distance.</li> <li>• To select and apply knowledge and technique in an athletics carouse</li> <li>• To develop throwing for accuracy.</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Explore and develop basic gymnastic actions on the floor and using apparatus</li> <li>• Develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases</li> <li>• Develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions</li> <li>• Learning to work safely with and around other and whilst using apparatus</li> <li>• Provide feedback to others and recognise elements of high-quality performance</li> </ul>