



Year 2 Medium Term Planning

Summer Term 2

Our topic is...

Up, Up and away!

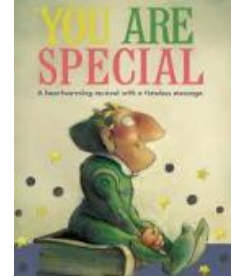
Key Texts:

Window by Jeannie Baker

Visits & Experiences:

End of year musical production – You Are Special

Transition experiences for Year 3



English



Speaking and Listening

- Ask a range of different types of questions to find out specific information

Reading

- Make inferences on the basis of what is being said and done
- Check sentences make sense to them as they read and correct inaccurate reading
- Retrieve and explain details about characters, events and information

Writing

This half term we will revisit all prior learning in Year 2 to consolidate.

- To write sentences using 'and', 'or', 'but' to join ideas or simple sentences (co-ordination)..
- To use 'when' to join a clause to another clause when two ideas are joined in time.
- To use 'if' to join a clause to another clause to show that something must happen before another thing can happen.
- To use 'that' to add more detail to a clause.
- To use 'because' to join clauses when giving a reason.
- To identify how the grammatical pattern in a sentence indicates its function as a statement, exclamation, question or command.
- Recap all punctuation that has been taught in year 2;
 - Full stop
 - Question marks
 - Exclamation marks
 - Commas
 - Apostrophe
- Secure understanding of nouns, verbs, adjectives and adverbs
- To write narratives about personal experiences and those of others (real and fictional).
- edit and improve own writing by strengthening the use of verbs, nouns, adjectives and adverbs
- To spell all year 2 common exception words*



Drama

- Recognise different types of drama
- Practise to ensure a coherent performance for an audience
- Perform a dialogue to engage the interest of the audience

Phonics



Switch It

- Recognise the spellings for the sound with Sam
- Switch spellings and sounds for alternative pronunciations – *Looks the same but sounds different*
- Read decodable texts with the Basics and Higher Levels spellings including adjacent consonants

Make more accurate attempts in their further stages of spelling in their writing journey

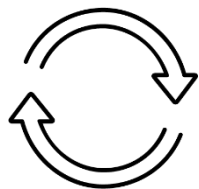
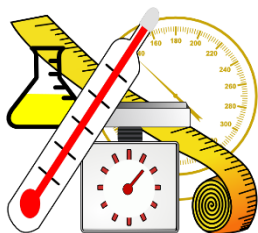
Choose to Use

- Recognise the spellings for the sound with Sam
- Know that there are more than one spelling for a sound they can hear in a word *Sounds the same but looks different*
- Learn the Choose to Use spelling rules with Choose to Use Suze
- Read decodable texts with the Basics and Higher Levels spellings including adjacent consonants

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.

Mathematics



Describing position and direction

- Describe movement of another person or a robot: Forwards, backwards, left and right
- Clockwise and anticlockwise
- $\frac{1}{4}$ turn, $\frac{1}{2}$ turn and $\frac{3}{4}$ turn, full turn

Time:

- compare and sequence intervals of time
- tell and write the time to five minutes, including quarter past/to the hour
- draw the hands on a clock face to show the times to five minutes, including quarter past/to the hour
- know the number of minutes in an hour and the number of hours in a day

Consolidation of multiplication and division

- solve problems involving multiplication and division as above, including problems in contexts
- solve problems with addition and subtraction involving numbers, quantities and measures

Money

- find different combinations of coins that equal the same amounts of money
- solve simple problems in a practical context involving addition of money of the same unit
- solve simple problems in a practical context involving subtraction of money of the same unit, including giving change

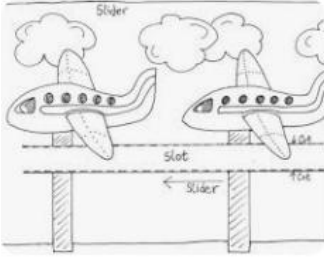
Shape

- recognise and name quadrilaterals, pentagons, hexagons, octagons
- describe the number of sides of shapes met so far

Statistics

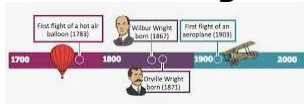
- interpret tally charts, e.g. how many ____ are there?
- interpret block diagrams
- count objects in different categories showing the results in a simple table
- construct block diagrams
- solve problems that need adding up of objects in different categories
- compare how many objects there are in different categories, e.g. which fruit is there most of?
- ask a friend a question that needs adding up or comparing
- sort objects in different categories by quantity

Design and Technology



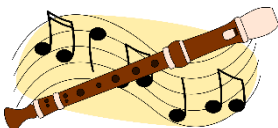
- To make simple moving mechanisms
- To know that both levers and sliders help us move things.
- To know that a lever is a handle or bar or strip that turns around a pivot.
- To know that a slider moves along a bar or strip.
- To explain what I have learnt from the designing and making process.
- To understand that how effective a product is depends on how well it meets the brief.
- To design a product for myself and others using design criteria.
- To use models, templates, mock-ups to plan my design
- To explore how products have been created.

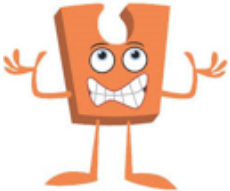
History



Significant People / Continuity and Change

- Recognise why people did things, why events happened and what happened as a result.
- There are different ways to find out about the past (pictures, witness accounts (visitors), videos, photos and artefacts)
- The first successful flight was in 1903 by the Wright Brothers
- The Wright Brothers invented the first aeroplane (the Wright Flyer)
- Amy Johnson was the first Women to fly alone from Britain to Australia
- Amy Johnson flew to Australia in 1930

Computing 	Digital Music • To say how music can make us feel. • To identify that there are patterns in music • To experiment with sound using a computer • To use a computer to create a musical pattern • To create music for a purpose • To review and refine our computer work
Music 	Recorders –Musicianship with Miss Ali (Soundstorm) • Move expressively to music showing awareness of beat, tempo, and dynamics • Show understanding of steady beat/pulse through movement and/or body percussion • Introduce note values, starting with crotchets and quavers and their rhythm syllables • Build understanding of crotchet and quaver rhythms, identifying a known song from its rhythm notation • Introduce the minim and its rhythm syllable • Compose ostinato patterns to accompany a recorder song • Learn the parts of a recorder • Learn how to play the notes B, A, G on recorders using gentle air • Play recorders, increasingly following stave notation • Have the opportunity to play a solo • Rehearse and refine recorder pieces for a performance • Experience performing on recorders to an audience • I can use my voice expressively and creatively by singing songs for our show You are Special
RE 	Judaism • I can talk about my favourite day of the week and say why it is special • I can retell the creation story and how it relates to the Sabbath • I can explain how Shabbat is celebrated • I can talk about why a Jewish family might go to a synagogue to celebrate Shabbat • I can say what happens on Shabbat • I can say why Shabbat might be important to Jewish children • I can say what day might be special to me and explain what I might do on that day and whom I might spend it with • I can explain why having a regular time of peace or rest might be good for me and others

Science linked with PSHE 	Jigsaw PSHE focus - Changing Me We will learn about: • I can recognise cycles of life in nature • I can tell you about the natural process of growing from young to old and understand that this is not in my control • I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old • I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vulva, vagina, anus) and appreciate that some parts of my body are private • I understand there are different types of touch and can tell you which ones I like and don't like • I can identify what I am looking forward to when I move to my next class •
P.E.	Athletics • 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. • Show respect towards others when playing competitively • Apply my basic movement skills of running, jumping, throwing and catching during team races • Developing balance, agility and co-ordination and apply whilst partaking in activities Invasion games • To understand what being in possession means and support a teammate to do this • To understand that scoring goals is an attacking skill and to explore ways to do this. • To understand that stopping goals is a defending skill and explore ways to do this. • To explore how to gain possession. • To mark an opponent and understand that this is a defending skill. • To apply simple tactics for attacking and defending.