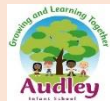


English	Mathematics	Science	PE	Music
<ul style="list-style-type: none"> <li>➤ Use apostrophes for singular possession in nouns</li> <li>➤ Select, generate and effectively use nouns and adjectives to write noun phrases for description.</li> <li>➤ Use past tense for writing narrative.</li> <li>➤ Plan and discuss what to write about</li> <li>➤ Develop a positive attitude to writing.</li> <li>➤ Develop stamina for writing in order to write at length.</li> <li>➤ Use specific text type features to write for a range of audiences and purposes,</li> <li>➤ Edit and improve own writing in relation to audience and purpose.</li> <li>➤ Evaluate their writing with adults and peers.</li> <li>➤ Use present tense for persuasive adverts</li> <li>➤ Use sentences with different forms: statement, question, command, exclamation</li> <li>➤ Use commas to separate items in a list</li> <li>➤ Select, generate and effectively use verbs.</li> <li>➤ Write simple poems based on models.</li> <li>➤ Read aloud their writing with intonation to make the meaning clear.</li> <li>➤ Add suffixes -ful or -less to create adjectives e.g. <i>playful, careful, careless, hopeless</i>. Use suffixes er and est to create adjectives e.g. faster, fastest, smaller, smallest</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify and describe the properties of 2D shapes, including the number of sides and lines of symmetry in a vertical line.</li> <li>➤ Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces.</li> <li>➤ Identify 2-D shapes on the surface of 3D shapes</li> <li>➤ Compare and sort common 2-D and 3D shapes and everyday objects.</li> <li>➤ Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.</li> <li>➤ Know the number of minutes in an hour and the number of hours in a day.</li> <li>➤ time [e.g. quicker, slower, earlier, later].</li> </ul> <p>Compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> <li>➤ lengths and heights [e.g. long / short, longer / shorter, tall / short, double / half].</li> <li>➤ mass / weight [e.g. heavy / light, heavier/lighter than].</li> <li>➤ capacity and volume [e.g. full / empty, more than, less than, half, half full, quarter].</li> <li>➤ Choose and use units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest unit, using rulers, scales, thermometers and measuring vessels.</li> <li>➤ Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =.</li> <li>➤ Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</li> <li>➤ Describe position, directions and movement, including half, quarter and three-quarter turns.</li> <li>➤ Use mathematical vocabulary to describe position, direction and movement including movement.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Map a habitat and identify what is in it</li> <li>➤ Identify a microhabitat and the mini beasts that live there</li> <li>➤ Identify that most living things live in habitats to which they are suited and describe how different habitats provide the basic needs of different kinds of animals and plants</li> <li>➤ Identify how an animal is suited to its habitat, and can explain how living things in a habitat depend on each other (Deserts, Oceans, Arctic and Rainforest)</li> <li>➤ Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> </ul>	<p><b>Striking &amp; Fielding: Rounders (Progressions 4-6):</b></p> <ul style="list-style-type: none"> <li>➤ Uses hitting in a game.</li> <li>➤ Uses tactics in a game.</li> <li>➤ Decides the best space to use in a game.</li> <li>➤ Hockey</li> <li>➤ Decides the best space to use in a game.</li> <li>➤ Follows game rules.</li> <li>➤ Uses hitting in a game.</li> <li>➤ Uses tactics in a game.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To show an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning.</li> <li>➤ To show a basic understanding of how feelings can connect with/relate to music.</li> <li>➤ To show some basic understanding of musical style.</li> <li>➤ To show an awareness of pulse/beat when listening, moving to and performing music.</li> <li>➤ To show an understanding and use of basic differences in pitch (high and low) and note duration (long and short).</li> <li>➤ To show a basic understanding of the importance of posture and technique when performing.</li> <li>➤ To show an understanding of the basic concepts of improvisation and composition.</li> </ul>

**Year 2 Summer Term 2**  
**2022-2023**  
**Park Life**



**Design Technology**

To explore and evaluate existing products; To consider who would use a particular product; To understand the purpose of a product; To decide which story to use to make props; To design props linked to a story; To make props linked to a story; To work as a team to make a complete story sack; To evaluate my product against design criteria.

PSHE (Jigsaw) Changing Me	Computing	Art	Geography	RE
<ul style="list-style-type: none"> <li>➤ Recognise cycles of life in nature.</li> <li>➤ Understand the nature process of growing from young to old.</li> <li>➤ Identify people who I respect who are older than me.</li> <li>➤ Recognise how my body has changed since I was a baby.</li> <li>➤ Feel proud about becoming more independent.</li> <li>➤ Recognise differences between boys and girls.</li> <li>➤ Recognise some parts of my body are private.</li> <li>➤ Likes/dislikes about being a boy/girl.</li> <li>➤ Understand different types of touch explaining what is liked/disliked.</li> <li>➤ Be confident to say what I like and dislike and to ask for help when needed.</li> <li>➤ Identify what I'm looking forward to when I move to my next class.</li> <li>➤ Identify changes I will make in my next year at school.</li> </ul>	<p><b>Coding &amp; Programming</b></p> <ul style="list-style-type: none"> <li>➤ Understand the term 'program'</li> <li>➤ Know an algorithm is a series of instructions</li> <li>➤ Understand instructions as coding that make things happen</li> <li>➤ Know we can present data in a variety of ways using sound, pictures and text</li> <li>➤ Know there are various ways of capturing still and moving pictures</li> <li>➤ Use a sound recorder in PowerPoint</li> <li>➤ Record images and sound with support</li> <li>➤ Use a data logger to collect data</li> <li>➤ Use programmes such as Scratch or Purple Mash to create algorithms.</li> </ul>	<p><b>Music &amp; Art:</b></p> <p><b>Explore how we can make art inspired by the sounds we hear.</b></p> <ul style="list-style-type: none"> <li>➤ To understand how artists might respond visually to rhythm and music, and to create a drawing informed by slow rhythm.</li> <li>➤ To use music as a stimulus to develop my mark making.</li> <li>➤ To create drawings in my sketchbook of orchestras and instruments.</li> <li>➤ To use my imagination to invent a new musical instrument.</li> </ul> <p>To display the work made through the half term and reflect on the outcomes.</p>	<p><b>Mapping skills</b></p> <ul style="list-style-type: none"> <li>➤ Looking at a map and planning a route</li> <li>➤ Walk to the park following a route</li> <li>➤ Make a map of the route taken to the park (Bird's eye view)</li> </ul>	<ul style="list-style-type: none"> <li>➤ To know how special books are looked after.</li> <li>➤ To compare and contrast special stories that are in the Qur'an, Bible and Torah.</li> <li>➤ To look at the creation story and compare between religions.</li> </ul>