

SUMMER 2

MATHS

KEY LEARNING

Multiplication & Division 2 weeks

- To understand that repeated addition is the same as multiplication
- To work out the answer to a multiplication sentence, by drawing jottings or arrays, or by using concrete resources
- To know that multiplication of 2 numbers can be done in any order (commutative)
- To recall and use multiplication and division facts for the 2, 3, 5 and 10 multiplication tables
- To solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts
- To calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs
- To know how to multiply with a factor of 0 or 1
- To be able to reason within division

Money 1 week

- To recognise and use symbols for pounds (£) and pence (p)
- To combine amounts to make a particular value
- To find different combinations of coins that equal the same amounts of money
- To solve 1-step and 2- step problems in a practical context involving addition and subtraction of money of the same unit, including giving change

Fractions 1 week

- To recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{3}$ and $\frac{3}{4}$ of a shape
- To write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of half fractions $\frac{1}{2} = \frac{2}{4}$
- To count on and back in steps of $\frac{1}{2}$ and $\frac{1}{4}$

Time 1 week

- To 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.
- To know the number of minutes in an hour and the number of hours in a day.
- To solve time problems

Position 1 week

- To order and arrange combinations of mathematical objects in patterns and sequences
- To 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 anticlockwise)

<p>ENGLISH - READING</p>
<p>KEY LEARNING</p> <p>Word Reading</p> <ul style="list-style-type: none"> • To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • To read words containing common suffixes • To read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • To read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • To reread books to build up their fluency and confidence in word reading <p>Comprehension</p> <ul style="list-style-type: none"> • To develop pleasure in reading, motivation to read, vocabulary and understanding by <ol style="list-style-type: none"> i. listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently ii. discussing the sequence of events in books and how items of information are related iii. becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales iv. being introduced to non-fiction books that are structured in different ways v. recognising simple recurring literary language in stories and poetry vi. discussing and clarifying the meanings of words, linking new meanings to known vocabulary vii. discussing their favourite words and phrases • To understand both the books that they can already read accurately and fluently and those that they listen to by <ol style="list-style-type: none"> i. drawing on what they already know or on background information and vocabulary provided by the teacher ii. checking that the text makes sense to them as they read, and correcting inaccurate reading iii. making inferences on the basis of what is being said and done iv. answering and asking questions v. predicting what might happen on the basis of what has been read so far • To participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
<p>Guided Reading weekly Whole class teaching of reading Home readers Sharing stories/novels daily Reading throughout all areas of the curriculum</p>

Year 2

Long Term Overview: Summer 2

ENGLISH – WRITING

KEY LEARNING

- Use apostrophes for singular possession in nouns, e.g. the girl's name
- Select, generate and effectively use noun phrases for description
- Add suffixes - ful or –less to create adjectives e.g. playful, careful, careless, hopeless
- Use past tense for writing narrative
- Plan and discuss what to write about
- Develop a positive attitude to writing
- Develop stamina for writing in order to write at length
- Use specific text type features to write for a range of audiences and purposes
- Write about fictional events
- Edit and improve own writing in relation to audience and purpose
- Evaluate their writing with adults and peers
- Select, generate and effectively use adjectives
- Use suffixes er and est to create adjectives e.g. faster, fastest, smaller, smallest
- Use sentences with different forms: statement, question, command, exclamation
- Use commas to separate items in a list
- Select, generate and effectively use verbs
- Write simple poems based on models
- Read aloud their writing with intonation to make the meaning clear

GENRES:

Narrative Story as a theme – Percy the Park keeper
 Non-fiction -'Magnificent Mini-beasts'
 Poetry- Tongue Twisters & Alliteration within poems

SCIENCE

KEY LEARNING

Working Scientifically:

- To ask simple questions and recognise that they can be answered in different ways
- To observe closely, using simple equipment
- To use their observations and ideas to suggest answers to questions
- To gather and record data to help in answering questions

Knowledge and Understanding:

- To explore and compare the differences between things that are living, dead, and things that have never been alive
- To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- To identify and name a variety of plants and animals in their habitats, including microhabitats
- To 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

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Long Term Overview: Summer 2

Know that there is a wide range of plants and animals in the school grounds
 Understand the word 'habitat'
 Understand different habitats exist in the school grounds
 Understand that specific animals need specific habitats
 Find out about insects and invertebrates that live in micro-habitats
 Understand the characteristics of a woodlouse in its habitat
 Learn about a range of living things that live in deserts, rainforests, seas and rivers
 Know about food chains in familiar, local environments
 Understand food chains in less familiar habitats (rainforests & oceans)

GEOGRAPHY

KEY LEARNING

- To use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map
- To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

Know that symbols mean something on a map
 Realise why maps need a key
 Recognise simple features on a map e.g. roads, buildings & fields
 Follow a route on a map
 Draw a simple map of a route

ART

KEY LEARNING

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

Expressive Painting:

Explore how painters sometimes use paint in an expressive and gestural way
 Explore colour mixing and experimental mark making to create abstract still life

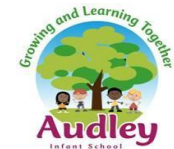
DT

KEY LEARNING

- 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 & make props linked to a story
- To work as a team to make a complete story sack
- To evaluate my product against design criteria.

Mad about Minibeasts:

Designing, making and evaluating props for a story



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COMPUTING

KEY LEARNING

- To know that we use programming in our everyday lives
- To know that an algorithm is a series of instructions that need to be carried out in the correct order
- To know that instructions need to be precise
- To understand the terms debug, algorithm, program, instructions
- To know that an algorithm is a series of instructions that need to be carried out in the correct order

PROGRAMMING

Learning about digital footprint left online

Devising own algorithms – using 2Code (Purple Mash), Scratch Junior (Ipad), Robo Blocks

PHYSICAL EDUCATION

KEY LEARNING

- To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- To participate in team games, developing simple tactics for attacking and defending

HOCKEY:

See medium term plans

TEAM GAMES:

Lancs Scheme Striking/Fielding Prog 4-6 (rounders)

PSHE

JIGSAW – Relationships

Life cycles in nature

Growing from young to old

Increasing independence

Assertiveness

Preparing for transition

RE

KEY LEARNING

The non-statutory guidance (2010) for Religious Education states that RE has an important part to play as part of a broad, balanced and coherent curriculum to which all pupils are entitled. High quality learning experiences in RE are designed and provided by careful planning through locally agreed syllabuses and in schools, taking into account the need to offer breadth of content, depth of learning and coherence between concepts, skills and content. At Audley Infant School, we follow the guidance from Blackburn with Darwen Diocese.

Sacred Places: Why are holy buildings important to people of faith? Christianity, Judaism, Islam

MUSIC

Charanga – Reflect, Rewind, Revisit