

English



Reading and writing learning centred around high quality texts:

Text:

The Secret of Black Rock

Written outcomes:

- Writing in role
- Information text
- Poetry
- Letters and notes
- Recipes and Instructions
- Book Review

Folk tale (story)

Text:

The Magic Finger

Written outcomes:

- Setting description
- Diary entry
- Retelling part of the story

Cross Curricular Writing:

- Non-chronological report about an aspect of life in the Gambia.
- Letter to a child who lives in a contrasting locality, explaining what life is like in London.

Grammar and spelling: Command forms, adjectives and noun phrases, different sentence types, subordination
Punctuation: full stops, capital letters, question marks and exclamation marks; apostrophe for contractions; commas in lists and apostrophe for singular possession.

Computing

- What's wrong with this game?
- How does that work?
- Say no to graffiti
- Finding out about us

P.E.

1st half: Locomotion: Jumping
 2nd half: Games for Understanding

Music

Students will learn about Indian music and Latin music and perform songs in those styles. They will continue to develop their skills on the ukulele and sticks, performing more complex rhythms at different times to others. They will also learn the hand signals for solfa musical notation and perform these in a song.

Places Near and Far Year 2 Summer term

We enjoy living in a busy, bustling city. There is lots to see and do. However many people live in different places, and lead very different lives. In this topic, we will find out about what it's like to live by the coast, and also what it's like to live in a country far away in Africa. Do people wear the same things, do the same sorts of things to have fun, and what do they see when they look out of their windows? Let's take a trip to places near and far!

Ideas for topic texts to read at home: The Katie Morag series; The Grace series; Africa is not a Country; Letters to Africa; Flotsam; The Dolphin Boy; Magic Beach; Billy's Bucket; Grace the Lighthouse Cat; The Mousehole Cat; How does a Lighthouse work?



Maths

Describing movement and turns
 Making patterns with shapes
 Using number facts and equivalence
 Using a 100 square
 Missing numbers
 Mental addition and subtraction
 Efficient subtraction
 Solving problems using the four operations
 Telling and writing time to the hour and the half hour
 Telling time to the quarter hour
 Telling time to 5 minutes
 Minutes in an hour
 Finding and comparing durations of time
 Finding the end time and the start time
 Hours in a day
 Comparing mass
 Measuring mass in grams and kilograms
 Comparing volume
 Measuring volume in millilitres and litres
 Measuring temperature using a thermometer

Geography

We will learn about life in our local area and compare it to a contrasting locality in the U.K (the coast) and one in another part of the world (the Gambia). We will find out about:

- What different areas are like
- How the climate affects the way people live
- What people grow and eat in different countries

The stories of 'The Lighthouse Keeper's Lunch' and 'Grace and Family' will help us to learn about how life is different on the UK coast and in the Gambia. We will use geographical vocabulary such as: city, town, village, factory, farm, house, office, port, harbour and shop.

Map Quest

Locational Knowledge:

4 countries/ capital cities of the UK; surrounding bodies of water

Map Skills:

Recognise the difference between a globe, atlas and map
 Understand how to use a simple atlas
 Recognise the world is round and that by using a globe you can find a country on the other side of the world (hemisphere). Idea that Earth can be circumnavigated
 Recognise position of the UK in the world in relation to the Poles, equator, and Europe
 Recognise differences between a map (of UK) and an aerial view
 Find information from an aerial map (landmarks, rivers etc.)
 Identify, locate, and name key features of the four nations and experience in a variety of ways
 Use simple grid references
 Recognise and identify simple symbols using a key; know why we use them
 Follow a route using a plan

P.S.H.E

- ***Created to Live in Community:** Three in One
- ***Created to Live in Community:** Who Is My Neighbour?
- ***Created to Live in Community:** The Communities We Live In
- Bullying: Behaviour - Help Me!
- Bullying: Behaviour - In My Shoes
- Bullying: Teasing - Cry Baby!
- Communities: Local Citizenship - Community Care
- Changing & Growing: Responsibility - Who's at Fault?
- Changing & Growing: Emotions - Mood Swings
- Emotions: Love - Three Little Words
- Changing & Growing: Sadness - How to Cope

Science

Working scientifically in Key Stage 1

Asking questions: Children should ask simple questions and recognise that they can be answered in different ways.

Scientific enquiries: They should be able to do the following types of enquiry:

- Observations. They should observe closely, using simple equipment.
- Simple tests
- Identifying and classifying
- Secondary sources. They should use simple secondary sources to find answers.

Recording: They should gather and record data to suggest answers to their questions. With help, they should record in a range of ways and begin to use simple scientific language.

Analysing observations: They should use their observations and ideas to suggest answers to questions. They should notice patterns and relationships in their observations. They should talk about what they have found out and how they found out.

Summer term topics

Plants

- Observe and describe how seeds and bulbs grow into mature plants
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Key scientist: Joseph Banks

Art & D.T.

Art: We will explore how we can use watercolour to create atmosphere in our own mixed-media seascapes. We will look at the way that Impressionist artists painted meadows and will make careful observations of plants and press our own flowers to create our own depictions of meadows.



D.T: Textiles: Research African Kente cloth. Learn how cloth is woven, first using paper, then fabric strips on a wooden frame, and finally a group task using a cardboard loom and wool.

