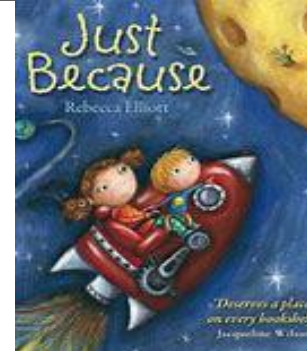
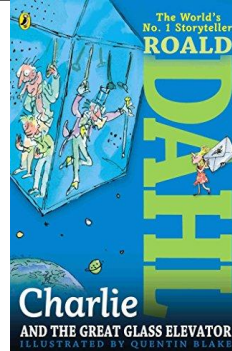


## YEAR 2 / SUMMER 1

### Me and my village- What does our village tell us about the past?

ACADEMIC EXCELLENCE	LIFE LONG LEARNING	POSSIBILITIES and RISKS	SOCIAL INTELLIGENCE
<p>We know that only our best is good enough and we will be working hard to maximise our progress in all our learning— academic, social and emotional so that we can be the best we can be and make a positive difference to ourselves and others in our community.</p>	<p>We will be developing our learning skills to develop our readiness to learn, resilience, reflectiveness and resourcefulness to be the best learners we can be so that we are prepared for the challenges we will face.</p> <p>We will be learning from our mistakes and collaborating to have the skills to overcome any barriers.</p>	<p>We will explore what is possible to be achieved when we identify goals based on consideration of people as unique individuals, with their own passions and ideas.</p> <p>We will be challenging ourselves, extending our boundaries and developing our independence.</p>	<p>We will be learning how to appreciate and respect our differences and celebrate the richness of the diversity in our community and beyond, recognising all the benefits that this brings.</p>

#### KEY TEXTS





<b>ACADEMIC EXCELLENCE</b>	<p>Knowing our next steps on how to improve our work                  Complete feedback to a high standard                  Review progress against own targets                  Know that our best work is good enough                  Knowing that failure is 'OK' and a stepping stone to success                  Set own targets and work towards these</p>
<b>POSSIBILITIES AND RISKS</b>	<p>Challenging learning opportunities for children to be outside comfort zone                  Increase responsibilities for year 2 children – independently completing homework and handing in homework and letters, Independent reading</p> <p>Change Year 2 'Jobs' – classroom helpers, iPad and netbook monitors                  Read aloud a poem, from memory to peers</p>

<b>LEARNING TO LEARN</b>	<p>Review and develop understanding of 5Rs with particular focus on <b>Resourcefulness in Summer 1</b> –                  Knows that to do when they are stuck                  Uses resources around them to help before asking an adult                  Tries learning things in lots of different ways</p> <p>Continue to work towards Learning 2 Learn Awards</p>
<b>SOCIAL INTELLIGENCE</b>	<p>Assemblies – linked to school aims                  Taking part in after school clubs                  Adapting behaviours according to environments and audiences – home, school, school visits                  No Outsiders – 'An Inclusive Community Inspiring Life Long Learning', all different, all welcome with particular focus on understanding 'what makes someone feel proud'.                  Revisit - Keeping mentally healthy – What to do if we have a worry</p>



<b>ENGLISH</b>	<b>READING</b>	Check the text makes sense and correct any inaccurate reading. Continue to apply phonic knowledge and skills as the route to decode Read accurately by blending sounds in words and recognising alternative sounds for graphemes Read accurately words of 2 or more syllables Expressing views about text at a level beyond that at which they can read Ask and answer questions, make predictions, begin to make inferences Checking the text makes sense. Discuss and express views about fiction, non-fiction & poetry
	<b>WRITING</b>	Use a range of punctuation including apostrophes for possession Use subordination (When, if, that, because) and co-ordination (and, or, but) Continue to form adjectives using – ful, - less use the suffix - ly to change adjectives into adverbs Form lower case letters of the correct size relative to one another Develop stamina for writing/verbs, nouns, adjectives and adverbs Planning – Say or record in writing or pictorially ideas for writing Make simple additions, revisions and corrections to own writing Use expanded noun phrases for description and specification Use different sentences - statement, question and command
	<b>SPELLING / PHONICS</b>	Segmenting spoken words into phonemes representing these by graphemes, spelling many correctly Learning new ways of spelling phonemes Learning to spell common exception words Learning common suffixes and prefixes Use of apostrophes for possession and omission
	<b>SPOKEN LANGUAGE</b>	Read aloud with attention to punctuation and intonation Articulate & Justify answers Initiate & respond to comments Use spoken language to develop understanding Orally rehearse sentence by sentence what to write

<b>MATHS</b>	<p><u>Fractions:</u></p> <ul style="list-style-type: none"> <li>Find fractions of whole numbers/quantities Make equal parts, focusing on making halves, quarters and thirds.</li> <li>Name fractions of the same denominations.</li> <li>Comparing and order fractions and counting wholes and parts.</li> <li>Count in halves, quarters and thirds.</li> <li>Finding parts of a set and part of a quantity.</li> </ul> <p><u>Time:</u></p> <ul style="list-style-type: none"> <li>Recognise the time in 5 minute intervals.</li> <li>Tell time, sequence it and manipulate an analogue clock.</li> <li>Find the duration of time, the end of a length of time, the beginning of a length of time and finally, compare lengths of time.</li> </ul>
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<b>SCIENCE</b>	<p><b><u>Working Scientifically</u></b>                  Using observations and gathering evidence to suggest answers to questions.                  Asking simple questions and recognising that they can be answered in different                  Observe closely using simple equipment                  Perform simple test                  Record and communicate findings                  Identify and classify                  Gather and record data to help answer questions                  Use observations to suggest answers to questions</p> <p><b><u>Living things and their habitats</u></b>                  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.</p>
<b>HISTORY</b>	<p><b><u>Events Beyond Living Memory that are Significant Nationally or Globally – Communicate Historically :Me and my village – A History of Alderley Edge.</u></b></p> <ul style="list-style-type: none"> <li>• Use words &amp; phrases such as long time ago, recently, years decades and centuries to show the passing of time</li> <li>• Know where people and events they study fit within a chronological framework</li> <li>• Know ways the past has been represented.</li> <li>• Know some of the similarities and differences between their lives and those of adults around them.</li> <li>• We will recognise that people wore different clothes, travelled in different ways, played with different toys, went on different holidays and that school was very different too.</li> <li>• We will be able to make distinctions between aspects of our own lives and those of past times.</li> <li>• We will be use sources to ask and answer questions about the past.</li> <li>• We will identify similarities and differences across periods.</li> </ul>

<b>COMPUTING</b>	<p>To understand the terminology associated with searching.</p> <ul style="list-style-type: none"> <li>• To gain a better understanding of searching on the Internet.</li> <li>• To create a leaflet to help someone search for information on the Internet.</li> <li>• To learn the functions of the 2Paint a Picture tool.</li> <li>• To learn about and recreate the Impressionist style of art</li> </ul>
<b>GEOGRAPHY</b>	<p>History Focus</p>



<b>MFL</b>	N/A
<b>ART AND DESIGN</b>	<p><b><u>Drawing Objectives: Artist Katernaya Bilokur (UKR)</u></b>                  Observing: real fruit and vegetables, artists still life representations                  When observing looking for different qualities, shape, colour                  Notice what can be seen and what is obscured                  Make choices about shape and position to represent what can be seen                  Layer colour and experiment with hatching</p> <p><b><u>Painting Objectives: Artist Guiseppe Arcimboldo (ITL)</u></b>                  Begin to mix secondary colours to further understand use of colour wheel                  Consider consistency when applying paint</p>
<b>MUSIC</b>	<p>Explore the variety of articulation within music (staccato and legato)                  Learn to recognise how articulation can be used to create different moods and effects.                  Start to represent sounds with symbols (music notation).                  Develop their use of movement (energy, space and style) to interpret a variety of musical examples</p>
<b>PSHE</b>	<p>Families and Care – Growing and Changing</p> <p>To extend the concept of growing and changing – birth to adult</p> <p>Male and female growing and changing</p>

<b>PHYSICAL EDUCATION</b>	<p><b><u>Athletics &amp; movement &amp; agility</u></b></p> <ul style="list-style-type: none"> <li>· To develop the sprinting action</li> <li>· To develop jumping for distance</li> <li>· To develop jumping for height</li> <li>· To develop throwing for distance</li> <li>· To develop throwing for accuracy</li> <li>· To select and apply knowledge and technique in an athletics carousel</li> </ul>
<b>DESIGN TECHNOLOGY</b>	Art focus
<b>RELIGIOUS EDUCATION</b>	<p><b>What makes some places special to believers?</b>                  To focus on the key features of churches, mosques and synagogues learning about how these can vary within different traditions.                  To consider the similarities that all places of worship have and how they support their local communities in practical ways.</p>
<b>ENRICHMENT</b>	<p><b>Residential – Delamere Forest</b>  <b>Class Drama</b> – Act out a range of emotions in a safe and secure environment  <b>PFC Multisport</b>  <b>No Outsiders</b> – What makes someone feel proud?                  Visit from “Show Racism the Red Card”</p>