



Summer Term - Year 2

Farm to Fork

Geography

Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather AND key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

Science

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.

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.

Notice that animals, including humans, have offspring, which grow into adults.

Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).

Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Ask simple questions and recognising that they can be answer in different ways.

Observe closely, using simple equipment.

Perform simple tests.

Identify and classify simple phenomena.

Use their observations and ideas to suggest answers to questions.

Gather and record data to help in answer questions.

Writing

Explanation text

Traditional stories

Author Study

Haiku and cinquains, shape poetry and calligrams

DT

Design purposeful, functional, appealing products for themselves and other users based on design criteria.

Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].

Evaluate their ideas and products against design criteria.

Build structures, exploring how they can be made stronger, stiffer and more stable.

Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Use the basic principles of a healthy and varied diet to prepare dishes.

Understand where food comes from.

Computing

Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.

Create and debug simple programs.

Use logical reasoning to predict the behaviour of simple programs.

Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Recognise common uses of information technology beyond school.

Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Reading

Traditional stories (Aesop's fables and fairy tales)

The Disgusting Sandwich

Fabulous Pie

Never Ask a Dinosaur to Dinner

Maths

Measurement

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.

Know the number of minutes in an hour & the number of hours in a day.

Compare and sequence intervals of time.

Choose and use appropriate standard units to estimate and measure capacity (l/ml) and temperature (oC) to the nearest appropriate unit, using thermometers and measuring vessels.

Compare and order volume/capacity & record the results using G, q and =.

Recap of previous learning.

RE

Who is Muslim and what do they believe?

Making sense of belief:

- Recognise the words of the Shahadah and that it is very important for Muslims
- Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean
- Give examples of how stories about the Prophet show what Muslims believe about Muhammad.

Understanding the impact:

- Give examples of how Muslims use the Shahadah to show what matters to them
- Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)
- Give examples of how Muslims put their beliefs about prayer into action.

Spellings

Words with the suffixes –ing, -ed, -er and –est where no change is needed in the spelling of root words.

Words with the ‘ch’ sound spelt ‘tch’.

Compound words.

Recap of previous Year 2 spelling rules.

Ways to help at home:

Reading school or home books regularly

Practising spellings sent home.

Writing sentences and focussing on handwriting, full stops, capital letters, exclamation marks and question marks.

Counting in 2s, 5s and 10s

Telling the time when at home or out and about

Using coins and money to pay for items in shops

Extra information:

- Our PE days are Tuesdays and Thursdays
- Homework and spellings are sent out on a Friday and must be returned before the following Friday