



Academic Year: 2023/24

Term: Summer

Year Group: 2

Topic Title: Minibeasts

Subject	Learning
English - Reading	In our whole class reading lessons this term, we will read a variety of texts, including stories, non-fiction and poetry. We will cover retrieval, inference, prediction, vocabulary, sequencing, summarising and making links.
English - Writing	Our writing work will link to our Power of Reading texts 'The Day The Crayons Quit' by Drew Daywalt and 'The Bee Who Spoke' by Al Maccuish and to our science topic of Minibeasts. Children will write for a range of purposes, including letters, diaries, recounts, poetry, non chronological reports and information texts. We will learn the following writing skills, which children will be expected to demonstrate in their writing across the curriculum: using commas in lists, expanded noun phrases (eg the beautiful, blue butterfly), using 'if, when, that, because' in writing, the four sentence types (statement, question, exclamation and command), and the correct use and spelling of past and present tense verbs.
English – Phonics/Spelling	<p>Our Little Wandle Spelling sessions will focus on:</p> <ul style="list-style-type: none"> ● Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words? ● The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words? ● Why do I swap the 'y' for an 'i' when I add the suffix -es? ● Why do some words have the spelling 'ey' for the sound /ee/? ● Why do some words end -le, -al, -il or -el? ● Why does 'c' make the sound /s/ in some words? ● How can I spell the sound /zh/? ● What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word? ● How can I show missing letters in a word?
Mathematics	<p>This term, we will be using the 'Ready to Progress' criteria to ensure that children are secure in the skills of place value and the four operations before the end of KS1. We will continue to use the mastery approach to teaching, supported by resources from White Rose.</p> <p>In the Summer term we will be covering modules on fractions, time, position and direction and statistics.</p> <p>Fractions</p>

	<p>The unit begins by having children make equal parts: focusing on making halves, quarters and thirds. Then pupils learn to name fractions of the same denominations. After this, pupils learn about equal fractions, primarily looking at halves and quarters. They then move on to comparing and ordering fractions and counting wholes and parts. Pupils learn to count in quarters and thirds, finishing the unit by finding parts of a set and part of a quantity.</p> <p>Time Pupils will learn to read the time to 15 minute intervals on an analogue clock. They will learn about minutes in an hour and hours in a day. They will learn how to solve problems involving time.</p> <p>Position and Direction During this unit children will learn to describe movement, positions and turns. They will also make and discuss patterns with shapes.</p> <p>Statistics In this module, pupils will learn about how to interpret data and create tally charts, tables, block diagrams and pictograms.</p>
<p>Science</p>	<p>In the first half of term, learning will focus on Animals, including Humans. Children will learn that animals, including humans, have offspring which grow into adults, find out about and describe the basic needs of animals and humans for survival and understand the importance of exercise for humans.</p> <p>In the second half of term, children will sort and classify living things according to whether they are dead, living, or never alive, identify and name a variety of plants and animals in their habitats, including micro-habitats, describe how animals obtain their food from plants and other animals, learn about food chain and identify and name different sources of food.</p>
<p>Computing</p>	<p>We will be developing children's computer science skills with a focus on coding, using the Purple Mash programme 2Code. Children will:</p> <ol style="list-style-type: none"> 1. Revisit adding and changing backgrounds, characters, objects and sounds. 2. Create a computer program using simple algorithms (instructions). Use buttons, timers and repeat commands in programs. 3. Test and debug (fix) a program. 4. Use these skills in an open ended challenge, following the process of design, code, test and debug. <p>We will also use Purple Mash to continue to develop children's presentation skills.</p>
<p>Art & Design</p>	<p>In this pathway children are introduced to the idea that many artists use flora and fauna to inspire their work. We look at artists who used drawing as a way to accurately capture the way plants and insects look, and artists who use their imagination to create their own versions of flora and fauna. Children spend time engaged in close looking as a way to build drawing skills. They also experiment with new materials. They practise cutting and collage skills and explore shape and colour to build images. Finally, there is the opportunity for children to work collaboratively on a shared background for the artwork, and pupils can see how their individual efforts are valued as part of a larger class artwork.</p>
<p>Music</p>	<p>This term in music, Year 2 will listen to and appraise pieces of contemporary pop music, including 'The Friendship Song', 'We go together', 'You got a friend in me' and 'Count on Me'. We will learn about the musical elements, including pulse and rhythm, and develop skills of singing and performing as a group. We will also develop skills of improvising and composing.</p>
<p>Design Technology</p>	<p>This term's learning will link with our Minibeast topic. Children will evaluate a range of existing products, practise measuring, cutting and sewing skills, create designs</p>

	for a specific purpose, including using computer aided design, and create and evaluate a finished product.
PE	<p>This term in PE we will be covering:</p> <ul style="list-style-type: none"> • Dance • Cricket • Tennis • Athletics
RE	<p>In the Summer Term, Year 2 will be learning about Judaism. Children will explore the following questions:</p> <ul style="list-style-type: none"> • What is it like to be a Jew living in the UK? • Why is the story of Moses important to Jews? • What do Jews celebrate at Passover? • What does the Menorah represent to Jews? • Who do Jews believe is their leader of faith? • What makes a synagogue special for Jews?
PSHE	<p>In the Summer term for PSHE we will be focusing on Rules, Right and Responsibilities, Sense of Self and Asking for help.</p> <p>Rules and sense of self will be covering the PSHE curriculum, whilst rights and responsibilities and asking for help will look at the RSE curriculum.</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • To be able to name some people who look after them and some of their responsibilities towards them. • To identify jobs and responsibilities they have at school. • To understand the responsibilities they have to their friends, family, and class. • To be able to explain the rules which affect them in school and how they have been made. • To understand how rules enable them to feel safe and happy in school. • To understand how democratic decisions might affect them in the everyday life of their class. • To understand their own culture and beliefs and those of other people. • To recognise different groups they belong to and the different backgrounds of people in their community. • To understand what 'my community' means. • To know who the people are who help them in their community and what they do.
Online-Safety	<p>We have two lessons on online safety this term, which will cover:</p> <ul style="list-style-type: none"> • Digital Trails- children will learn that certain, private information is not ok to share online. Children will recognise when information can be shared and when they should ask a parent for permission. • Who is in your online community?– children will be able to recognise people they have direct communication with compared with those who they just watch or read about.
Learning Outside the Classroom	We will be using the school grounds and local area as part of our science learning with a possible visit to Ferry Meadows.