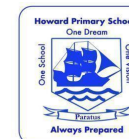


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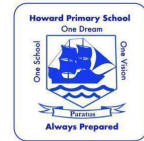


Subjects which are taught every week: Mathematics, English, Music, Science, RHE, Physical Education, Religious Education, Reading skills, Phonics

Core Subjects: Mathematics, Science, English

English	<p><u>Core texts:</u></p> <ul style="list-style-type: none">● One Day on our Blue Planet: In the Savannah - Ella Bailey● Lonely beast - Chris Judge● Poems Aloud - Joseph Coelho & Daniel Gray Barnet● Lila and the Secret of Rain (David Conway) <p><u>Class Read:</u></p> <ul style="list-style-type: none">● Anna Hibiscus (Atinuke)● Betsy Biggalow is here (Malorie Blackman)
Maths	<p><u>Times Table Focus:</u> Summer 1: Recapping 10 and 2 x tables Summer 2: 5 x tables</p> <p>Summer areas of study:</p> <ul style="list-style-type: none">● Geometry: position and direction● Measurements - time - quarter to, quarter past, half past, o clock, 5 minute past, compare durations of time● Measurements - weight, temperature● Number: addition and subtraction● Number: multiplication and division● Reasoning and problem solving using the four operations <p>PIXL assessment to address gaps</p>
Science	Animals, including humans

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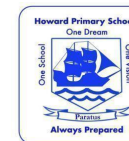


	Plants
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Weekly Foundation Subjects

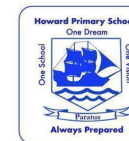
PE	Taught on Tuesdays and Thursdays (Hungerford & Westminster)
RHE	Summer areas of study: <ul style="list-style-type: none">• Relationships (Summer 1)• Changing Me (Summer 2)
Music	Taught on Thursday by Miss Turpie. Choose & sequence sounds to create an overall effect

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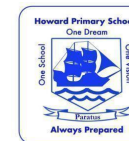
Week	Subject	Topic Area	Key Skills	Key Vocabulary	Concept Threads
Week 1 - April 17th	Art	Hot and cold colours Matisse	<ul style="list-style-type: none"> ○ Can mix paints with skill and care to achieve desired effects, able to solve problems in colour mixing ○ Can talk about colours-hot/cold, how colours make us feel ○ Can talk about artist's work ○ Can discuss aboriginal art using developing vocabulary ○ Can create a piece of aboriginal art applying mixed pigments with twigs/tools and organise 	Hot, warm, cold, primary colours, secondary colours, tertiary colours,	expression, culture, technique, interpret, contrast, colour and tone, perspective, creativity, line and shape

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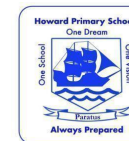
			paint/tools sensibly		
Week 2 - April 24th	Art	Hot and cold colours Matisse	<ul style="list-style-type: none"> ○ Can mix paints with skill and care to achieve desired effects, able to solve problems in colour mixing ○ Can talk about colours-hot/cold, how colours make us feel ○ Can talk about artist's work ○ Can discuss aboriginal art using developing vocabulary ○ Can create a piece of aboriginal art applying mixed pigments with twigs/tools and organise paint/tools sensibly 	Hot, warm, cold, primary colours, secondary colours, tertiary colours,	expression, culture, technique, interpret, contrast, colour and tone, perspective, creativity, line and shape

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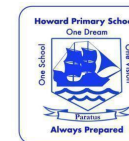
<p>Week 3 - May 2nd <i>(Bank Holiday Monday)</i> Year 2 SATS</p>	<p>History</p>	<p>To know about the lives of significant people who are living</p>	<p>To understand the significance of the Coronation of a King and know the role of a Monarch. To research and find out about the life of King Charles & predecessors</p>	<p>monarch, King, UK, impact, past, significance, contribution, impact, historic, progress, then and now, compare, contrast, similarities and differences</p>	<p>immigration, discrimination, democracy, change over time, chronology, archaeology, conflict, innovation, health</p>
<p>Week 4 - May 9th <i>(Bank Holiday Monday)</i> YEAR 2 SATS</p>	<p>Geography</p>	<p>Human and physical geography identify seasonal and daily weather patterns</p>	<p>identify seasonal and daily weather patterns in the United Kingdom and the location of hot areas of the world in relation to the Equator and the North and South Poles.</p> <ul style="list-style-type: none"> ● <u>ask</u> simple geographical dd(Where is it? What's it like?), ● <u>use</u> non-fiction books, stories, maps, pictures/ photos and internet as sources of information, ● <u>Investigate</u> their 	<p>hot, cold, equator, latitude, longitude, season, weather, northern hemisphere, southern hemisphere, sunny, rain, Earth, tilt, tropical, windy, mild, temperature, celsius, foggy, misty, snow</p>	<p>sustainability, diversity, environment, physical world, human world, place and space, scale, interconnection, fairness and equality, conflict, patterns, continuity and change</p>

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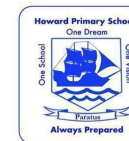
			surroundings, <ul style="list-style-type: none"> • <u>make</u> appropriate observations 		
Week 5 - May 15th YEAR 2 SATS	Geography	Physical Geography: Recap -> Water-Cycle, River-Features, Coastal-Features Field-Trip related skills in preparation for Summer 2 trip to Sutton,	To compare maps with aerial photographs. To select a map for a specific purpose (e.g. Pick atlas to find Taiwan, OS map to find local village.). To begin to use atlases to find out about other features of places (e.g. find wettest part of the world). To find/recognise places on maps of different scales (e.g. river Nile), (scale / distance). To identify significant places and environments, (map knowledge) analyse evidence and draw conclusions (e.g. compare historical maps of varying scales e.g. temperature of various locations -	evaporation, condensation, water shed, surface drain, hurricane, tornado spring, source, stream, oxbow lake, waterfall, tributary, floodplain, mouth, delta, estuary beech, cave, stack, arch, headland, cliff, dunes, marsh, spit, bar,	sustainability, pattern, physical world, human world, place & space, scale, conflict, continuity & change

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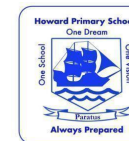
			<p>influence on people/everyday life). To draw a sketch map using symbols and a key. To use/recognise OS map symbols. (representations)</p>		
<p>Week 6 - May 22nd <i>May 22nd Spanish Day</i> YEAR 2 SATS</p>	Computing	<ul style="list-style-type: none"> Programming 	<p>Children will understand that sequences of commands have an outcome, and make predictions based on their learning. They will use and modify designs to create their own quiz questions in ScratchJr, and realise these designs in ScratchJr using blocks of code. Finally, the children will evaluate their work and make improvements to their programming projects.</p>	<p>algorithm, block, block language, command, data, debug, digital devices, hardware, encryption, e-safety, sequence, selection, program</p>	<p>programming, debugging, researching, problem solving, e-safety, algorithms, analysing data, digital footprint, editing and publishing</p>
HALF TERM					

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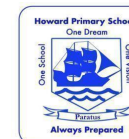
<p>Week 1 - June 6th <i>(INSET Monday)</i></p>	<p>Art</p>	<p>Form and space</p>	<p>To make sculptures.. To design and create. Able to manipulate clay Show an understanding of the properties of clay. To show an understanding of the facial proportions. To have an understanding of the use of mask</p>	<p>Proportions, facial, oval, round, square, mould, 3D, shape, 2D, visual composition, graphic art, sculpture</p>	<p>expression, culture, technique, interpret, contrast, colour and tone, perspective, creativity, line and shape</p>
<p>Week 2 - June 12th</p>	<p>Computing</p>	<p>Programming</p>	<p>Children will understand that sequences of commands have an outcome, and make predictions based on their learning. They will use and modify designs to create their own quiz questions in ScratchJr, and realise these designs in ScratchJr using blocks of code. Finally, the children will evaluate their work and make</p>	<p>algorithm, block, block language, command, data, debug, digital devices, hardware, encryption, e-safety, sequence, selection, program</p>	<p>programming, debugging, researching, problem solving, e-safety, algorithms, analysing data, digital footprint, editing and publishing</p>

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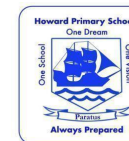
			improvements to their programming projects.		
Week 3 - June 19th	Art	Form and space	<p>To make sculptures. To design and create. Able to manipulate clay Show an understanding of the properties of clay. To show an understanding of the facial proportions. To have an understanding of the use of mask</p>	Proportions, facial, oval, round, square, mould, 3D, shape, 2D, visual composition, graphic art, sculpture	expression, culture, technique, interpret, contrast, colour and tone, perspective, creativity, line and shape
Week 4 - June 26th	DT	Preparing fruit & vegetables: Designing and making a healthy wrap. Skills	<ul style="list-style-type: none"> ● <u>use</u> the basic principles of a healthy and varied diet to <u>prepare</u> dishes; ● <u>understand</u> where food comes from; 	<p>design and develop plan, prepare, design materials, ideas, use, model, development, research, template, survey</p> <p>technical knowledge and making up, down, turn, design, draw, sketch, tools, fix, attach, features, cloth, sequins, beads, buttons</p>	marketing, research, design, innovate, annotate, design, functionality, test evaluate, adapt, creativity, implement, aesthetics,

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				<p>evaluate change, improve, useful, successful, unsuccessful, modify, adapt, altr, original, finished article</p>	
Week 5 - July 3rd	DT	<p>Preparing fruit & vegetables: Designing and making a healthy wrap.</p> <p>Making the healthy wrap</p>	<ul style="list-style-type: none"> ● <u>use</u> the basic principles of a healthy and varied diet to <u>prepare</u> dishes; ● <u>understand</u> where food comes from; 	<p>design and develop plan, prepare, design materials, ideas, use, model, development, research, template, survey</p> <p>technical knowledge and making up, down, turn, design, draw, sketch, tools, fix, attach, features, cloth, sequins, beads, buttons</p> <p>evaluate change, improve, useful, successful, unsuccessful, modify, adapt, altr, original, finished article</p>	<p>marketing, research, design, innovate, annotate, design, functionality, test evaluate, adapt, creativity, implement, aesthetics,</p>
Week 6 - July 10th	History	Local area and past	To research and find out about the local	past, significance, contribution, impact,	immigration, discrimination, democracy, change

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			<p>area when Howard Primary School was first built.</p> <p>Beginning to use some dates and everyday terms to describe the passing of time.</p> <p>Developing the skills of raising questions about the past.</p> <p>Knowing where the people and events I have studied fit on a basic timeline.</p>	<p>historic, progress, then and now, compare, contrast, similarities and differences between the passage of time, development, old build, new build, development of the building, expansion.</p>	<p>over time, chronology, archaeology, conflict, innovation, health</p>
Week 7 - July 17th	Catch-up	n/a	n/a	n/a	n/a