

Maths: White Rose / Primary Stars

Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity

Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clockface to show these times

Interpret and construct simple pictograms, tally charts, block diagrams and simple tables

Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity

Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise)

English:

Setting and character descriptions

Labels

Diary entry

Postcard

captain's log

Instructions

Dialogue

Extended fantasy narrative

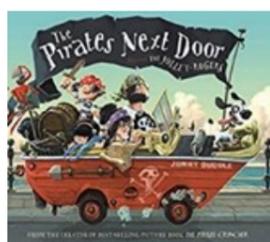
Non Chronological Report

Children's Pastel Drawings and Fact File Cards.

Non-narrative read-aloud poem



Guided Reading:



Alongside Little Wandle Y2 Fluency+



Year 2 - Summer Term Intrepid Explorers



INTREPID EXPLORERS

History: What is a monarch?

Recall that a monarch is a king or queen. Explain that recent monarchs in the UK do not have the power to make decisions alone. Identify some of the monarch's roles. Explain that a king or queen is crowned in a special ceremony called a coronation. Name some of the main steps in the coronation ceremony. Explain the use of special objects in the coronation. Use sources to explain how William the Conqueror became King of England. Know that monarchs in the past had all the power to make decisions.

Explain how William the Conqueror kept order and conquered England. Identify the two different types of castle built by the Normans. Compare the similarities and differences between Norman castles. Identify features of Norman castles. Explain how castles have changed over time. Recognise that we still have castles today. Sequence castles on a timeline. Describe characteristics of the monarchy in the past. Identify that the monarchy has changed over time. Make comparisons between past and present monarchy.

Hook:

Cowes Coastal Walk.

Celebration:

Blackgang Chine Visit

Spelling:

Little Wandle: Year 2 Spelling



PSHE:

Being my best—Summer 1

Growing and changing—Summer 2

RE:

Special food across religions and traditions
God across religions

Science:

Summer 1—Animals, including humans 2—Life Cycles

The stages of the human life cycle. Describe the stages of a human life cycle. Identify the offspring and parent of an animals. Explore the life cycle of a chicken. Describe the life cycle of a butterfly. Describe the life cycle of a frog.

Summer 2—Plants

Know the difference between seeds and bulbs. Design an experiment to find out what plants need to grow. Describe what plants need to grow and stay healthy. Describe the life cycle of a plant. Observe and record the growth of plants over time. Understand that plants adapt to suit their environment.

Computing: Summer 1—Spread sheets

Reviewing prior use of spread sheets. Copying and pasting—Totalling tools. Using a spread sheet to add amounts. Creating a table and block graph

Summer 2—Presenting Ideas

Presenting a story 3 ways. Presenting ideas as a quiz. Making a non-fiction fact file. Making a presentation.

Art and Design: Drawing and Printing

Investigate shade and tone. Draw texture using a pencil. Explore and discuss William Morris designs. Print with a range of hard and soft materials. Experiment using mono print and block printing. Print a pattern inspired by William Morris

Design Technology: Puppets

Investigate a range of puppets and their features. Work with fabric to create a finger puppet. Develop and practise sewing skills. Design a glove puppet. Follow a design top make a puppet. Evaluate a finished product

Music: Orchestral instruments (Theme: Traditional Western stories)

Children are introduced to the instruments of the orchestra and practice identifying these within a piece of music. They learn how different characters can be represented by timbre, how emotions can be represented by pitch and how changes in tempo can convey action.

Geography: What is it like to live by the coast?

Name and locate the seas and oceans surrounding the UK in an atlas. Label these on a map of the UK. Describe the location of the seas and oceans surrounding the UK using compass points. Define what the coast is. Locate coasts in the UK. Name some of the physical features of coasts. Explain the location of UK coasts using the four compass directions.

Name features of coasts and label these on a photograph. Identify human features in a coastal town. Describe how people use the coast. Follow a prepared route on a map. Identify human features on the local coast. Record data using a tally chart. Represent data in a pictogram. Describe how the local coast has been used.