

English: Genre outcomes: stories, Fact Files. people who help us/famous person from history.

Reading: applying phonics (RWI progression)

- *Read words of two or more syllables accurately.
- *Read aloud books closely matched to improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- *Read books confidently and fluently.

Reading for pleasure

- *Decide how useful a non-fiction book is to find the information needed.
- *Find the setting or time in books and stories.
- *Discuss the setting or time in books.

Reading accurately with fluency and understanding

- *Know what inference (reading between the lines) means.
- *Find inferences about characters' feelings and thoughts.
- *Explain inferences about characters' feelings and thoughts.
- *Give reasons for characters' actions or behaviour.
- *Recognise key ideas in a text
- *Explain a writer's message.
- *Make predictions about how characters might behave.

Writing: handwriting (see separate progression)

- *Form lower case letters of the correct size relative to one another.

Punctuation and grammar

- *Use sentences with different forms: statements, questions, exclamations and commands.
- *Use co-ordination (or, and, but)
- *Use present and past tenses correctly and consistently including the progressive form.
- *Use adjectives, adverbs and expanded noun phrases to add detail and specify.
- *Begin to use commas to separate items in a list.
- *Sometimes use apostrophes for singular possession.

Composition

- *Proof-read to check for errors in spelling, grammar and punctuation.
- *Make changes, sometimes independently and sometimes in discussion with an adult, to improve the effect and impact of writing.

Spelling

- *Use apostrophes for the most common contracted words.
- *Spell words with different/less common spellings – multisyllabic words.
- *Identify and apply knowledge of homophones and near homophones.

Key text:

Year 2:
The Magic Brush

Key values:

Self-Belief
Honesty
Courage

KS1:

Year 2

Superheroes



Mathematics

Fractions

I can recognise and find a half, quarter and a third and three quarters of a shape and amount
I can count in fractions

Time

I can tell time to the hour, half hour, quarter past/to
I can tell time to the 5 minutes

Position and Direction

I understand the language of position
I can describe position

Science

Working scientifically:

I know how to ask simple scientific questions
I know how to use simple equipment to make observations
I know how to carry out simple tests
I know how to identify and classify things
I know how to explain to others what I have found out
I know how to use simple data to answer questions

Animals (Including humans) summer 1&2

*I know the basic stages in a life cycle for animals (including humans)
*I know what animals and humans need to survive
*I know why exercise, a balanced diet and good hygiene are important for humans (Summer 1)

Art

Learning

- *Children will learn about comic art (e.g. Pop art, 'Roy Lichtenstein.')
- *They will make comparisons and talk about how to use colour, shape and pattern to create mood and emotion.
- *They will learn about how art is created using bold colours, shapes and dots and create their own Superhero themed artwork.
- *They will create their own colour artwork combining what they have learnt about a range of artists, drawing tools and their knowledge of paint and colour.
- *Children will use a range of effects using an IT program to create part of their work.

Techniques

- *Children will use language to talk about artwork, asking questions and giving their opinions.
- *They will use techniques to mix colours and create colour tones.
- *Children will use their colours to create their own comic art (e.g. in the style of Lichtenstein) combining what they have learnt about a range of drawing tools and their knowledge of paint and colour.
- *Additionally, the children will look at how IT can be used to create art (e.g. word art) and use this too add to their artwork.

DT Summer 1&2

Design

- *Children will think of their own idea for a vehicle for a superhero. This could be a land or air vehicle.
- *Children will have to consider how their vehicle will work and make a plan for their design.
- *As children create they will plan what to do next, thinking critically.
- *Children will explain how they want to make their vehicle and justify the reasons for choosing materials.

Make

- *Children will make their designed vehicle using a range of appropriate materials and tools.
- *They will combine and join materials and components in different ways. Children will measure materials for their model.
- *They will make necessary changes to their design as they go to ensure that their vehicle moves and works as planned.

Evaluate

- *Children will test their vehicles and evaluate how well their vehicle worked.
- *They will explain what went well and suggest improvements or adaptations that could be made.

Technical Knowledge

- *Children will be able to talk about the resources that they need to make their vehicle work and why.
- *They will need to be able to talk about which materials are suitable and why they have chosen certain textiles. E.g. the shape and size of the wheels.
- *Children will be able to evaluate what went well and how well their vehicle worked and suggest improvements.
- *Use their mathematical skills to measure the materials that they need.

Geography

Locational Knowledge:

- *Use simple compass directions.
- *Use world maps, atlases and globes to identify the UK and its countries, continents and oceans (Summer 1&2)



Music (see skills progression)

Music express: Unit 9: Weather: Weeks 1– 3
Music Express: Unit 10: Pattern: Weeks 3–6

History

Changes within living memory. Summer 1&2

- *Ask and answer questions about using historical language.
- *Use books and the internet to find out information about the past.

Events beyond living memory Summer 1&2

- *Know about the life of a famous person in the past; Kings and Queens.
- *Know about the lives of significant individuals- Florence Nightingale.

P.E. - Striking and Fielding

- *Choose, use and vary simple tactics. S&A
- *Recognise good quality in performance.
- *Participate in team games.
- *Pass and receive a ball in different ways with control and increased accuracy.
- *Perform fielding techniques with increased control and co-ordination (cricket, rounders, baseball, softball, kickball, golf)

PSHE

Using lessons from Scarf: Rights and Responsibilities.

- *Getting on with others
- *When I feel like erupting
- *Feeling safe
- *How can we look after our environment?
- *Harold saves for something special
- *Harold goes camping

Computing

Computer Science (Algorithms and Programming)

- *Create and run a **program** (an algorithm or multiple algorithms that can be understood by a computer)
- ***Debug** (find and fix a problem) within a simple program

RE (see additional planning documents on sharepoint)

Islam-Does going to a Mosque give Muslims a sense of belonging?