

**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)

KS1:  
Year 2  
Superheroes



## 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?