

# Year 2 Summer 1



## Land Ahoy

Yo ho, yo ho, it's a sailor's life for me. Get your sea legs on, it's time to sail the salty seas. Navigate, investigate and explore the world, just like Captain Cook. Make a boat, sink a ship, fly a pirate flag. Speak like a pirate, write like a poet, then weigh and measure a pirate's booty. How do rescues happen at sea? Find out about brave volunteers and young Miss Darling, rowing her boat across stormy seas. Sing a sea shanty whilst cleaning the poop deck, then search the school grounds for Captain Longbeard's hidden treasure. There's land ahead. Let's get this ship to port.

Welcome to Summer 1 in Year 2. Our topic this half term is 'Land Ahoy'. Please see below for how this links to different areas of the curriculum.

Kind regards,

Mrs Whyatt, Mrs Savva and Mrs Kakouris

<u>Science</u>	<u>Maths</u>	<u>English - writing</u>
<p>Plants (continuing from Spring 2)</p> <ul style="list-style-type: none"> <li>To know what plants need to grow and stay healthy, to describe the life cycle of a plant, to know the difference between seeds and bulbs.</li> </ul> <p>Working Scientifically:</p> <ul style="list-style-type: none"> <li>To ask simple questions &amp; recognise that they can be answered in different ways.</li> <li>To observe closely, using simple equipment.</li> <li>To perform simple tests.</li> <li>To identify &amp; classify.</li> <li>To use their observations &amp; ideas to suggest answers to questions.</li> <li>To gather &amp; record data to help in answering questions.</li> </ul>	<p>Fractions:</p> <ul style="list-style-type: none"> <li>I can recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity.</li> <li>I can write simple fractions</li> <li>I recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</li> </ul> <p>Statistics:</p> <ul style="list-style-type: none"> <li>I can interpret and construct simple pictograms</li> <li>I can interpret and construct tally charts</li> <li>I can interpret and construct block diagrams</li> <li>I can interpret and construct simple tables</li> <li>I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</li> <li>I can ask and answer questions about totalling and comparing categorical data.</li> </ul>	<p>Transcription:</p> <ul style="list-style-type: none"> <li>Lower case letters are formed accurately and are consistent in size.</li> <li>Spelling words using suffixes.</li> </ul> <p>Grammar and punctuation:</p> <ul style="list-style-type: none"> <li>Use of present and past tense accurately.</li> <li>Use of apostrophes for possession.</li> <li>Use of capital letters, question marks and exclamation marks accurately.</li> </ul> <p>Composition:</p> <ul style="list-style-type: none"> <li>Write for a range of purposes with increasing</li> </ul>

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	<p>Shape (continuing from spring 2):</p> <ul style="list-style-type: none"> <li>• I can compare and sort common 2D shapes and everyday objects</li> <li>• I can compare and sort common 3D shapes and everyday objects</li> <li>• I can identify and describe the properties of 2D shapes, including the number of sides and line of symmetry in a vertical line.</li> <li>• I can identify and describe the properties of 3D shapes including the number of edges, vertices and faces.</li> <li>• I can identify 2D shapes on the surface of 3D shapes</li> </ul>	<p>stamina and positivity.</p> <ul style="list-style-type: none"> <li>• Write narratives about their own experiences, real events and those of fictional characters</li> <li>• Write down or say aloud what they want to write about before beginning, including ideas and new vocabulary</li> <li>• Write longer sequences of sentences for a range of types of writing, including fiction, non-fiction, lists and captions, tongue twisters.</li> <li>• Re-read what they have written to check it makes sense, including that verbs are written correctly and consistently, then evaluate their writing with the teacher and other pupils, making simple additions, revisions and corrections.</li> <li>• Proof-read to check for errors in spelling, grammar and vocabulary</li> </ul>	
<u>PSHE</u>	<u>RE</u>	<u>Computing</u>	<u>PE</u>

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<p>Children will learn about:</p> <ul style="list-style-type: none"> <li>• Health and well-being – about my body.</li> <li>• Relationships – exploring our families.</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>• that Jesus rose from the dead and still lives to be with us.</li> <li>• that Jesus told the disciples that he would go back to Heaven but promised that the Holy spirit would come.</li> <li>• that Jesus returned to Heaven and promised to return again and this gives us hope.</li> <li>• the story of the coming of the Holy Spirit on the apostles and that the Holy Spirit is promised to us.</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>• Learn about devices - online and offline.</li> <li>• Use data handling skills to represent data digitally.</li> <li>• Use computing hardware in different ways to collect data.</li> </ul>	<ul style="list-style-type: none"> <li>• The unit of work will challenge pupils to apply their knowledge and understanding of dribbling, passing and receiving in order to keep possession as a team and score a point.</li> <li>• Pupils will develop communication and empathy as they listen to their partner and team members and work collaboratively together</li> </ul>
<p><u>History</u></p>	<p><u>Geography</u></p>	<p><u>Art &amp; Design</u></p>	<p><u>Design &amp; Technology</u></p>
<p>Children will learn to:</p> <ul style="list-style-type: none"> <li>• Sequence significant information in chronological order</li> <li>• Use historical models to make judgements about significance and describe the impact of a significant historical individual.</li> <li>• Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography.</li> </ul>	<p>Children will learn to:</p> <ul style="list-style-type: none"> <li>• Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities.</li> <li>• Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe.</li> <li>• Locate the equator and the North and South Poles on a world map or globe.</li> <li>• Name, locate and explain the significance of a place.</li> <li>• Draw or read a range of simple maps that use symbols and a key.</li> </ul>	<p>Children will learn to:</p> <ul style="list-style-type: none"> <li>• Use the properties of pencil, ink and charcoal to create different patterns, textures and lines, and explore shape, form and space.</li> <li>• Use the properties of various materials, such as clay or polystyrene, to develop a block print.</li> </ul>	<p>Children will learn to:</p> <ul style="list-style-type: none"> <li>• Use a range of mechanisms (levers, sliders, wheels and axles) in models or products.</li> <li>• Create an operational, simple series circuit.</li> <li>• Explain how closely their finished products meet their design criteria and say what they could do better in the future.</li> </ul>
<p>French</p>	<p><u>Music</u></p>		



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Unit theme: I Can...  We will...			
<p>-learn ten new high frequency action verbs that are linked to common activities</p> <p>-Learn how to say and write which activities we can do using 'je peux' (I am able) plus the action verbs</p> <p>-Learn to say and write activities we can not do using 'je ne peux pas' (I am not able).</p> <ul style="list-style-type: none"> <li>• Learn to form longer and more complex sentences using the conjunctions 'et' (and) &amp; 'mais' (but).</li> </ul>	<p>Rockpool Rock, we will learn to sing the song Rock pool rock – this will include learning about Rock and Roll and exploring different artists.</p> <p>Alongside this we will be thinking about different sounds heard at the beach, countryside and city. This will be the basis for our composition.</p>		
<u>Trips/Curriculum Days</u>	<u>PE Days</u>	<u>Ideas for home</u>	
<ul style="list-style-type: none"> <li>• Golden Hinde</li> </ul>	Wednesdays and Fridays	Make maps, read pirate stories, learn about famous explorers from the past. Visit the Cutty Sark.  High Quality Texts to Support Reading: <ul style="list-style-type: none"> <li>• The Night Pirates</li> </ul>	