

Communication, Language and Literacy	Areas of Learning:	Mathematical Development
<p>In Literacy we will be focussing on two main units- writing reports on Antarctica and China and then a unit on Twisted Tales - classic stories with a twist! In these units we will be revising all the Literacy skills taught so far and we will;</p> <ul style="list-style-type: none"> • Use a range of prepositions (behind, before, above, along) • Use sentences with different forms: statement, question, exclamation, command • Use the progressive form correctly and consistently e.g. he was shouting • Use apostrophes to mark singular possession in nouns • Form nouns using suffixes -ness, -er and by compounding e.g. whiteboard, superman • Use and understand the grammatical terminology in English Appendix 2 in discussing their writing; noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe, comma 	<div data-bbox="853 225 1115 501" data-label="Image"> </div> <div data-bbox="1126 225 1386 501" data-label="Image"> </div> <div data-bbox="853 501 1386 596" data-label="Text"> <p>Year 2 Summer 2</p> </div> <div data-bbox="853 596 1386 715" data-label="Text"> <p>H₂O</p> </div> <div data-bbox="853 715 1386 1066" data-label="Text"> <p>This topic focusses on Water and also transition to Junior schools. We will begin with our Splash day and our trip to Old Portsmouth to look at sources and uses of water.</p> </div>	<p>Children will be consolidating all the Maths from Summer One and will focus on reasoning and applying the maths they have been learning throughout the year. They will:</p> <p>Solve problems with addition and subtraction by applying an increasing knowledge of mental and written methods. Use concrete objects and pictorial representations, including those involving numbers and quantities and measures to solve addition and subtraction problems. Recall and use addition and subtraction facts to 20 and 100 and fluently up to 20. Add and subtract mentally 2 digit numbers within 100 and can demonstrate their method using concrete apparatus or pictorial representations. To use estimations to check their answers to calculations are reasonable.</p> <p>Compare and sort 2D common shapes and 3D everyday objects. Use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguish between rotation as a turn and in terms of right angles for a quarter, half and three quarter turns.</p>
Spiritual, Moral and Cultural Development	Personal, Social and Emotional Learning	
<p>Most pupils will be able to:</p> <p>Step 1 Identify and talk about concepts of <i>preciousness</i>.</p> <p>Step 2 Simply describe how Christians use water in Baptism ritual.</p> <p>Step 3 Describe in simple terms the value of these rituals to Christians and the significance of water.</p> <p>Step 4 Describe in simple terms why water is important to them.</p> <p>Step 5 To respond to what they have learnt about water and how it affects them and others.</p>	<p>To observe their surroundings and be able to make some judgements. To know about the world immediately around them. To know what jobs people in their community do. To know what improves and harms our local environment, natural and built environments and know some of the ways people look after it. To begin to understand how they can reflect on, influence social issues, which they may encounter in the community. To respond with increasing confidence to new people and new situations. To share their opinions and explain their views. To take part in a topical debate. To be able to reflect on and influence, those social issues which they encounter within the community and the wider responsibilities they have in society.</p>	

Science and Environment

Children will continue the work from Summer one, children will be focussing on plants and they will be taught to:

- Gather evidence to describe the differences and similarities between different organisms, habitats and objects.
- Gather evidence to describe how things change over time or as a result of something happening (e.g. how some things spring back when bent and others don't, or plants wilt when they are not watered).
- Begin to gather evidence to describe the relationship between variables and patterns (cause and effect) by identifying and seeking to quantify what must be changed and what measured (what change and what measure).

History

The focus will be on the Titanic- and we will use a Six step enquiry approach to answer the following key questions:

- Why do we remember the Titanic? *(Step-Children collect information in interesting and varied ways)*
- Why was the Titanic so popular with the rich and the poor? *(Step-Children to make sense of ideas and process the information)*
- Why did the 'unsinkable' Titanic sink? *(Step- Children draw their own conclusions, making their own meaning)*
- Why was the loss of life so great? *(Step-Three understanding is checked, developed and refined by the addition of new information)*
- Titanic- Triumph or tragedy? *(Step- pupils create their final, imaginative product)*

Computing

Children will be taught to:

- To develop simple classification skills based on practical sorting activities
- To use simple data plotting/ graphing programs to produce pictograms and other simple graphs
- To independently plot data as a pictogram, block chart or bar graph
- To interpret the graphs - discuss the graphs and answer simple questions
- To be aware that graph types can be changed.
- To be able to add a record to a prepared database.
- To be able to use functions in 2 Investigate to change how the data is presented.
- To be able to use find (the search facility) in 2 Investigate to find the answers to simple

Creative Development

In Art children will be taught; To use skills to build up a picture. To use the internet to view galleries and find out about artists. To use paint to create mono prints. To use fingers, natural materials to make marks. To share views about paintings. To work in a group to produce a 5-part painting. To discuss likes and dislikes of famous paintings. To discuss observations between real photos and paintings. To choose own media to recreate water effects. To record from first-hand observation and explore ideas for a design. To represent observations and ideas, and design and make a paper collage. To discuss patterns in nature and the environment. To learn about differences and similarities in the work of designers.

In Music children will focus on exploring different sounds and how they can be used to compose pieces.

Physical Development

In this Summer term the children will learn English Country dances. They will start with simple dances with a partner that focus on the basic steps, then they will progress to more complicated routines that involve changes in position, direction and partner.