

Year - 2		<u>Where we live.</u>		Summer 2
<u>ROOTS Link:</u> Taking Care	<u>Whole School Project:</u>	<u>Ignites, Trips, Visits & Visitors:</u>		
Vision: The overall vision for this project is that the children will gain a wider understanding of the geography of local area in comparison to different geographical locations in UK Buxton has been chosen due to location in mountainous area and Southwold for seaside location (these can be changed but must be a small comparable town/village to GL). The children will start by exploring the local area conducting simple field work studies using tally charts and recording their results for example transport surveys or building surveys. They will use simple maps of GL to give directions from one location to another. Then they can have a go at drawing their own map either of school grounds or of their journey from home and school. Chn to have a GLPS festival at the end of this project.		Key Texts: <ul style="list-style-type: none">Charlotte's web.		
History/ Geography				
NC Links	Knowledge		Skills	
<ul style="list-style-type: none"> Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	<ul style="list-style-type: none"> To use simple maps of local area (school or route to church) to plan a route and give directions from one location to another. To be able to give simple compass directions North, South, East and West. To be able to identify and name different human geography features including, canal, types of buildings in local area, church, office, shop, house (flats, terrace, semi-detached, detached) and know these are human features. That Great Linford is part of Milton Keynes which is a large town not a city that is an hour away from London. 		<ul style="list-style-type: none"> To be able to describe the location of features and routes on a map. Conduct a simple survey of types of houses people live in recording these. Shop survey, observe and record types of shops are in the local area. Compare human and physical geographical features of Great Linford to a with a contrasting geographical area in UK (coastal, mountainous, rural) Use these terms to describe a geographical location Physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human Features: city, town, village, factory, farm, house, office, port, harbour and shop 	

- That Buxton is in Peak District that is mountainous and has the River Wye and is 3 1/2 hours away from London.
- That Southwold is a sea side town on the English North Sea Coast it has a pier and a beach.

OL: Can I describe the locations of Great Linford?

OL: Can I contact a building survey using a Tally chart?

OL: Can I compare the human and physical features of GL and Buxton?

OL: Can I compare the human and physical features of GL and Southwold?

OL: Can I use a map to give directions?

OL: Can I draw a map of the journey from school to the shop/ school to home/school to church/around the school (outside of the building not inside)?

English

Writing Focus Non Fiction Persuasion

Purpose and Audience: To persuade a person to visit a destination.

Cold Write: Write an advert to Mead Open Farm

WAGOLL: Southwold

Hot Write: Visit Brighton (GDS Genre switch persuasive letter)

Short Bursts Non Fiction:

- Writing a postcard. (focus power of three)
- Message in a bottle. (Persuasive language)

Writing Focus: Fiction Problem Tale

Purpose and Audience: To entertain other children.

Cold Write: Write a story (give children the beginning)

WAGOLL: Sunny's Problem

Hot Write: Change setting and character

Short Bursts Fiction:

- Diary entry (focus characterisation)
- Setting description (focus adjectives, descriptive language, similes)

NC Links	Knowledge (Grammar)	Skills (Punctuation, Composition)
<p>Reading:</p> <ul style="list-style-type: none"> • Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Discussing and clarifying the meanings of words, linking new meanings to known vocabulary <p>GPS:</p> <ul style="list-style-type: none"> • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases • extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because • the present and past tenses correctly and consistently, including the progressive form <p>Plan and Draft:</p> <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence <p>Evaluate and edit:</p>	<ul style="list-style-type: none"> • Consolidation of all year 1 and year 2 grammar, vocabulary and punctuation objectives. • Know the power of three and how it can be used to persuade • Use varying sentence openers • Create compound sentences • Use expanded noun phrases 	<p>Punctuation</p> <ul style="list-style-type: none"> • Recap all punctuation that has been taught over the last year • Use exclamation marks • Use inverted commas to demonstrate speech <p>Composition</p> <ul style="list-style-type: none"> • Create a setting description using descriptive vocabulary such as adjectives, similes and alliteration • Know how to structure a problem story • Develop characters • Be able to use persuasive language

<p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) 		
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Speaking & Listening		
Speaking & Listening	Debating	
<ul style="list-style-type: none"> listen to others in class, ask relevant questions and follow instructions listen to talk by an adult, remember some specific points and identify what they have learned respond to presentations by describing characters, repeating some highlight and commenting constructively 	<ul style="list-style-type: none"> ensure everyone contributes, allocate tasks, and consider alternatives and reach agreement work effectively in groups by ensuring each group member takes a turn challenging, supporting and moving on listen to each other's views and preferences, agree the next steps to take and identify contributions by each group member 	
Spelling & Phonics		
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> spell by: <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly 	<p>Phonics See phonics progression map</p> <p>Spelling</p>	<ul style="list-style-type: none"> Knowing set 1, 2 and 3 sounds. Alternative pronunciations

<ul style="list-style-type: none"> • learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • learning to spell more words with contracted forms • learning the possessive apostrophe (singular) [for example, the girl's book] • distinguishing between homophones and near-homophones • add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly • apply spelling rules and guidance, as listed in English appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far 	<ul style="list-style-type: none"> • Revise Spellings and concepts that pupils need to secure • Homophones • /ɪ/ or /əl/ sounds spelt 'il' at the end of words • Revision of all the content from the Year 2 programme • Securing spelling strategies • At the point of writing – introducing personal Have a go sheets for all writing if these have not already been introduced • After writing – developing proofreading and checking skills including using a dictionary • Learning spellings – developing children's personal spelling journals to reflect their growing independence in using taught strategies to learn new words. 	<p>Look cover write check</p> <ul style="list-style-type: none"> • Segmenting • Blending • Highlighting • Using spelling journey • Sound mat • Proof reading
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Handwriting		
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters 	<ul style="list-style-type: none"> • Know what horizontal and diagonal strokes are needed to join Rupert to Rupert • Know what horizontal and diagonal strokes are needed to join Rupert to Harriet 	<ul style="list-style-type: none"> • Form horizontal and diagonal strokes are needed to join Rupert to Rupert such as ur and ir • Know what horizontal and diagonal strokes are needed to join Rupert to Harriet such as ph and nt

- use spacing between words that reflects the size of the letters

Design & Technology		
NC Links	Knowledge	Skills
<p>Design</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria 	<p>Knowledge</p> <ul style="list-style-type: none"> GLPS festival. Chn to design, make and evaluate their own picnic items. Chn to investigate food textures and tastes. Chn to learn how to create a plan/idea. Chn to use kitchen equipment safely. Chn to learn why food storage is important and why food preparation is key to staying healthy. Chn to learn how to make chosen items from start to finish. Chn to evaluate afterwards and decide what they would try. <p>OL: Can I understand why a healthy diet is important? OL: Can I understand 'hidden sugars'? OL: Can I test different healthy food? OL: Can I design, make and evaluate a healthy wrap?</p>	<p>Skills</p> <p>Scientific Enquiry: Links to our science unit MasterChef's. Looking at food safety, food preparation and how we need food to survive.</p> <p>More Able:</p> <ul style="list-style-type: none"> Can chn create a wrap under a specific budget or dietary requirement? Can design and make the packaging and marketing for the wrap?

Art & Design		
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 	<p>Focus: Texture</p> <ul style="list-style-type: none"> Know what materials are soft, hard, bumpy etc. Know what collage means Know about key collage artists Know what applique means Know what materials are suitable for my artwork. <p>OL: Can I explore different textures of materials? OL: Can I sketch my local environment? OL: Can I explore Dereck Gores? OL: Can I explore applique? OL: Can I mind map ideas for my final piece? OL: Can I create my final piece?</p>	<ul style="list-style-type: none"> Develop skills of overlapping and overlaying to create effects. Use large eyed needles, different thicknesses of thread and different sized running stitches to draw with. Simple appliquéd work attaching material shapes to fabric with running stitches. Use various collage materials to make a specific picture.

Science		
Enquiry Questions:	Key Vocabulary:	Skills
NC Links	Knowledge	Skills
<p>Work scientifically by: observing through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions</p> <ul style="list-style-type: none"> Find out about and describe the basic needs of humans for survival (water, food and air). 	<p>What if a chef had dirty hands when he/she was cooking? What would happen to some food if you did not have a fridge? What do you think would happen if you only ate pizzas?</p> <p>Key Vocabulary: Hygiene, Bones, Dehydrate, Energy, Digest, Temperature, Ingredients</p>	<ul style="list-style-type: none"> Say that they need food, water and air to survive. Cook needs to think about healthy foods and be hygienic. Create a set of basic rules for working with food in the kitchen. Identify and classify materials and record their observations. Sort food into food groups

<ul style="list-style-type: none"> • Describe the importance for humans of eating the right amounts of different types of food, and hygiene. • Observe and describe how seeds and bulbs grow into mature plants. • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. 	<p>OL: Can I say what we need to survive? OL: Can I say what a chef does? OL: Can I explain why it is important to be safe in a kitchen? OL: Can I understand why a chef wears a hat? OL: Can I explore what kitchen utensils are made from? OL: Can I say where I need to store food? OL: Can I say what a balanced diet is?</p>	<ul style="list-style-type: none"> • Identify and classify materials and record their observations. • Classify foods according to given criteria. • Observe a range of changes using their senses. • Observe a range of changes using their senses. • Say what they have found out about bread and why it is a healthy food. • classify breads according to given criteria • Use their results and knowledge of properties of materials to support their choices for the best wrapper.
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Music		
Termly Focus:	Key Vocabulary:	
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> Sing songs regularly with a pitch range of do-so with increasing vocal control. Sing songs with a small pitch range (e.g. Rain, Rain Go Away), pitching accurately. Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause) Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch). Work with a part 	<ul style="list-style-type: none"> Know what pitch means Know how to change my voice Know what unison and canon is Know the basic structure of a song Know a few local musicians and name their style of music <p>Children to create their own Great Linford song. https://www.bbc.co.uk/teach/school-radio/primary-school-songs-our-school/z3f84xs</p> <p>Use BBC song as inspiration</p>	<ul style="list-style-type: none"> Copy changes in pitch vocally (Whole scale) Respond to H/M/L sounds with movement and hand signs Children sing and play in school performances and assemblies in unison, canon or simple two-part arrangements They sing with good diction, expression and confidence Children copy soh-me-lah and soh-me-doh phrases accurately in groups or individually. Some voices are not yet developed but follow the contours of the melody. Children sing songs from low B to C' confidently and accurately and explore a greater range through games They sing in unison, canon and with a sung ostinato Follow pictorial cues and puppets to show changes in pitch, duration and dynamics

Computing		
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs 	<p>Focus: Programming B Programming quizzes</p> <ul style="list-style-type: none"> Know that a sequence of commands has a start and an outcome Know what an algorithm is. Know how to change the design within the programme. <p>OL: Can I explain that a sequence of commands has a start?</p> <p>OL: Can I explain that a sequence of commands has an outcome?</p> <p>OL: Can I create a programme using a given design?</p> <p>OL: Can I change a design?</p> <p>OL: Can I create a programme with my own design?</p> <p>OL: Can I decide how my project can be improved?</p>	<ul style="list-style-type: none"> Identify the start of a sequence Identify that a program needs to be started Show how to run my program Predict the outcome of a sequence of commands Match two sequences with the same outcome Change the outcome of a sequence of commands Work out the actions of a sprite in an algorithm Decide which blocks to use to meet the design Build the sequences of blocks I need Choose backgrounds for the design Choose characters for the design Create a program based on the new design Choose the images for my own design Create an algorithm Build sequences of blocks to match my design Compare my project to my design Improve my project by adding features Can debug
RE		
NC Links	Knowledge	Skills
See RE guidance non-statutory 2010	<p>Focus: Islam – Hajj</p> <p>Key question: Does completing Hajj make a person a better Muslim?</p> <ul style="list-style-type: none"> Know what Hajj is Know what the 5 pillars of Islam are and why they are important to Muslims Know what a mosque is and why it is an important religious building 	<ul style="list-style-type: none"> Recall a special journey they have been on and why it was special. Understand the significance of other's important journeys. Understand different objects that a Muslim may bring to Hajj and the relevance. Be able to make links between the objects and their role in the journey. Explain the relevance of Makkah and the Grand Mosque and the significance of different events that happen throughout.

	<p>OL: Can I describe a special journey I have been on? OL: Can I explore the journey of Hajj? OL: Can I understand the importance of Makkah? OL: Can I explain the 5 pillars? OL: Can I understand the importance of Hajj? OL: Can I describe what my most special journey would be?</p>	<ul style="list-style-type: none"> Acknowledge that by completing Hajj, Muslims are showing their commitment to God. Can name the 5 pillars of Islam. Discuss reasons for Muslims completing the Hajj, what opportunities it creates and what happens if Muslims can't afford to go. Write and describe a special journey they would like to travel to and why. Explain how that place would make them feel.
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PSHE		
NC Links	Knowledge	Skills
See non-statutory guidance NC	<p>Focus: <u>Changing me</u></p> <ul style="list-style-type: none"> Know what a life cycle is Know what the human life cycle is Know that growing up involves both physical and mental changes. Know what each of the body parts are called <p>OL Can I explain changes that happen as we grow older? OL Can I recognise how I have changed overtime and how I will continue to change? OL Can I correctly name body parts? OL Can I understand there are different types of touch? OL Can I explain what I am looking forward to next school year?</p>	<ul style="list-style-type: none"> Recognise some change is out of our control. Identify changes in animals including humans. Recall and label different body parts. Express emotions and ideas relating to future change. Recognise life cycles in nature Respect people who are older Feel proud becoming more independent

PE		
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities 	<p><u>Indoor Focus:</u> Gymnastics Ball, Tall and Wall</p> <ul style="list-style-type: none"> Know how we can make tall shapes Know how we can make wall shapes Know how we can make ball shapes Know the different levels we can perform gymnastics Understand how to move safely in the gymnastic environment <p>OL: Can I make a ball shape? OL: Can I explore tall shapes? OL: Can I explore wall shapes? OL: Can I explore actions and shapes at different levels? OL: Can I link shapes together? OL: Can I perform movements in a sequence?</p>	<ul style="list-style-type: none"> Show a variety of ball shape actions on the floor and involving low/small apparatus Show a variety of tall shape actions on the floor and involving low/small apparatus Show a variety of wall shape actions on different levels on the floor and involving low/small apparatus. Show a variety of wall shape actions on different levels on the floor and involving low/small apparatus. Create a movement phrase linking ball, tall and wall shapes covering different levels on the floor and involving apparatus. Remember, improve and perform a movement phrase linking ball, tall and wall shapes covering different levels on the floor and involving apparatus
	<u>Outdoor Focus:</u>	

Maths		
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> Compare and sequence intervals of time tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times Know the number of minutes in an hour and the number of hours in a day. Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$ 	<p><u>Focus: Week 7 – 8 Measurement: time.</u></p> <ul style="list-style-type: none"> Know that there are 24 hours in a day Know that there are 60 minutes in an hour Know that there are 60 seconds in 1 minute Know that the minute hand is long Know that the hour hand is short <p><u>Focus: Week 9 – 11 Measurement: Mass, capacity and temperature.</u></p> <ul style="list-style-type: none"> Know what mass is Know that mass is measured in grams and kilograms Know that there are 1000 grams in 1 kilogram Know the difference between capacity and volume Know that volume is measures in millilitres and litres Know that there are 1000ml in 1L Know that temperature is measure in degree centigrade <p><u>Focus: Week 12 Consolidation</u></p> <p>See white rose scheme</p>	<ul style="list-style-type: none"> Tell time to the hour Tell time to the half hour Tell time to o'clock and half past Tell time quarter past and quarter to Tell the time to 5 minutes Write time Tell the time in hours and days Find durations of time Compare durations of time <ul style="list-style-type: none"> Measure mass Compare mass Measure mass in grams Measure mass in kilograms Explain capacity and volume Measure capacity Compare volume Measure in millilitres Measure in litres Use the four operations with mass Use the four operations with volume Measure temperature