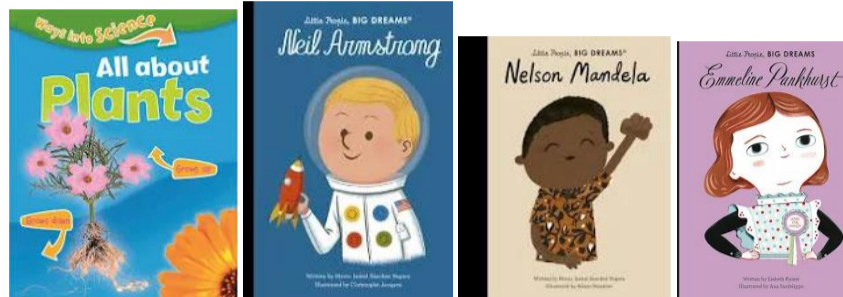


# Whaley Thorns Primary School

## Year 2 Summer Planning 2023-2024



### Our Reading Curriculum



Theme:  
Appreciating our diverse world

Concept:  
Care

Topic:  
Saving Our Oceans

### English

#### Reading

To check that the text makes sense to them as they read and to correct inaccurate reading and become increasingly familiar with and to retell a wide range of stories. Both fact and fiction, looking at historical events and texts e.g. The Great Fire of London, and to read these with fluency and purpose. To discuss the sequence of events in books and how items of information are related and recognise simple recurring literary language in stories and poetry. To ask and answer questions about a text and make links and discuss and clarify the meanings of words, linking new meanings to known vocabulary. To make inferences on the basis of what is being said and done and to predict what might happen on the basis of what has been read so far in a text.

#### SPAG

To continue to apply phonic knowledge to decode words until automatic decoding has become embedded and reading is fluent and read accurately by blending the sounds in words that contain the graphemes taught in phonics and the spelling rules we have learnt in Bridge to spelling. To read most words containing common suffixes and read all Y1 and Y2 common exception words\*, noting unusual correspondences between spelling and sound and where these occur in the word. To write correctly punctuated exclamations and questions and understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. To use commas to separate items in a list and begin to use commas to separate clauses in a sentence (e.g. before conjunctions in a sentence). To use apostrophes of omission for contractions and use possessive apostrophes for regular singular nouns. To use a range of time conjunctions in writing such as: first, then, next, after, afterwards, before, suddenly, soon, later, finally, in the end. To join two sentences to create a compound sentence using the coordinating conjunctions: so, and, or, but E.g. The man walked his dog, and it started to rain.

### Writing

This term we will be exploring Dear Greenpeace by Simon James from this we will create two pieces of non-fiction work. We will be writing an explanation of how to care for our oceans and whales. Then we will write our own letter to Greenpeace, exploring what we can do as a community to help our oceans. In our second summer term we will be exploring two texts. Nellie Choc Ice Penguin explorer by Jeremy strong, our fictional outcome for this text will be to create our own adventure story! We will then be exploring Commotion in the ocean by Giles Andreae, our fictional outcome for this text will be to create our own poetry! To understand which letters, belong to which handwriting 'families' and to use cursively form lower case letters of the correct size, relative to one another, in preparation for joining. To write capital letters (knowing these are not joined) and digits of the correct size, orientation and relationship to one another and to lower case letters. To understand the difference between a simple sentence and a compound sentence. Identify simple sentences and compound sentences when reading and writing. Change simple sentences into compound sentences by adding conjunctions.

### Mathematics

#### Fractions

To find and name a half as one of two equal parts of an object, shape or quantity. To find and name a quarter as one of four equal parts of an object, shape or quantity. To find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity.

To simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2.

**Time**  
To tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

To write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.

To know the number of minutes in an hour and the number of hours in a day.

#### Problem solving and efficient method

To use place value and number facts to solve problems

To solve problems with addition and subtraction:  
To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.

To use concrete objects and pictorial representations, including those involving numbers, quantities and measures.

To apply their increasing knowledge of mental and written methods.

#### Position and direction

To order and arrange combinations of mathematical objects in patterns and sequences. To use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).

#### Statistics

To interpret and construct simple pictograms, tally charts, block diagrams and simple tables.

To answer simple questions by counting the number of objects in each category and sorting the categories by quantity.

To answer questions about totalling and comparing categorical data.

### Science

#### What do plants need to grow? (Plants)

To know the differences between seeds and bulbs.

To design an experiment to find out what plants need to grow

To describe what plants need to grow and stay healthy

To describe the life cycle of a plant

To observe and record the growth of plants over time

To understand that plants adapt to suit their environment

#### What are the stages of the life cycle? (Animals Including Humans Life cycles)

To learn how to order the stages of the human life cycle

To describe the stages of life from adulthood to old age

To learn how to match offspring to their parent

To explore the life cycle of a chicken

To describe the life cycle of a butterfly

To explore the life cycle of a frog

### Humanities

#### History

##### Who are the famous people who have influenced our world?

To know who we associate with making a significant contribution to making the world a fairer place?

To know who has made significant contributions to the rights of black people?

To know who has made significant contributions to the rights of women?

To explore which significant events helped us know more about our world and our universe?

To explore which international disaster is still considered a significant event today?

#### Geography

##### Why do some people love to be by the sea?

To explore where are the nearest seaside resorts to our school?

To explore what are some of the key physical features associated with a seaside resort?

To explore what are some of the human features of the seaside?

To explore why are hotels, cafes and souvenir shops often found in these resorts?

To explore why do some resorts have lighthouses and almost all have RNLI presence?

### PSHE & RSE

#### Growing Up (RSE link)

To explore the process of growing from young to old.

To explore growing and changing and becoming independent.

To explore the correct names for the main parts of the body (including external genitalia).

To explore privacy in different contexts.

To identifying similarities and difference.

#### Being Safe

To identify ways of keeping safe and knowing they do not keep secrets.

To identify household products are hazards if not used properly.

To identify people who work in the community and ask for help.

#### Drug Education

To identify how to make informed choices.

To understanding the role of drugs as medicines.

#### Changes

To explore what change means.

To explore loss and change and the associated feelings.

To Managing change positively.

To identify strategies and where to go for help.

### PE

#### Athletics – Sports Day

To perform movements at different speeds

To perform running in different directions

To perform jumping for height

To perform jumping for distance

To combine running and jumping

To perform jumping sequences with a partner

#### Invasion Games – Bats & Balls

To move in different directions

To move with a ball under control

To move in different directions with a ball

To change direction quickly when travelling with a ball

To pass a ball towards a target

To combine changing direction with moving with the ball to outwit an opponent

#### Team Games

To be able to move and stop safely.

To be able to throw and kick in different ways.

To be able to stop a ball.

To play games that involve a ball.

#### Attacking and Defending

To use space to try to score points in a team game.

To mark another player.

To defend the space between players.

To pass the ball to another player.

To get past a defender.

To use attacking and defending skills in a team game.

### Music

#### Exploring improvisation

Songs-I Wanna Play In A Band- Style: Rock, Music Is All Around- Style: Jazz, Saying Sorry- Style Calypso

To explore a wide range of musical genres

To find and keep a steady beat. Keep a steady beat when improvising.

To listen to the music carefully, move to the music.

To play or clap simple rhythmic patterns using long and short sounds.

To clap two-beat rhythms, creating long and short sounds.

To Respond to the questions and use any musical words that you know.

To explore your feelings and thoughts towards the music.

To respond to different high and low pitches. Improvise using one, two, three, four or five notes, on G, A, B, C and D.

#### Our big concert

Songs- The Sunshine Song- Style: Pop, Four White Horses- Style: Calypso, Down By The Bay- Style: Reggae

To find and keep a steady beat. Keep a steady beat when improvising.

To listen to the music carefully, move to the music.

To play or clap simple rhythmic patterns using long and short sounds.

To clap two-beat rhythms, creating long and short sounds.

To explore your feelings and thoughts towards the music.

### Expressive Arts & Design

#### Cooking and Nutrition (A Balanced Diet) DT Summer 1

To recognise food and their food groups

To identify the balance of food groups in a meal

To identify an appropriate equipment to prepare a given food

To select a balanced combination of ingredients

To design a healthy lunch

To make a healthy lunch

#### Craft and Design (Map it Out) DT Summer 2

To investigate maps as a stimulus for drawing

To develop drawing into 3D art work

To develop craft techniques

To develop ideas and apply craft skills and plan my final piece

To create a 3D map using craft skills

#### Artist Study - Augusta Savage- Art Summer 1

To explore Augusta Savage and her artwork and materials used

To sculpt a nose

To sculpt a mouth

To sculpt eyes

To sculpt myself and review my sculpture

#### Artist Study - Kim Soon-Im-Art Summer 2

To explore Kim Soon-Im's artwork and materials used.

To learning about the work of Kim Soon-Im and creating textured papers using materials.

To plan my artwork based on Kim Soon-Im

To create my final piece and review

### RE

#### 1.5 What makes some places sacred?

##### (Christians, Muslims and/or Jewish people)

To explore which places are special to me.

To explore where is a sacred place for a believer to go.

To explore which place of worship is sacred for Christians.

To explore which place of worship is sacred for Muslims.

To explore how are places of worship similar and different. (Churches and Mosques) .

To understand why are places of worship important to our community.

#### 1.8 What does it mean to belong to a faith community?

To understand what does it mean to belong to a community.

To explore how Christians show that they belong.

To explore how Muslims show that they belong.

To explore how Jewish people show that they belong.

To explore worldviews say about how valuable people are?

### Computing

#### Robot algorithms

To explain what happens when we change the order of instructions.

To use logical reasoning to predict the outcome of a program.

To explain that programming projects can have code and artwork.

To design an algorithm.

To create and debug a program that I have written.

#### Is it true?

To know what happens to information posted online

To know how to keep things safe and private online

To explain what should be done before sharing information online

To explain why I have the right to say no and deny permission

To learn strategies that will help me decide if something I see online is true or not

Enrichment- summer faire, sports day, fathers day, environment theme week, kindness curriculum activities.