

Invaders: Raiders or Traders?

(part 1)

Year 2 Summer 1



History: Anglo-Saxons

- To understand that new people arrived in Britain after the Romans left.
- To understand that the Anglo-Saxons lived in small communities: compare with the Romans.
- To analyse and describe Anglo-Saxon artefacts and explain what they can teach us about their life and culture, including Sutton Hoo.
- To compare the lives of Anglo-Saxon children with their own
- To understand how archaeology helps us find out about the Anglo-Saxons, including in the local area.

Science: Earth & Space

- To explore the geographical features of the earth's surface - the shape of the Earth, the horizon; oceans and continents; North Pole and South Pole, Equator
- To understand what's inside the earth: layers: crust, mantle, core ; high temperatures; volcanoes and geysers
- To understand that the sun is a source of energy, light, heat; the Sun is a star
- To understand that the moon's shape stays the same but the phases of the moon make it appear to change
- To know the names of the eight planets that orbit the sun
- To understand that there are many stars arranged in constellations

Geography: Introducing the physical and human geography of the local area

- To locate the area of Europe where the Anglo-Saxons originated
- To label a map showing the 7 Anglo-Saxon kingdoms

English:

Reading: Texts; How to catch a star by Oliver Jeffers, Toys in Space, The Darkest Dark, Counting on Catherine

- Read with more fluency, pace and expression.
- Re-read if the text doesn't make sense.
- Use phonics knowledge to help sound out unfamiliar words.
- To read many Y1 and Y2 common exception words.
- Listen to, discuss and express views about texts.
- Discuss sequences of events.
- Identify features of fictions and non-fiction text.
- Identify patterns and language used in poetry.
- Answer questions to check for understanding.
- Make sensible predictions on what might happen next based on what has been said and done so far.
- Make inferences based on what is being said and done.

Writing: Focus on narrative - character and setting descriptions, story writing, instructions using Once in a lifetime and The Spacesuit

- To write simple, coherent narratives about personal experiences and those of others (real or fictional) and about real events.
- To use capital letters, full stops and question marks correctly.
- To use spacing between words that reflects the size of the letters.
- To use present and past tense mostly correctly and consistently.
- To use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses.
- To make phonically-plausible attempts at spelling unfamiliar words.
- To spell many Y1 and Y2 common exception words.
- To form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.

Mathematics:

- To confidently and fluently recognise the place value of each digit in a two-digit number (tens, ones).
- To accurately read, write, compare and order numbers from 0 to 100: use $<$, $>$, and $=$ signs.
- To accurately add and subtract numbers using concrete objects, pictorial representations and mentally.
- To confidently and accurately show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.
- To recognise and confidently use the inverse relationship between addition and subtraction and use this systematically to check calculations and missing number problems.
- To solve problems involving multiplication and division, using materials, arrays, repeated addition, some mental methods, and multiplication and division facts and begin to solve problems in contexts.
- To show that multiplication is commutative and identify that division is not.
- To confidently choose and use appropriate standard units to estimate and measure length/height, capacity, mass and temperature to the nearest appropriate unit using equipment and use and apply knowledge in word problems.
- To compare and order units of measure and record the results using $>$, $<$, and $=$
- To accurately and confidently find different combinations of coins that equal the same amounts of money.
- To accurately identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line.

Art:

Illuminated letters

- To develop a wide range of art and design techniques in using colour, pattern and texture, line, shape, form and space.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- To know 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.

Sculpture – layers of the earth

- To use a range of materials creatively to design and make products.

Music:

Improvise and Compose

- Improvising and composing using graphic Notation
- To create simple rhythmical patterns that use a small range of notes or sounds recording using graphic notation.

Instrument Focus: Recorder Book 1

- To begin to play the recorder with a small range of notes .

Charanga: I Wanna Play In The Band

- Use voices expressively and creatively.
- To sing with a sense of shape of the melody

Computing:

Programming – Robot Algorithms

- 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
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.



PE:

realPE – Unit 5 Physical Skills Cog

Fundamental movement skills:

Coordination – sending and receiving

Agility – reaction/response



Swimming



RE:

Why is 'Church' important to Christians? To

learn that 'church' is not just a building, but a community of people, and consider why church is a special place for Christians.

Is prayer important to everyone?

To explore and compare how different religious communities pray, and to consider why other people choose not to pray.

What are symbols and why do people use them?

To investigate how different religions or beliefs use symbols to express the things that they believe.

PSHE:

Physical health and Mental wellbeing

- To know why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help.

Growing and changing

- To understand growing older; naming body parts; moving class or year.

Keeping safe

- To understand safety in different environments; risk and safety at home; emergencies.