

### Writing / Reading:

#### Fantastic Mr Fox

- What was life like on the farm Mr Fox lived on?
- Did the community come together to support each other in the story?

### Topic:

- How can we support our local community?
- Links to music unit.

## Life on a Farm ***What is community?***

### Sports day:

- How does sports day show community spirit?
- How does sports in everyday life build community and common interests?

### Trip to Lower Drayton farm:

- What is life like on a farm in England?
  - How does this compare to life on a farm in Thailand?
  - Do the community support Lower Drayton Farm? If so, how?
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## Summer 2

### Maths

#### Mass and capacity

- Compare mass
- Measure grams
- Measure kilograms
- Four operations with mass
- Compare volume and capacity
- Measure millilitres
- Measure litres
- Four operations with volume and capacity
- Temperature

#### Time

- O'clock and half past
- Quarter past and quarter to
- Tell the time past the hour
- Tell the time to the hour
- Tell the time to 5 minutes
- Minutes in an hour
- Hours in a day

#### Position and direction

- Language of position
- Describe movement
- Describe turns
- Describe movement and turns
- Shape patterns with turns

### Writing

#### Fantastic Mr Fox

Poem

Character description

Story

Discussion

In our English lessons we will be recapping the year 2 writing objectives to further embed the skills we have learnt throughout the year.

### Reading

#### Fantastic Mr Fox

##### Word reading:

- Read accurately words of two or more syllables that contain the same graphemes as above
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

##### Comprehension:

- Recognise simple recurring literary language in stories and poetry
- Discuss and clarify the meanings of words, linking new meanings to known vocabulary
- Build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

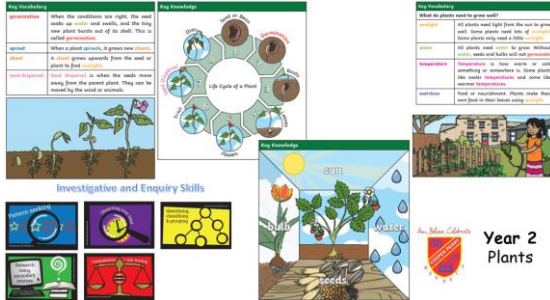
##### VIPERS reading scheme:

- Vocabulary
- Infer
- Predict
- Explain
- Retrieve
- Sequence

## Science

### Key Learning:

- Seeds and bulbs.
- Germination
- When to plant seeds and bulbs
- What plants need to grow



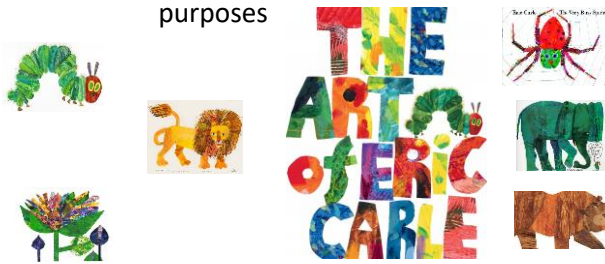
## Art

### Artist:

Eric Carl

### Skills to be developed:

- Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc.
- Arrange and glue materials
- Sort and group materials for different purposes



## RE

### Storytelling through sacred writing:

Why do people tell stories that have a meaning?  
 Why do faith communities value stories that have meaning for them?  
 What do these stories tell believers about important things in life?  
 What can stories tell you about important things in life?

**Christian text:** The parable of the lost coin

**Islamic Link:** sharing the Qur'an



### Computing Pictograms



- Counting and comparing
- Enter the data
- Creating pictograms
- What is an attribute?
- Comparing people
- Presenting information

### Computing



### Programming quizzes

- Scratch recap
- Outcomes
- Using a design
- Changing a design
- Designing and creating a program
- Evaluating
- Debugging

## PSHE

### Happy and healthy me:



- describe how their behaviour affects other people
- play and work co-operatively with others
- identify strategies to resolve simple arguments
- identify that there are different types of teasing and bullying and that they are unacceptable.
- explain how to resist teasing and bullying, if they experience or witness it.
- say who they could go to and how to get help
- describe how we might deal with changes in relationships

## Geography



### Life on a farm:

- I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.
- I can use basic geographical vocabulary to refer to:
  - key physical features, including: soil, valley, vegetation, season and weather
  - key human features, including: factory, farm, house, office, port
- I can analyse a source of information that describes the features of a location.
- I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
- I can 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.

## Music



### Our big concert

Put on a big concert! Present your choice of songs to create a performance. Remember to introduce the songs and tell your audience what you have learnt.

**Social Question:** How Does Music Teach Us About Looking After Our Planet?

## PE

### Swimming



## DT

### Structures

- measure materials
- describe some different characteristics of materials
- join materials in different ways
- use joining, rolling or folding to make it stronger
- use own ideas to try to make product strong
- explore making products more stable

