

Writing

Fantastic Mr Fox

Is it possible for the hunters to catch Mr Fox?

Non – Chronological report about flight

Do dreams come true

Is it possible to do what you set out to do?

Did all people with a dream to fly achieve it?

PE

Sports Day

Is it possible to win?

Can all people win?

Up, up and away

Is anything possible?

DT

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Wow day: Birdman of Bognor challenge to end topic.

To create wings that include levers, pullies and sliders and then take flight outside.

Summer 2

Maths

Finish: Mass, capacity and temperature

Length and height

- *Step 1 Measure in centimetres*
- *Step 2 Measure in metres*
- *Step 3 Compare lengths and heights*
- *Step 4 Order lengths and heights*
- *Step 5 Four operations with lengths and heights*

Position and direction

- *Step 1 Language of position*
- *Step 2 Describe movement*
- *Step 3 Describe turns*
- *Step 4 Describe movement and turns*
- *Step 5 Shape patterns with turns*

Writing

Fantastic Mr Fox

Poem

Character description

Story

Discussion

Writing based on our Topic: Up, up and away.

Non-Chronological report (Types of flight)

In our English lessons we will look over the year 2 objectives and recap any areas that need to be looked at again, whilst imbedding the things we have learnt through out the year in our writing.

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.

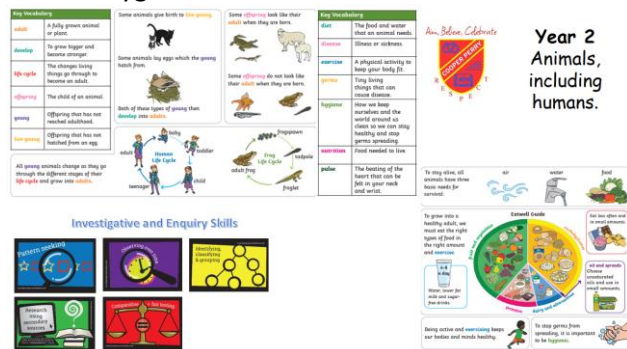
VIPERS reading scheme:

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

Science

Animals including humans:

- Life cycles
- Basic needs
- Diet
- Exercise
- Hygiene



Art

Artist:

Drawing linked to poetry - Wind – Shirley Hughes

- Experiment with different types of media: pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk
- Control the types of mark made with the different media.

RE

Storytelling through sacred writings

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

Robot Algorithms:

- Giving instructions
- Same but different
- Making predictions
- Mats and routes
- Algorithm and design
- Debugging

Computing

Programming quizzes

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

PSHE

Local area

- Positives and negatives of the local area
- Discussion
- Role in improving area

Money

- Sources of money
- Uses of money
- Keeping money safe
- Making choices



PE

Swimming



History

Up, Up and Away – the history of flight

I can identify and explore a range of sources to find out about the past.
 I can analyse a source to find out about an element of the past.
 I can question the past, suggesting ways to find answers to my question.
 I can use artefacts, online sources and databases to explain significant events of the past.
 I can prove or disprove a given hypothesis using 1 source.

I can describe the past, using key words and phrases to refer to chronology, including: before, after, past, present, then, older, newer.

I can sequence events, artefacts and photographs beyond living memory in chronological order.

I can describe the differences between then and now.
 I can reflect on how life has changed since a period studied to now.

I can identify and describe the different ways the past is represented.
 I can compare and contrast photographs of people or events and other sources to identify differences in the ways of life.
 I can argue that change over time was good or bad thing

Music

Exploring improvisation

How does music connect us to the environment?

