

# YEAR 2 - SUMMER 1



English		Maths	
<p><b>Fiction:</b> 'The Dark' - Lemony Snicket  <b>Non-fiction:</b> Explanation Texts  <b>Poetry:</b> 'Really Looking' (Poems based on close observation)</p>		<p><i>Following the Collins 'Busyant' scheme of work.</i></p>	
Science	Computing	History	
<p><b>Key Question/Theme:</b> <i>Plants</i></p>	<p><b>Key Question/Theme:</b> <i>Communication &amp; Collaboration 2Mail</i></p>	<p><b>Key Question/Theme:</b> <i>'I do like to be beside the seaside' (Changes in National Life)</i></p>	
<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Observing and describing how seeds and bulbs grow into mature plants.</li> <li>Finding out and describing how plants need water, light and a suitable temperature to grow and stay healthy.</li> <li>Performing simple tests.</li> <li>Gathering and recording data to help answer simple questions.</li> </ul>	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Using technology safely and respectfully.</li> <li>Knowing how to keep personal information private.</li> <li>Identifying where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li><u>Understanding diversity of societies</u> Interpreting picture sources of changes in seaside holidays over the centuries.</li> <li><u>Exploring the content</u> Exploring different historical terms - seaside, coast, holidays, changes, beach, sea etc.</li> <li><u>Researching</u> Researching about seaside holiday destinations now and in the past.</li> </ul>	
PSHE	RE		Art & Design
<p><b>Key Question/Theme:</b> <i>Relationships</i></p>	<p><b>Key Question/Theme:</b> <i>Stories</i></p>		<p><b>Key Question/Theme:</b> <i>L.S. Lowry</i></p>
<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li><b>Identity</b> (personal qualities, attitudes, skills, attributes and achievements and what influences these)</li> <li><b>Relationships</b> (including different types and in different settings)</li> <li><b>Risk</b> (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings)</li> <li><b>Diversity and equality</b> (in all its forms)</li> <li><b>Rights</b> (including the notion of universal human</li> </ul>	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Identifying how religion and belief is expressed in different ways.</li> <li>Identifying possible meanings for symbols and other forms of religious expression.</li> <li>Recognising similarities and differences in features of religions and beliefs.</li> <li>Asking questions about their own and others' feelings and experiences.</li> </ul>		<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Developing a wide range of art and design techniques in using colour, pattern, texture, and line.</li> <li>Knowing about the work of a range of artists, craft makers and designers.</li> <li>Being able to compare different works of art, practices and disciplines.</li> </ul>

<p>rights), responsibilities (including fairness and justice) and consent (in different contexts)</p> <ul style="list-style-type: none"> <li>• <b>A healthy</b> (including physically, emotionally and socially) <b>balanced lifestyle</b> (including within relationships, work-life, exercise and rest, spending and saving and diet)</li> <li>• <b>Power</b> (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)</li> </ul>		
<b>Music</b>	<b>French</b>	<b>PE</b>
<p><b><u>Key Question/Theme:</u></b> <i>Music Express Unit</i></p>	<p><b><u>Key Question/Theme:</u></b> <i>French (Specialist Teacher)</i></p>	<p><b><u>Key Question/Theme:</u></b> <i>Multi-Skills (Specialist Teacher)</i></p>
<p><b><u>Key Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Using their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>• Playing tuned and un-tuned instruments musically.</li> <li>• Listening with concentration and understanding to a range of high-quality live and recorded music.</li> <li>• Experimenting with, creating, selecting and combining sounds using the inter-related dimensions of music.</li> </ul>	<p><b><u>Key Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Listening attentively to spoken language.</li> <li>• Showing and understanding of French language by joining in and responding.</li> <li>• Exploring language through songs and rhymes.</li> </ul>	<p><b><u>Key Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Mastering 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</li> <li>• Participating in team games, developing simple tactics for attacking and defending</li> <li>• Performing dances using simple movement patterns.</li> </ul>