

Year group: 2 Term: Summer 2

Focus Subject: History

Key Vocabulary:

before, after, past, present, then, now, Royal Albert Bridge, Isambard Kingdom Brunel, Tamar,

BIG Question: Why was it important to link Cornwall to the rest of England?



Computing: As programmers, we will

This unit initially recaps on learning from the Year 1 Scratch Junior unit 'Programming B - Programming animations'. Learners begin to understand that sequences of commands have an outcome and make predictions based on their learning. They use and modify designs to create their own quiz questions in ScratchJr and realise these designs in ScratchJr using blocks of code. Finally, learners evaluate their work and make improvements to their programming projects.

Practise at Home:

- Timetables Rockstar's IXL
- Spelling Shed – weekly spellings
- Daily reading

Cultural Capital/Trips/Local Area and Opportunities for Outdoor Learning:

History – Trip to Saltash and the Tamar Bridge Museum for Mr Brunel Workshop

Relationships and Health Education:

Children will learn that:

- We are created individually by God
- God wants us to talk to Him often through the day and treat Him as our best friend
- God has created us, His children, to know, love and serve Him
- We are created as a unity of body, mind and spirit: who we are matters and what we do matters
- We can give thanks to God in different ways

As Musicians, we will:

In this unit, we ask 'How Does Music Teach Us About Looking After Our Planet?' as an entry point for the broad Social Theme of 'Music Is a Nature Lover and Guardian of the Earth'. This is relevant to learning topics such as nature, environment, animals, geography, biology, art, outdoor education, the Forest School, climate change, environmental

DT: As designers, we will:

Measure, mark out, cut and shape materials and components. Assemble, join and combine materials and components. Learn about the movement of simple mechanisms such as levers, sliders, wheels and axles. Use knowledge of existing products to help them come up with ideas. Develop and communicate ideas by talking and drawing what they like and dislike about products. Generate ideas by drawing on their own experiences. Select from a range of materials and components according to their characteristics. Plan by suggesting what to do next. Select from a range of tools and equipment, explaining their choices. Work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment. Talk about their design ideas and what they are making, make simple judgements about their products and ideas against design criteria and suggest how their products could be improved. Who products are for, where products might be used how products work, how products are used what materials products are made from. Generate ideas by drawing on their own experiences, state what products they are designing and making, describe what their products are for and say how they will make their products suitable for their intended users. Use finishing techniques, including those from art and design, select from a range of materials and components according to their characteristics. Use the correct technical vocabulary for the projects they are undertaking, make simple judgements about their products and ideas against design criteria and suggest how their products could be improved.

RE: as theologians, we will:

Knowledge and Understanding learning about:

- Recognise some religious stories
- Retell, in any form, a narrative that corresponds to the scripture source used
- Recognise that people act in a particular way because of their beliefs
- Describe some of the actions and choices of believers that arise because of their belief
- Recognise some religious signs and symbols used in worship
- Describe some religious symbols and the steps involved in religious actions and worship

Engagement and response learning from:

- Say what they wonder about
- Ask wondering questions
- Talk about their own feelings, experiences and the things that matter to them
- Ask and respond to questions about their own and others' feelings

Science: As scientists, we will:

Deciding the best material to build with based on waterproofness

Designing a waterproof wall Planning an experiment to test waterproofness

Building a wall and testing the waterproofness

Designing a strong wall

Planning an experiment to test ability to withstand strong wind

Building a wall and testing the strength

Learning about combining/mixing materials to make stronger material



PE: As athletes, we will:

master 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 ☑ participate in team games, developing simple tactics for attacking and defending

Maths: As mathematicians, we will

Unit 7 – Statistics

The unit shows children how data can be collected effectively and then represented in a number of different ways. The unit will require children to use a range of different skills such as calculating and problem solving

Unit 8 – Length and Weight

This unit makes use of simple standard units and scales; reading a simple scale accurately is an important skill which will be useful in a wide range of settings.

Unit 12 – Problem solving and efficient methods

This unit brings together many of the key ideas that have been taught in previous units. It provides further opportunities for children to become confident at using the bar model to represent problems of different types.

Unit 14 – Weight, volume and temperature

This unit focuses on children accurately measuring mass, volume, capacity and temperature. It is the first time that children have been introduced to the standard units for these measures, which provides the foundation for using measures in day-to-day life and for subsequent learning in Key Stage 2.

History: As historians, we will:

- to understand what it means to be famous, and that people can be famous for many different reasons
- to recount and sequence events in Brunel's life, gaining an insight into the character of a pioneer, dealing with adversity, failure and criticism.
- the comparative study of the life of significant individual who has contributed to our nation's achievements, incorporating simple vocabulary relating to the passing of time such as 'before', 'after', 'past', 'present', 'then' and 'now'
- the detailed study of one piece of enduring evidence of Brunel's impact on our lives through the structures that remain in use today, both in their own locality and on a national scale - Tamar Railway Bridge in Plymouth.

to investigate Brunel's involvement with The Great Exhibition as a showcase and celebration of Britain's past, present and future innovations.

English: As readers and writers, we will:

develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing poetry
- writing for different purposes - information books/instructions
- consider what they are going to write before beginning by:
- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear

Art: As artists, we will:

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

Half term overview							
St. Mary's Catholic Primary							
Term: Year 2 – Summer 2							
Focus: Geography Teacher: Lesley McNulty							
Dates	W/C 5 th June	W/C 12 th June	W/C 19 th June	W/C 26 th June	W/C 3 rd July	W/C 10 th July	W/C 17 th July
Gospel Value	Forgiveness	Courage	Humility	Justice	Kindness	Peace	Compassion
Events	5 th – Inset Day	Phonics screening test week 15 th – GP EHCP review LMcN – Wednesday Assembly	LMcN – leaving school at 3pm everyday Year 2 – Monday Assembly	Thursday – Whole School Mass	5 th – School Review	Wednesday - mass in church	Thursday – Whole School Mass
English	Literacy Shed - Pebble	Literacy Shed - Pebble	Recount Letter	Poetry	Instruction writing	Non-chronological report	Poetry
Spelling	Year 2 – lesson 25 Year 1 – lesson 25	Year 2 – lesson 26 Year 1 – lesson 26	Year 2 – lesson 27 Year 1 – lesson 27	Year 2 – lesson 28 Year 1 – lesson 28	Year 2 – lesson 29 Year 1 – lesson 29	Year 2 – lesson 30 Year 1 – lesson 30	
Grammar	Phonics screening test	Phonics screening test	Subordinate conjunctions	suffixes	prefixes	Expanded noun phrases	
Maths	Power Maths – Unit 7 (Statistics) <ul style="list-style-type: none"> Making Tally Charts Creating pictograms 1 Creating pictograms 2 	Power Maths – Unit 7 (Statistics) <ul style="list-style-type: none"> Interpreting Pictograms 1 Interpreting pictograms 2 Block Diagrams Solving word Problems End of unit assessment 	Power Maths – Unit 8 (Length and Height) <ul style="list-style-type: none"> Measuring in cm Measuring in m Comparing lengths Ordering lengths 	Power Maths – Unit 8 (Length and Height) <ul style="list-style-type: none"> Solving word problems – length End of unit assessment Power Maths – Unit 12 (Problem Solving and efficient methods) <ul style="list-style-type: none"> My way, your way Using number facts Using number facts and the equivalence 	Power Maths – Unit 12 (Problem Solving and efficient methods) <ul style="list-style-type: none"> Using a 100 square Getting started Missing numbers – Wednesday Mental addition and subtraction 1 	Power Maths – Unit 12 (Problem Solving and efficient methods) <ul style="list-style-type: none"> Mental addition and subtraction 2 Efficient subtraction Solving problems – addition and subtraction Solving problems – multiplication and division Solving problems – all four operations End of unit assessment 	Power Maths – Unit 14 (Weight, volume and temperature) <ul style="list-style-type: none"> Measuring mass in g Measuring mass in kg Measuring volume in ml Measuring volume in l Reading thermometer's
Science	Which materials are waterproof?	What material could I use to build a wall?	Is the wall I've built waterproof?	Which materials can withstand strong winds?	Will the wall I've built withstand strong winds?	What is a mixture?	

<p>RE</p>	<p>Reconciliation</p> <p>Lesson 5 – REVEAL - LEARNING FOCUS 4: Jesus teaches his disciples about forgiving (Matthew 18: 21-22.)</p> <p>Lesson 6 – REVEAL - LEARNING FOCUS 5: The Sacrament of Reconciliation.</p>	<p>Reconciliation</p> <p>Lesson 7 – REVEAL - LEARNING FOCUS 6: Sign of peace (John 15: 12)</p> <p>Lesson 8 – RESPOND - Nottingham question and planning class liturgy for Big Book</p>	<p>Islam</p> <p>Look</p> <p>LEARNING FOCUS: Quiet times</p> <p>Discover</p> <p>LEARNING FOCUS: Muslims pray at home.</p> <p>LEARNING FOCUS: The Muslim home</p> <p>Discover and Respect</p> <p>LEARNING FOCUS: The Muslim family.</p>	<p>Universal Church</p> <p>EXPLORE - LEARNING INTENTION: What we treasure.</p> <p>Lesson 2 – REVEAL - LEARNING FOCUS 1: God created the world – a treasure for us to share. (Genesis 1: 3, 9, 20, 24, 26)</p>	<p>Universal Church</p> <p>Lesson 3 – REVEAL - LEARNING FOCUS 2: God’s world is a precious treasure. (Psalm 19: 1-6)</p> <p>Lesson 4 – REVEAL - LEARNING FOCUS 3: To know that we are God’s treasure. (Luke 12: 27-28)</p>	<p>Universal Church</p> <p>Lesson 5 – REVEAL - LEARNING FOCUS 4: To appreciate and value God’s treasure – water. (Isaiah 41: 17-18)</p> <p>Lesson 6 – REVEAL - LEARNING FOCUS 5: Caring for God’s world – giving thanks and praise. (Psalm 147: 4-5, 8-9, 15-18)</p>	<p>Universal Church</p> <p>Lesson 7 – REVEAL - LEARNING FOCUS 6: Give glory to God for the treasures of his world.</p> <p>Lesson 8 – RESPOND - Nottingham question and planning class liturgy for Big Book</p>
<p>Art</p>	<p>How can I be inspired by rhythm and sound?</p>	<p>How can I use music as a stimulus to develop my mark making?</p>	<p>How can I be inspired by orchestras and instruments?</p>	<p>How can I invent my own instrument?</p>		<p>How can I reflect on my work?</p>	
<p>Music</p>		<p>Unit 6 – How Does Music Teach Us About Looking After Our Planet? Step 1 – The Sunshine song (part 1)</p>	<p>Unit 6 – How Does Music Teach Us About Looking After Our Planet? Step 2 – The Sunshine song (part 2)</p>	<p>Unit 6 – How Does Music Teach Us About Looking After Our Planet? Step 3 – Four white horses (part 1)</p>	<p>Unit 6 – How Does Music Teach Us About Looking After Our Planet? Step 4 – Four white horses (part 2)</p>	<p>Unit 6 – How Does Music Teach Us About Looking After Our Planet? Step 5 – Down my the bay</p>	<p>Unit 6 – How Does Music Teach Us About Looking After Our Planet? Step 6 – Assessment checkpoint</p>

DT		<p>To explore a range of sliders and levers.</p> <p>https://classroom.thenational.academy/lessons/to-explore-a-range-of-sliders-and-levers-69jkgc</p> <p>To explore and evaluate products with moving parts.</p> <p>https://classroom.thenational.academy/lessons/to-explore-and-evaluate-products-with-moving-parts-70tkjc</p>	<p>To investigate the properties of everyday materials.</p> <p>https://classroom.thenational.academy/lessons/to-investigate-the-properties-of-everyday-materials-74wpct</p>	<p>To explore a range of materials to help make design decisions.</p> <p>https://classroom.thenational.academy/lessons/to-explore-a-range-of-materials-to-help-make-design-decisions-64v30d</p> <p>To explore a range of users and purposes.</p> <p>https://classroom.thenational.academy/lessons/to-explore-a-range-of-users-and-purposes-cgu3gr</p>	<p>To investigate and evaluate cards that include a variety of mechanisms and moving parts.</p> <p>https://classroom.thenational.academy/lessons/to-investigate-and-evaluate-cards-that-include-a-variety-of-mechanisms-and-moving-parts-c9hk2d</p> <p>To generate design ideas for a congratulations card.</p> <p>https://classroom.thenational.academy/lessons/to-generate-design-ideas-for-a-congratulations-card-crvker</p>	<p>To use skills from art and design to decorate your congratulations card.</p> <p>https://classroom.thenational.academy/lessons/to-use-skills-from-art-and-design-to-decorate-your-congratulations-card-65k38c</p> <p>To apply a chosen mechanism to a celebration card.</p> <p>https://classroom.thenational.academy/lessons/to-apply-a-chosen-mechanism-to-a-celebration-card-65jkjt</p>	<p>To evaluate your congratulations card.</p> <p>https://classroom.thenational.academy/lessons/to-evaluate-your-congratulations-card-cctkad</p>
PE	<p>Thursday – Games 4 Session 1 Can you catch and throw a ball in different ways?</p>	<p>Monday – KS1 Athletics 2</p> <p>Session 1 - Running Can you choose the correct pace to enable you to keep moving for a longer period of time for long distance and run/jog on a curve with control and coordination?</p> <p>Thursday – Crick Session 2 Can you send and receive a ball in a game situation?</p>	<p>Monday – KS1 Athletics 2</p> <p>Session 2 – Throwing Can you improve the distance you can throw a range of implements for distance showing some technique?</p> <p>Thursday – Games 4 Session 3 Can you send, receive and intercept a ball in a game?</p>	<p>Monday – KS1 Athletics 2</p> <p>Session 3 – Running over hurdles Can you run at speed with control over hurdles?</p> <p>Thursday – Games 4 Session 4 Can you move a ball using your feet and with a hockey stick?</p>	<p>Monday – KS1 Athletics 2</p> <p>Session 4 - Jumping Can you increase the distance you can jump by improving your technique and can you link hopping jumping and leaping together?</p> <p>Thursday – Games 4 Session 5 Can you dribble a ball with control in a relay game?</p>	<p>Monday – KS1 Athletics 2</p> <p>Session 5 Athletics Competition Can you take part in a competition, sharing equipment and taking turns whilst demonstrating the athletic skills you have learnt over the last 4 weeks?</p> <p>Thursday – Games 4 Session 6 Can you send, receive and steer a ball towards a target in a game situation?</p>	<p>Monday – KS1 Athletics 2</p> <p>Session 6 Athletics Competition Can you assess/decide where you are in your learning?</p>

ICT		<p>To explain that a sequence of commands has a start</p> <ul style="list-style-type: none"> I can identify the start of a sequence I can identify that a program needs to be started I can show how to run my program <p>https://teachcomputing.org/curriculum/key-stage-1/programming-b-an-introduction-to-quizzes</p>	<p>To explain that a sequence of commands has an outcome</p> <ul style="list-style-type: none"> I can predict the outcome of a sequence of commands I can match two sequences with the same outcome I can change the outcome of a sequence of commands 	<p>To create a program using a given design</p> <ul style="list-style-type: none"> I can work out the actions of a sprite in an algorithm I can decide which blocks to use to meet the design I can build the sequences of blocks I need 	<p>To change a given design</p> <ul style="list-style-type: none"> I can choose backgrounds for the design I can choose characters for the design I can create a program based on the new design 	<p>To create a program using my own design</p> <ul style="list-style-type: none"> I can choose the images for my own design I can create an algorithm I can build sequences of blocks to match my design 	<p>To decide how my project can be improved</p> <ul style="list-style-type: none"> I can compare my project to my design I can improve my project by adding features I can debug my program
History	Who was Isambard Kingdom Brunel?	What impact did Brunel have on Cornwall?	What was significant about Brunel's Railways?	What was significant about Brunel's Bridges?	What was Brunel's life like?	How do we remember Brunel?	
PSHE/ RSE	Life to the Full – Key Stage 2 – Module 1 Unit 3 and Unit 4						
		<p>Unit 3</p> <p>Session 1: Feelings, Likes and Dislikes</p> <p>Session 2: Feeling Inside Out</p> <p>Session 3: Super Susie Gets Angry</p>	<p>Unit 4</p> <p>Session 1: The Cycle of Life</p>	<p>KS1, Module 3, Unit 1</p> <p>Session 1: Three In One</p>	<p>KS1, Module 3, Unit 1</p> <p>Session 2: Who is My Neighbour?</p>	<p>KS1, Module 3, Unit 2</p> <p>Session 1: The Communities We Live In</p>	