

## Computing

We will use the Purple Mash:

Unit 1.5 Maze Explorers, Unit 2.5 Effective Searching, Unit 1.6 Animated Stories and Unit 2.6 Creating Pictures

## Art

### Colour/Pattern/Painting/Drawing

We will look at the Artist David Shepherd and his drawings of animals. We will create animal pictures using different pencil techniques

We will use watercolours to imitate the style of Henri Rousseau's animal paintings and will add coloured papers to add pattern/leaves etc

## PE

Sporting Influence will be working with us again. We will be learning the rules and tactics of team games. We will learn how to attack and defend.

## RE

We will look at how we care for ourselves and others. We will enjoy stories from different religions and be able to identify how other religions care for each other.

## Music

We will sing lots of topic related songs.

We will play different untuned instruments and create our own 'musical piece'

## Maths

In maths we will continue to learn our 2, 5 and 10 times table. Using concrete resources we will be able to identify multiplication and division and use this to answer problems and reason about number.

We will recap addition and subtraction of two-digit numbers using concrete and pictorial representations and use this to reason and problem solve.

We will use a variety of different shaped containers to measure capacity and temperature in different parts of the school. We will use the skills already taught in data to show our results.

## Summer 2019 - Bugs and Habitats.

### Why are bugs important?

### Activities Year 2

## Literacy

We will be studying the following books and writing stories, newspaper reports, letters and diaries:  
The Very Hungry caterpillar, The Bad Tempered Ladybird, It's a Bug's Life, The Very Ugly Bug, Wild, Jungle Book, Madagascar and The Tiger Who Came to Tea.

## PSHCE

We will discuss how the choices we make will affect ourselves and others and we will look at why learning is important. We will identify our positive achievements during Year 2. Looking forward to Year 3 we will set ourselves some goals and think about the changes which will happen as we move up a year group.

## Science

In Science we will be looking at how we grow! And what we need to grow and be healthy. We will investigate the different stages of life and identify what humans and animals need to survive. We will also investigate how we survive through exercise and food so be prepared for lots of exercise!

After half term our topic will be Living Things in their Habitats and our investigation through Forest School will help us identify things which are living, dead or never been alive. We will also be creating different habitats for plants and animals to survive in.

## DT

Using our Literacy texts as a stimulus we will design and make different animals from junk modelling.

As part of our science topic Animals including humans - we will investigate how different foods can keep us alive. We will use the basic principles of a healthy and varied diet to prepare dishes and to understand where food comes from. We hope to share some of these dishes with you during our Reading Café!

## History

Linking to our science we will investigate the work of Charles Darwin and what important effect this had on the world.

## Geography

We will look at lots of maps and identify countries and capital cities.

In Forest School we will investigate the key human and physical features of our school grounds.

## Computing

- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school

## Art

- 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.

## PE

- to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility, and begin to apply these in a range of activities
- to participate and co-ordination in team games, developing simple tactics for attacking and defending.

## RE

- 1.4 How do we show we care?

## Music

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music

## PSHCE

- My Healthy Lifestyle
- Me and My Future
- Moving On

## Maths

### Measurement

Choose and use appropriate standard units to estimate and measure capacity (l/ml) and temperature (oC) to the nearest appropriate unit, using thermometers and measuring vessels.

Compare and order volume/capacity & record the results using >, < and =.

### Multiplication and Division

Recall and use multiplication and division facts for the 2, 5 and 10 times tables, Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the (x), (÷) and (=) sign.

Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.

Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.

### Addition and Subtraction

Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens, two two-digit numbers, adding three one-digit numbers recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

## Summer 2019 - Bugs and Habitats

### Why are bugs important?

## Literacy

Through writing to entertain and inform we will work on these specific skills.

- Understand and use **commas** for lists.
- Understand the need for **grammatical agreement**, matching verbs to nouns/pronouns. E.g. I am; the children are.
- Understand and use **apostrophes** for contracted forms.
- Read aloud with intonation and expression appropriate to the grammar and punctuation. (Sentences, speech marks, commas, exclamation marks).
- Understand the need for **grammatical agreement**, matching verbs to nouns/pronouns. E.g. I am; the children are. Understand and use **subordination** (when, if, that, because,) to nouns/pronouns. E.g. I am; the children are.

## Geography

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom
- Use aerial photographs and plan perspectives to recognise landmarks
- Simple fieldwork and observational skills of school and its grounds

## Science

### Scientific Enquiry

- asking simple questions and recognising that they can be answered in different ways
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.

### Animals including humans

Notice that animals, including humans, have offspring which grow into adults.

Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

### Living Things and their Habitats

Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.

## DT

Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. Technical knowledge - build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

## History

- Events beyond living memory
- Lives of significant individuals
- Significant historical events, people and places in our own locality