

YEAR 2 - SUMMER 2



English		Maths	
Fiction: 'Fantastic Mr Fox' - Roald Dahl Non-fiction: Recounts Poetry: Really Looking (Poems based on close observation)		<i>Following the Collins 'Busyant' scheme of work.</i>	
Science	Computing	Geography	
Key Question/Theme: <i>Plants (Summer 1 & 2)</i>	Key Question/Theme: <i>'I Can Debug!'</i>	Key Question/Theme: <i>Living at the Seaside - Pros and Cons</i>	
Key Skills: <ul style="list-style-type: none"> Observing and describing how seeds and bulbs grow into mature plants. Finding out and describing how plants need water, light and a suitable temperature to grow and stay healthy. Performing simple tests. Gathering and recording data to help answer simple questions. 	Key Skills: <ul style="list-style-type: none"> Giving a set of simple instructions to program (control) a device, like a 'floor' robot, or on-screen object. Producing an accurate set of simple instructions to control a floor 'robot' or on-screen object, using trial and error to refine (de-bug) and improve / make changes. Demonstrating logical 'trial and error' when using a computer simulation or game, and predicting the consequences of decisions/choices made. 	Key Skills: <ul style="list-style-type: none"> <u>Interpreting geographical sources</u> Interpreting a range of sources of geographical information, including maps, diagrams of UK; <u>Knowledge of global climates</u> Looking at the climate of different coastal resorts in the UK. <u>Predicting the weather</u> Weather Forecasting, <u>Seasonal and daily weather patterns</u> Looking closely at the weather patterns and climate of Brighton. <u>Location knowledge</u> Developing map skills by locating UK seaside towns and cities. 	
PSHE	RE		Design & Technology
Key Question/Theme: <i>Relationships</i>	Key Question/Theme: <i>Stories (Summer 1 & 2)</i>		Key Question/Theme: <i>Seaside Souvenirs</i>
Key Skills: <ul style="list-style-type: none"> Identity (personal qualities, attitudes, skills, attributes and achievements and what influences these) Relationships (including different types and in different settings) Risk (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) Diversity and equality (in all its forms) 	Key Skills: <ul style="list-style-type: none"> Identifying how religion and belief is expressed in different ways. Identifying possible meanings for symbols and other forms of religious expression. Recognising similarities and differences in features of religions and beliefs. Asking questions about their own and others' feelings and experiences. 		Key Skills: <ul style="list-style-type: none"> Designing purposeful, functional, appealing products based on design criteria. Exploring and using mechanisms Generating, developing, modelling and communicating ideas. Selecting appropriate materials. Evaluating ideas and products against design criteria.

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

Spiritual, Moral, Social and Cultural Development

Spiritual

- **Experiencing fascination, awe and wonder:**
Is shown by pupils' sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.
- **Exploring the values and beliefs of others:**
Is shown by pupils' beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values.
- **Understanding human feelings and emotions:**
Is shown by pupils' willingness to reflect on their experiences.
- **Using imagination and creativity in learning:**
Is shown by pupils' use of imagination and creativity in their learning.

Moral

- **Investigating moral values and ethical issues:**
Is shown by pupils' interest in investigating, and offering reasoned views about, moral and ethical issues.
- **Recognising right and wrong and applying it:**
Is shown by pupils' ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives.
- **Understanding the consequences of actions:**
Is shown by pupils' understanding of the consequences of their actions.

Social

- **Developing personal qualities and using social skills:**
Is shown by pupils' use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- **Participating, cooperating and resolving conflict:**
Is shown by pupils' willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively.
- **Understanding how communities and societies function:**
Is shown by pupils' interest in, and understanding of, the way communities and societies function at a variety of levels.

Cultural

- **Exploring, understanding and respecting diversity:**
Is shown by pupils' interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
- **Participating in and responding to cultural activities:**
Is shown by pupils' willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.
- **Understanding and appreciating personal influences:**
Is shown by pupils' understanding and appreciation of the wide range of cultural influences that have shaped their own heritage.