**As mathematicians we will:**

* Multiplication and Division of 2, 5 and 10
* Length
* Mass
* Money
* Fractions
* Time
* Problem solving- real life problems
* Application

At Bedford Drive Primary, children will be taught with a skills based approach in order to deepen their understanding and develop a mastery approach to their learning. There may be times where topics are used to engage the children, but we will also be looking at relevant and current events in order to get the best learning from our children.



**As writers we will:**

* Use expanded noun phrases to add description & specification.
* Write with correct and consistent use of capital letters and full stops.
* Write a sequence of sentences to form a short narrative.
* Speaking and listening.
* Write different kinds of sentence: statement, and question.
* Write using subordination (because) and co-ordination (and, but).
* Spell many common exception words
* Contractions- read and spell
* Possessive apostrophe
* Suffixes & prefixes
* Form lower case letters of the correct size relative to one another

& use some diagonal/horizontal strokes to join some letters

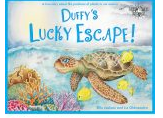
* Write for different purposes
* Composition- consider what he/she is going to write by planning or saying aloud.
* Make simple additions, revisions and corrections to his/her own writing

This will take place in our conservation project and our literacy counts units.

**Year 2**

**Summer Term Learning**

‘**It’s not too late to change the future of our planet.’ What can we do?**



**As scientists we will:**

Animals including humans / Living things and their habitats

**Plants**

* Observe and describe how seeds and bulbs grow into mature plants
* Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

**Animals**

* 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.
* Explore and compare the differences between things that are living, dead, and things that have never been alive.

**Living things**

* 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.
* Identify and name a variety of plants and animals in their habitats, including micro-habitats
* Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

**As computer whizzes we will:**

* Be able to give control devices instructions that contain numerical data. (e.g. move 2 steps etc.)
* Be able to predict the behaviour of a virtual or floor robot from a sequence of instructions.
* Be able to predict a sequence of instructions, record it by sequencing cards or using an agreed set of symbols, and test the sequence, amending if necessary
* Be able to program a bot to follow a pre-planned sequence by giving single commands with an immediate outcome.

**As readers we will:**

* Apply phonic knowledge to decode words.
* Read syllables
* Read common exception words and spell.
* Develop pleasure by recognising literary language in stories and poetry.
* Make inferences from texts

**As geographers we will:**

* Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map.
* Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
* Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment
* Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
* Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
* Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
* Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
* Name and locate the world's seven continents and five oceans
* Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

**As historians we will:**

* Ask and answer questions, using sources to show the he/she understands key features of events (why, what, who, how, where)
* Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented
* Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods e.g. George Mottershead etc…
* Speak about how he/she has found out about the past

**As designers we will:**

* Explore and use mechanisms (wheels and axels)
* Design purposeful, functional, appealing products for himself/herself and other users, based on design criteria.
* Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and where appropriate, use ICT.
* Choose appropriate tools, equipment, techniques and materials from a wide range.
* Safely measure, mark out, cut and shape materials and components using a range of tools.
* Evaluate and assess existing products and those that he/she has made, using a design specification.

**As sports people we will:**

* I can change rhythm, speed, level and direction.
* Can move safely and with confidence.
* Can know how to carry and place equipment.
* Can watch, copy and describe what others have done.

**In RE we will learn:**

* Understand that we all belong to groups/communities e.g. family, school, rainbows etc.
* Realises that most people like to belong to a group and can say what they enjoy being part of.
* Can recognize how our behavior helps us to fit in e.g. good things like kindness.
* Suggest ways they can be a better person to help those around them.
* Define what a good friend looks like.
* Knows of an organization that helps others e.g. Charles Thompson Mission, Wirral Foodbank.
* Understands how jealousy/favouritism can hurt everyone e.g. Prodigal son’s brother; the story of David and Jonathon.
* Reflect on fact that we can choose friends like us but are given families to belong to.
* Realise that being part of a religion gives people a sense of belonging.
* Can name some of Jesus’ special friends (disciples)
* Explain why Jesus was a good friend.
* Aware that Christian groups try to help others as Jesus did.
* Explain that special things/people are precious to those who love them and so we should treat be respectful of this.

**As musicians we will:**

* Perform as an ensemble using a variety of instruments and play different parts where appropriate.
* Perform as an ensemble using a variety of instruments and play different parts where appropriate.
* Play instruments using the correct techniques with respect.
* Practise, rehearse and present performances to audiences with a growing awareness of the people watching.
* Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions.
* Start to understand basic musical notation.
* Start to choose, organise and combine musical patterns.
* Experiment with, create, select and combine sounds using the inter-related dimensions of music.
* Begin to recognise and explore different musical styles.
* Develop an understanding of melody, the words and their importance in the music being listened to.

**As artists we will:**

* Make simple repeat patterns using a variety of lines
* Draw simple outlines of observed objects in the environment using different media
* Name primary colours and sort materials into groups
* Find colours in the environment
* Collect and arrange coloured papers and materials
* Handle, manipulate and explore materials, card, paper, clay and dough (sculpture)
* Know that different artistic works are made by craftspeople from different cultures and times (Jason Scarpace)

**To promote SMSC we will:**

* We will reflect and learn from our thoughts.
* We will respect ourselves and others.
* We will cooperate and work well as a team.
* We will develop by providing many opportunities to enjoy and be fascinated by the wonders of the world, both physical and human.