

Term: Summer 1

Year group: 2

Topic: Our Friends around the World



	Week 1	Week 2	Week 3	Week 4	Week 5
English	<p>Text driver 1 The Bear and the Piano</p> <p>English Grammar Objectives: 1. subordination (using if, when, that, or, because) and co-ordination (or, and, but) 2. commas to separate a list 3. sentences with different forms: statement, question, exclamation, command</p> <p>POEM: Teddy Bear skipping song</p>	<p>Text driver 1 The Bear and the Piano</p> <p>Outcome: write own newspaper article from the Bear's perspective</p> <p>Writing for different purposes, narratives, real events 2. Writing down ideas and/ or key words, including new vocabulary 3. proof- reading to check for errors in spelling, grammar and punctuation</p>	<p>Text driver 1 The Bear and the Piano</p> <p>Independent Write: Outcome: persuasive writing- persuade the bear to stay in the city or come home</p> <p>Writing for different purposes, narratives, real events 2. Writing down ideas and/ or key words, including new vocabulary 3. proof- reading to check for errors in spelling, grammar and punctuation</p>	<p>Text driver 2 The Bear and the Piano</p> <p>English Grammar Objectives: 1. subordination (using if, when, that, or, because) and co-ordination (or, and, but) 2. commas to separate a list 3. sentences with different forms: statement, question, exclamation,</p>	<p>Text driver 2 The Bear and the Piano</p> <p>Independent Write: Outcome: Write narrative from different character – audience Bear friends To entertain</p> <p>Writing for different purposes, narratives, real events 2. Writing down ideas and/ or key words, including new vocabulary 3. proof- reading to check for errors in spelling, grammar and punctuation</p>
spellings	<p>Phase 6 ie spelt ey</p> <p>Phase 7 Revise /ɜ/ spelt 's', segmentation and syllable clapping.</p>	<p>Phase 6 near homophones quiet and quite</p> <p>Adding '-es' to nouns and verbs ending in 'y'</p>	<p>Phase 6 r spelt wr</p> <p>The possessive apostrophe (singular nouns)</p>	<p>Phase 6 ing ed est er y endings to one syllable words</p> <p>The possessive apostrophe (singular nouns)</p>	<p>Half termly spelling test</p>
Maths	Revision of place value	Revision of place Value	Revision of all four operations	Revision of all four operations	Revision of all four operations

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Geography	Use aerial photographs and plans to recognise landmarks	Use aerial photographs and plans to recognise landmarks	Use simple field work and observational skills Messy maps Symbols for our school grounds	Devise a simple map Link to Tom Holland's video	Devise a simple map Link to Tom Holland's video
RE	Easter	Easter	Easter	Mary	Other Faiths
Science Longitudinal study	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	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	Pushes and Pulls Compare how things move on different surfaces	Pushes and Pulls Compare how things move on different surfaces	Which season is the best season to grow plants?



	humans of exercise, eating the right amounts of different types of food, and hygiene.	humans of exercise, eating the right amounts of different types of food, and hygiene.			
Computing	<p>We are photographers Taking better photos</p> <ul style="list-style-type: none"> • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. • Recognise common uses of information technology beyond school. • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the 	<p>We are photographers Taking better photos</p> <ul style="list-style-type: none"> • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. • Recognise common uses of information technology beyond school. • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the 	<p>We are photographers Taking better photos</p> <ul style="list-style-type: none"> • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. • Recognise common uses of information technology beyond school. • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	<p>We are photographers Taking better photos</p> <ul style="list-style-type: none"> • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. • Recognise common uses of information technology beyond school. • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact 	<p>We are photographers Taking better photos</p> <ul style="list-style-type: none"> • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. • Recognise common uses of information technology beyond school. • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact



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	internet or other online technologies.	internet or other online technologies.		on the internet or other online technologies.	on the internet or other online technologies.
PSHE	You can do it		Sam moves house	Haven't you grown	