

English

Text types:

- Newspaper reports
- Recounts

Composition

- Say first and then write to tell others about ideas.
- Write for a variety of purposes.
- Plan by talking about ideas and writing notes.
- Use some of the characteristic features of the type of writing used.
- Write, review and improve.
- Use well-chosen adjectives to add detail.
- Use names of people, places and things.
- Use well-chosen adjectives.
- Use nouns and pronouns for variety.
- Use adverbs for extra detail.
- Re-read writing to check it makes sense.
- Use the correct tenses.
- Organise writing in line with its purpose.
- Write about more than one idea.
- Group related information.
- Write so that other people can understand the meaning of sentences.
- Sequence sentences to form clear narratives.
- Convey ideas sentence by sentence.
- Join sentences with conjunctions and connectives.
- Vary the way sentences begin.

Transcription

- Write capital letters and digits of consistent size.
- Use spacing between words that reflects the size of the letters.
- Spell words containing 40+ learned phonemes.
- Spell common exception words (the, said, one, two and the days of the week).
- Name letters of the alphabet in order.
- Use letter names to describe spellings of words.
- Add prefixes and suffixes, learning the rule for adding s and es as a plural marker for nouns, and the third person singular marker for verbs (I drink - he drinks).
- Use the prefix un.
- Use suffixes where no change to the spelling of the root word is needed: **helping**, **helped**, **helper**, **eating**, **quicker**, **quickest**.
- Use spelling rules.
- Write simple sentences dictated by the teacher.
- Spell by segmenting words into phonemes and represent them with the correct graphemes.
- Learn some new ways to represent phonemes.
- Spell common exception words correctly.
- Spell contraction words correctly (can't, don't).
- Add suffixes to spell longer words (-ment, -ness, -ful and -less).
- Use the possessive apostrophe. (singular) (for example, the girl's book)
- Distinguish between homophones and near-homophones.

Summer 2 Curriculum Planning

Punctuate accurately

- Leave spaces between words.
 - Use the word 'and' to join words and sentences.
 - Begin to punctuate using a capital letter for the name of people, places, the days of the week and I.
 - Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms.
 - Use sentences with different forms: statement, question, exclamation and command.
 - Use extended noun phrases to describe and specify (e.g. the blue butterfly).
 - Use subordination (when, if, that or because).
 - Use coordination (or, and, but).
 - Use some features of standard written English.
 - Use the present and past tenses correctly, including the progressive form.
- Analysis and presentation
- Discuss writing with the teacher and other pupils.
 - Use and understand grammatical terminology in discussing writing:
 - verb, tense (past, present), adjective, noun, suffix, apostrophe, comma.
 - Read aloud writing clearly enough to be heard by peers and the teacher.
 - Read aloud writing with some intonation.

Reading – Understand text

- Discuss events.
- Predict events.
- Link reading to own experiences and other books.
- Join in with stories or poems.
- Check that reading makes sense and self-correct.
- Infer what characters are like from actions
- Ask and answer questions about texts.
- Discuss favourite words and phrases.
- Listen to and discuss a wide range of texts.
- Recognise and join in with (including role-play) recurring language.
- Explain and discuss understanding of text.
- Discuss the significance of the title and events.
- Make inferences on the basis of what is being said and done.

Science

Understand movement, forces and magnets

- Notice and describe how things move, using simple comparisons such as faster and slower.
- Compare how different things move.

Understand light and seeing

- Observe and name a variety of sources of light, including electric lights, flames and the Sun, explaining that we see things because light travels from them to our eyes

Investigate sound and hearing

- Observe and name a variety of sources of sound, noticing that we hear with our ears.

Understand the Earth's movement in space. This concept involves understanding what causes seasonal changes, day and night.

- Observe the apparent movement of the Sun during the day.

- Observe changes across the four seasons.

- Observe and describe weather associated with the seasons and how day length varies.

Maths

Compare, describe and solve practical problems for:

- mass/weight

- capacity and volume

- Measure and begin to record:

- mass/weight

- capacity and volume

- Use standard units to estimate and measure length/height (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.

- Compare and order lengths, mass, volume/capacity and record the results using >, < and =.

- Use place value and number facts to solve problems.

Year: 2 Topic: My World

Geography- Where is King's Lynn?

Investigate places

- Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).
- Identify the key features of a location in order to say whether it is a city, town, and village, coastal or rural area.
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.
- Use aerial images and plan perspectives to recognise landmarks and basic physical features.
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- Name and locate the world's continents and oceans.

Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.

Investigate patterns

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.
- 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.
- Identify land use around the school

History- How has King's Lynn changed overtime?

Investigate and interpret the past

- Observe or handle evidence to ask questions and find answers to questions about the past.
- Ask questions such as: What was it like for people? What happened? How long ago?
- Use artefacts, pictures, stories, online sources and databases to find out about the past.
- Identify some of the different ways the past has been represented.

Build an overview of world history

- Describe historical events.
- Describe significant people from the past.
- Recognise that there are reasons why people in the past acted as they did.

Understand chronology

- Place events and artefacts in order on a time line.
- Label time lines with words or phrases such as: past, present, older and newer.
- Recount changes that have occurred in their own lives.
- Use dates where appropriate.

Communicate historically

- Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.
- Show an understanding of the concept of nation and a nation's history.
- Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.

Art and design

Take inspiration from the greats

- Describe the work of notable artists, artisans and designers.
- Use some of the ideas of artists studied to create pieces.

Develop ideas

- Respond to ideas and starting points.
- Explore ideas and collect visual information.

- Explore different methods and materials as ideas develop.

Textiles

- Use weaving to create a pattern.
- Join materials using glue and/or a stitch.
- Use plaiting.
- Use dip dye techniques.

Print

- Use repeating or overlapping shapes.
- Mimic print from the environment (e.g. wallpapers).
- Use objects to create prints (e.g. fruit, vegetables or sponges).
- Press, roll, rub and stamp to make prints.

DT

Textiles

- Shape textiles using templates.
- Join textiles using running stitch.
- Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).

Computing

- Model designs using software.

Construction

- Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products

Design, make, evaluate and improve

Take inspiration from design throughout history

- Explore objects and designs to identify likes and dislikes of the designs.
- Suggest improvements to existing designs.
- Explore how products have been created.
- Design products that have a clear purpose and an intended user.
- Make products, refining the design as work progresses.
- Use software to design

Outside learning: School grounds

Computing

Connect.

- Participate in class social media accounts.

- Understand online risks and the age rules for sites.

Communicate

Use a range of applications and devices in order to communicate ideas, work and messages.

Collect

- Use simple databases to record information in areas across the curriculum

P.E.

Develop practical skills in order to participate, compete and lead a healthy lifestyle

Games

- Use the terms 'opponent' and 'team-mate'.
- Use rolling, hitting, running, jumping, catching and kicking skills in combination.
- Develop tactics.
- Lead others when appropriate.

Music

Perform

- Take part in singing, accurately following the melody.
- Follow instructions on how and when to sing or play an instrument.
- Make and control long and short sounds, using voice and instruments.
- Imitate changes in pitch.

Compose

- Create a sequence of long and short sounds.
- Clap rhythms.
- Create a mixture of different sounds (long and short, loud and quiet, high and low).
- Choose sounds to create an effect.
- Sequence sounds to create an overall effect.
- Create short, musical patterns.
- Create short, rhythmic phrases.

Transcribe

- Use symbols to represent a composition and use them to help with a performance.

Describe music

- Identify the beat of a tune.
- Recognise changes in timbre, dynamics and pitch.

R.E.

All religions – What questions do religious stories make us ask? Can we find any answers?

Concept: God; The life and teachings of Jesus; The Bible as a sacred text for Christians; Key vocabulary; The importance of worship gatherings; Make links between belief and behaviour

Concept: God, incarnation (God born on earth) and salvation; The life and teachings of Jesus; The Bible as a sacred text and its genres; The importance of celebrations; The local church, symbolism and artefacts as expressions of Christianity

Key philosophical vocabulary; Ways of reasoning; The Bible as a sacred text for Christians and its different genres; The life and teachings of Jesus; Make links between belief and behaviour

Symbolism and the centrality of the home in the Hindu tradition; Make links between belief and behaviour; Importance of gatherings for worship; Concept of Brahman and the Avatars;

The masjid (mosque), five pillars of Islam, symbolism and artefacts; Make links between belief and behaviour; The life and teachings of the Prophet Muhammed

RHSE

Families and people who care for me

Pupils can identify the ways in which people and families are unique, understanding there has never been and will never be another them.

Trips/ Guests

Trip to King's Lynn museum

Walk around local area

Vocabulary

Town

Observe

Artefact

Past

Present

Future

Recount

Decade

Century