

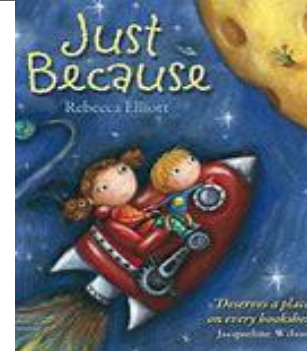
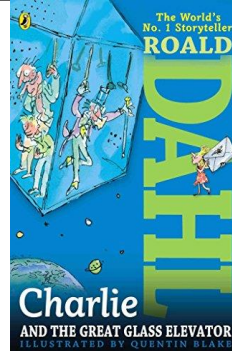
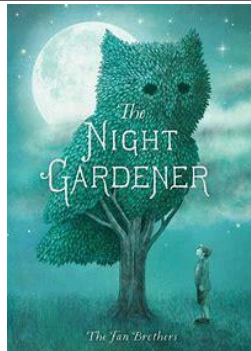
## YEAR 2 / SUMMER 1

### Events Beyond Living Memory

### Me and my village: A History of Alderley Edge.

ACADEMIC EXCELLENCE	LIFE LONG LEARNING	POSSIBILITIES and RISKS	SOCIAL INTELLIGENCE
<p>We know that only our best is good enough and we will be working hard to maximise our progress in all our learning— academic, social and emotional so that we can be the best we can be and make a positive difference to ourselves and others in our community.</p>	<p>We will be developing our learning skills to develop our readiness to learn, resilience, reflectiveness and resourcefulness to be the best learners we can be so that we are prepared for the challenges we will face.</p> <p>We will be learning from our mistakes and collaborating to have the skills to overcome any barriers.</p>	<p>We will explore what is possible to be achieved when we identify goals based on consideration of people as unique individuals, with their own passions and ideas.</p> <p>We will be challenging ourselves, extending our boundaries and developing our independence.</p>	<p>We will be learning how to appreciate and respect our differences and celebrate the richness of the diversity in our community and beyond, recognising all the benefits that this brings.</p>

#### KEY TEXTS





<b>ACADEMIC EXCELLENCE</b>	<p>Knowing our next steps on how to improve our work                  Complete feedback to a high standard                  Review progress against own targets                  Know that our best work is good enough                  Knowing that failure is 'OK' and a stepping stone to success                  Set own targets and work towards these</p>
<b>POSSIBILITIES AND RISKS</b>	<p>Challenging learning opportunities for children to be outside comfort zone                  Increase responsibilities for year 2 children – independently completing homework and handing in homework and letters, Independent reading</p> <p>Change Year 2 'Jobs' – classroom helpers, iPad and netbook monitors                  Read aloud a poem, from memory to peers</p>

<b>LEARNING TO LEARN</b>	<p>Review and develop understanding of 5Rs with particular focus on <b>Resourcefulness in Summer 1</b> –                  Knows that to do when they are stuck                  Uses resources around them to help before asking an adult                  Tries learning things in lots of different ways</p> <p>Continue to work towards Learning to Learn Awards</p>
<b>SOCIAL INTELLIGENCE</b>	<p>Assemblies – linked to school aims                  Taking part in after school clubs                  Adapting behaviours according to environments and audiences – home, school, school visits                  No Outsiders – 'An Inclusive Community Inspiring Life Long Learning', all different, all welcome with particular focus on understanding '<b>what makes someone feel proud</b>'.                  Revisit - Keeping mentally healthy – What to do if we have a worry</p>



<b>ENGLISH</b>	<b>READING</b>	<p>Check the text makes sense and correct any inaccurate reading.</p> <p>Continue to apply phonic knowledge and skills as the route to decode</p> <p>Read accurately by blending sounds in words and recognising alternative sounds for graphemes</p> <p>Read accurately words of 2 or more syllables</p> <p>Expressing views about text at a level beyond that at which they can read</p> <p>Ask and answer questions, make predictions, begin to make inferences</p> <p>Checking the text makes sense.</p> <p>Discuss and express views about fiction, non-fiction &amp; poetry</p>
	<b>WRITING</b>	<p>Use a range of punctuation including apostrophes for possession</p> <p>Use subordination (When, if, that, because) and co-ordination (and, or, but)</p> <p>Continue to form adjectives using – ful, - less use the suffix - ly to change adjectives into adverbs</p> <p>Form lower case letters of the correct size relative to one another</p> <p>Develop stamina for writing/verbs, nouns, adjectives and adverbs</p> <p>Planning – Say or record in writing or pictorially ideas for writing</p> <p>Make simple additions, revisions and corrections to own writing</p> <p>Use expanded noun phrases for description and specification</p> <p>Use different sentences - statement, question and command</p>
	<b>SPELLING / PHONICS</b>	<p>Segmenting spoken words into phonemes representing these by graphemes, spelling many correctly</p> <p>Learning new ways of spelling phonemes</p> <p>Learning to spell common exception words</p> <p>Learning common suffixes and prefixes</p> <p>Use of apostrophes for possession and omission</p>
	<b>SPOKEN LANGUAGE</b>	<p>Read aloud with attention to punctuation and intonation</p> <p>Articulate &amp; Justify answers</p> <p>Initiate &amp; respond to comments</p> <p>Use spoken language to develop understanding</p> <p>Orally rehearse sentence by sentence what to write</p>

<b>MATHS</b>	<p><u>Fractions:</u></p> <ul style="list-style-type: none"> <li>Find fractions of whole numbers/quantities Make equal parts, focusing on making halves, quarters and thirds.</li> <li>Name fractions of the same denominations.</li> <li>Comparing and order fractions and counting wholes and parts.</li> <li>Count in halves, quarters and thirds.</li> <li>Finding parts of a set and part of a quantity.</li> </ul> <p><u>Time:</u></p> <ul style="list-style-type: none"> <li>Recognise the time in 5 minute intervals.</li> <li>Tell time, sequence it and manipulate an analogue clock.</li> <li>Find the duration of time, the end of a length of time, the beginning of a length of time and finally, compare lengths of time.</li> </ul>
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<b>SCIENCE</b>	<p><b><u>Working Scientifically</u></b>  <b>Using observations and gathering evidence to suggest answers to questions.</b>                  Asking simple questions and recognising that they can be answered in different                  Observe closely using simple equipment                  Perform simple test                  Record and communicate findings                  Identify and classify                  Gather and record data to help answer questions                  Use observations to suggest answers to questions  <b><u>Subject Knowledge – Biology - The Apprentice Gardener</u></b>                  Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Observe and describe how seeds and bulbs grow into mature plants.  <b><u>Growing Up</u></b>                  Notice that animals including babies grow into adults</p>
<b>HISTORY</b>	<p><b><u>Events Beyond Living Memory that are Significant Nationally or Globally – Communicate Historically :Me and my village – A History of Alderley Edge.</u></b>                  Use words &amp; phrases such as long time ago, recently, years decades and centuries to show the passing of time                  Know where people and events they study fit within a chronological framework                  Know ways the past has been represented.                  Know some of the similarities and differences between their lives and those of adults around them.                  We will recognise that people wore different clothes, travelled in different ways, played with different toys, went on different holidays and that school was very different too.                  We will be able to make distinctions between aspects of our own lives and those of past times.                  We will be use sources to ask and answer questions about the past.                  We will identify similarities and differences across periods.</p>

<b>COMPUTING</b>	<p>To understand the terminology associated with searching.                  • To gain a better understanding of searching on the Internet.                  • To create a leaflet to help someone search for information on the Internet.                  • To learn the functions of the 2Paint a Picture tool.                  • To learn about and recreate the Impressionist style of art</p>
<b>GEOGRAPHY</b>	<p>History Focus</p>



<b>MFL</b>	N/A
<b>ART AND DESIGN</b>	<p><b>Drawing Objectives: Artist Katernaya Bilokur (UKR)</b> Observing: real fruit and vegetables, artists still life representations When observing looking for different qualities, shape, colour Notice what can be seen and what is obscured Make choices about shape and position to represent what can be seen Layer colour and experiment with hatching</p> <p><b>Painting Objectives: Artist Guisepe Arcimbolo (ITL)</b> Begin to mix secondary colours to further understand use of colour wheel Consider consistency when applying paint</p>
<b>MUSIC</b>	<p>Explore the variety of articulation within music (staccato and legato) Learn to recognise how articulation can be used to create different moods and effects. Start to represent sounds with symbols (music notation). Develop their use of movement (energy, space and style) to interpret a variety of musical examples</p>
<b>PSHE</b>	<p>Families and Care – Growing and Changing</p> <p>To extend the concept of growing and changing – birth to adult</p> <p>Male and female growing and changing</p>

<b>PHYSICAL EDUCATION</b>	<p><b>Athletics &amp; movement &amp; agility</b> Continue to develop jumping skills – side to side, both feet together, one foot to the other foot Continue to develop running skills and begin to demonstrate different running speeds Be able to sprint for 60m Continue to develop fundamental movement skills – walking, running, jumping, hopping, leaping &amp; skipping Negotiate space safely and creatively Continue to develop fine and gross motor skills Continue to improve their agility, balance, coordination, speed and fitness</p>
<b>DESIGN TECHNOLOGY</b>	Art focus
<b>RELIGIOUS EDUCATION</b>	<p><b>How do people choose what is right and wrong?</b> To raise and suggest answers to relevant questions in response to enquiries into religious/non-religious viewpoints. To begin to talk thoughtfully with respect to a range of spiritual questions i.e. How do people decide what is right and wrong?</p>
<b>ENRICHMENT</b>	<p><b>Residential – Delamere Forest</b> <b>Class Drama</b> – Act out a range of emotions in a safe and secure environment <b>PFC Multisport</b> <b>No Outsiders</b> – What makes someone feel proud?</p>