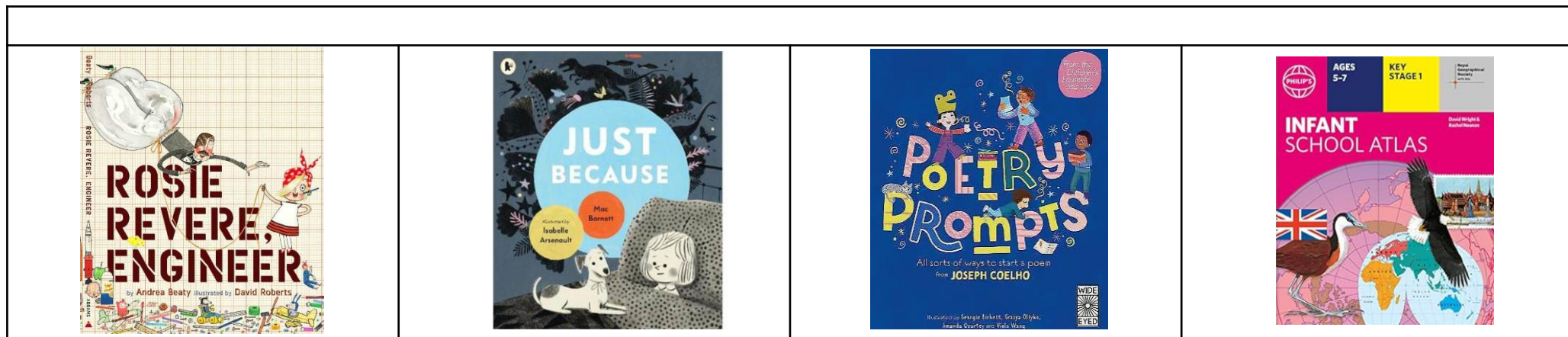




## YEAR 2 / SUMMER 2

### How Is Beijing in China Similar or Different to Alderley Edge in the UK?

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>





<b>ACADEMIC EXCELLENCE</b>	<ul style="list-style-type: none"> <li>✓ Knowing our next steps on how to improve our work</li> <li>✓ Complete feedback to a high standard</li> <li>✓ Review progress against own targets</li> <li>✓ Know that our best work is good enough</li> <li>✓ Knowing that failure is 'OK' and a stepping stone to success</li> <li>✓ Set own targets and work towards these</li> </ul>
<b>POSSIBILITIES AND RISKS</b>	<ul style="list-style-type: none"> <li>✓ Challenging learning opportunities for children to be outside comfort zone</li> <li>✓ Increase responsibilities for year 2 children – independently completing homework and handing in homework and letters, Independent reading</li> <li>✓ Read aloud words from our Year 2 production to our peers and adults.</li> </ul>

<b>LEARNING TO LEARN</b>	<ul style="list-style-type: none"> <li>✓ Review and develop understanding of 5Rs with particular focus on <b>Reflectiveness in Summer 2</b> –</li> <li>✓ Thinks about their work</li> <li>✓ Uses what they have learnt before to help them</li> <li>✓ Learns from their mistakes</li> <li>✓ Looks for ways to improve their work</li> <li>✓ Continue to work towards Learning to Learn Awards</li> </ul>
<b>SOCIAL INTELLIGENCE</b>	<ul style="list-style-type: none"> <li>✓ Assemblies – linked to school aims</li> <li>✓ Taking part in after school clubs</li> <li>✓ Adapting behaviours according to environments and audiences – home, school, school visits</li> <li>✓ Summer production</li> <li>✓ Sports week – team work and what it means to be a team player.</li> <li>✓ 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>' and '<b>being able to work with everyone in my class</b>'.</li> <li>✓ Revisit - Keeping mentally healthy – What to do if we have a worry</li> </ul>



<b>ENGLISH</b>	<b>READING</b>	<ul style="list-style-type: none"> <li>• Check the text makes sense and correct any inaccurate reading.</li> <li>• Continue to apply phonic knowledge and skills as the route to decode</li> <li>• Read accurately by blending sounds in words and recognising alternative sounds for graphemes</li> <li>• Read accurately words of 2 or more syllables</li> <li>• Expressing views about text at a level beyond that at which they can read</li> <li>• Ask and answer questions, make predictions, begin to make inferences</li> <li>• Checking the text makes sense.</li> <li>• Discuss and express views about fiction, non- fiction &amp; poetry</li> </ul>	<b>MATHS</b>	<ul style="list-style-type: none"> <li>• Continue to recall and use addition facts to 20 fluently, and derive and use related facts up to 100.</li> <li>• Count in 2s, 5s, &amp; 10s</li> <li>• 2 D &amp; 3D Shape</li> <li>• Volume</li> <li>• Solve word problems</li> <li>• Review Addition and Subtraction – Using column methods</li> <li>• Review Division and Multiplication</li> </ul>
	<b>WRITING</b>	<ul style="list-style-type: none"> <li>• Continue to use familiar and start to use new punctuation including capital letters, full stops, question and exclamation marks, commas in a list and apostrophes.</li> <li>• Use subordination (When, if, that, because) and co-ordination (and, or, but)</li> <li>• Form lower case letters of the correct size relative to one another</li> <li>• Develop stamina for writing/verbs, nouns, adjectives and adverbs</li> <li>• Planning – Say or record in writing or pictorially ideas for writing</li> <li>• Develop new vocabulary.</li> <li>• Make simple additions, revisions and corrections to own writing</li> <li>• Edit and improve writing after proof reading</li> </ul>		
	<b>SPELLING / PHONICS</b>	<ul style="list-style-type: none"> <li>• Segmenting spoken words into phonemes representing these by graphemes, spelling many correctly</li> <li>• Learning new ways of spelling phonemes</li> <li>• Learning to spell common exception words</li> <li>• Learning common suffixes and prefixes</li> <li>• Use of apostrophes for possession and omission</li> </ul>		
	<b>SPOKEN LANGUAGE</b>	<ul style="list-style-type: none"> <li>• Read aloud with attention to punctuation and intonation</li> <li>• Articulate &amp; Justify answers</li> <li>• Initiate &amp; respond to comments</li> <li>• Use spoken language to develop understanding</li> <li>• Orally rehearse sentence by sentence what to write</li> </ul>		



<b>SCIENCE</b>	<p><b><u>Working Scientifically</u></b></p> <ul style="list-style-type: none"> <li>• <b>Using observations and gathering evidence to suggest answers to questions.</b></li> <li>• Asking simple questions and recognising that they can be answered in different</li> <li>• Observe closely using simple equipment</li> <li>• Perform simple test</li> <li>• Record and communicate findings</li> <li>• Identify and classify</li> <li>• Gather and record data to help answer questions</li> <li>• Use observations to suggest answers to questions</li> </ul> <p><b><u>Plants, bulbs and seeds</u></b></p> <ul style="list-style-type: none"> <li>• Find out and describe how plant seeds water, light and a suitable temperature to grow and stay healthy.</li> <li>• Observe and describe how seeds and bulbs grow into mature plants.</li> </ul> <p><b><u>Growing up</u></b></p> <ul style="list-style-type: none"> <li>• Notice that animals, including humans, have offspring which grow into adults.</li> </ul>
<b>HISTORY</b>	<p>Geography Focus for Summer 2</p>

<b>COMPUTING</b>	<ul style="list-style-type: none"> <li>• To explore 2Paint A Picture.</li> <li>• To look at the work of Impressionist artists and recreate them using the Impressionism template.</li> <li>• To look at the work of pointillist artists such as Seurat. • To recreate pointillist art using the Pointillism template.</li> <li>• To look at the work of Piet Mondrian and recreate it using the Lines template.</li> <li>• To look at the work of William Morris and recreate it using the Patterns template.</li> <li>• To look at some surrealist art and create your own using the eCollage function in 2Paint A Picture.</li> </ul>
<b>GEOGRAPHY</b>	<p><b><u>Comparing the UK to a non-European area</u></b></p> <p><b><u>Learning about the Human Geographical Features of China –</u></b></p> <ul style="list-style-type: none"> <li>• Where people live, buildings, parks, museums, train stations, airports, tourist, landmarks, population, languages and comparing to the UK</li> </ul> <p><b><u>Learning about the Physical Geographical Features of China -</u></b></p> <ul style="list-style-type: none"> <li>• Rivers, mountains, climate and comparing to the UK</li> </ul>



<b>DESIGN TECHNOLOGY</b>	<p><b>Mechanisms</b></p> <ul style="list-style-type: none"> <li>state what products they are designing and making</li> <li>say whether their products are for themselves or other users</li> <li>describe what their products are for</li> <li>use simple design criteria to help develop their ideas</li> <li>generate ideas by drawing on their own experiences</li> <li>use knowledge of existing products to help come up with ideas</li> <li>develop and communicate ideas by talking and drawing</li> </ul> <ul style="list-style-type: none"> <li>plan by suggesting what to do next</li> <li>select from a range of tools and equipment, explaining their choices</li> <li>select from a range of materials according to their characteristics</li> <li>assemble, join and combine materials</li> </ul>	<b>PHYSICAL EDUCATION</b>	<ul style="list-style-type: none"> <li>Develop coordination and control to perform sprinting techniques when running within lanes on a track</li> <li>To develop running over distance for extended periods of time</li> <li>To participate in team and shuttle relays using various means of travelling</li> <li>To develop a simple technique using the opposite hands to pass and receive a beanbag during a relay</li> <li>Be able to select a technique of throwing according to the weight of an object and applying the relevant force</li> <li>Develop the throwing techniques for a range of objects having an awareness of distance and height</li> <li>To practise and develop new and existing skills in a variety of physical activities during Sports week, including Sports Day</li> </ul>	
			<b>ART AND DESIGN</b>	
	<b>MUSIC</b>		<ul style="list-style-type: none"> <li>Learn a range of songs in a variety of styles, from memory</li> <li>Develop good vocal technique</li> <li>Perform with expression and an awareness of telling a story</li> </ul>	<b>RELIGIOUS EDUCATION</b>
<b>PSHE</b>	<ul style="list-style-type: none"> <li>Basic first aid- telling an adult following an accident.</li> <li>To discuss any worries or concerns with a particular focus on transition to Year 3.</li> <li>No Outsiders – lesson 5</li> <li>Growing and changing</li> </ul>	<b>ENRICHMENT</b>	<ul style="list-style-type: none"> <li><b>Sports Week and Sports Day</b> – To try different sports</li> <li><b>Class Drama</b> – School production</li> <li><b>PFC Multisport</b></li> <li><b>No Outsiders</b> – What makes someone feel proud? Working with everyone in my class</li> <li><b>Bales Race at School</b></li> <li><b>KS1 Performance – Minibeast Madness</b></li> </ul>	