



CLASS HALF TERM OVERVIEW OF PLANNING

Year 2 - Sycamore Class

Summer 1

	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6
RE 1:4 – What is the Good News Christians believe Jesus brings?	<p>Give a clear, simple account of what Bible texts mean to Christians.</p> <p>Come up with a list of 12 people (or professions) to change the world: who would they choose and why? The New Testament describes the 12 people Jesus chose – they were not necessarily the kinds of people pupils might expect. Read, dramatise and illustrate the following story about one of Jesus’ ‘world-changers’, Matthew the tax collector (Matthew 9:9–13). Tax collectors were reviled by the Jewish people because they worked for the occupying Roman forces. Explore how and why Matthew’s life was changed by his encounter with Jesus, ‘friend of the friendless’.</p>	<p>Tell stories from the Bible and recognise a link with the concept of ‘Gospel’ or ‘good news’.</p> <p>Forgiveness: Luke 6:37–38. Jesus teaches his followers that God forgives them, but they need to forgive others too. Talk about who needs forgiveness and how people might feel if they are forgiven. Pupils can talk about real life examples if appropriate. Talk about why forgiveness from God is ‘good news’ for Christians and why forgiveness from people is important for all of us. What happens if someone does not forgive, compared with if they do?</p>	<p>Recognise that Jesus gives instructions to people about how to behave.</p> <p>Ask pupils to investigate a church building and find out how it helps Christians remember the ways in which Jesus’ life and teaching offers them ‘good news’: where can Christians find friendship, peace and forgiveness in this place? E.g. how is prayer encouraged? (E.g. candles.); does it feel peaceful? Are there groups who promote friendship in this church? What makes some places sacred to believers?</p>	<p>Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless</p> <p>Peace: In John 14:27 Jesus promises his followers peace. Talk about things that stop us having peace (e.g. worry, illness, conflict, fear). Talk about and try out some ways in which people get peace (music, laughter, being quiet, exercise, saying sorry and being forgiven, a hug). How do Christians receive peace from Jesus? If they believe Jesus loves them and forgives them, how does that bring them peace? How is that ‘good news’ for Christians?</p>	<p>Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession)</p> <p>Explore some ways in which Christians try to bring Jesus’ ‘good news’ to others. For example, just like Jesus was ‘friend to the friendless’, Christians try to help people in need, e.g. local food bank; working with homeless people – look at Trinity Church, Cheltenham (trinitycheltenham.com) or St George’s Crypt, Leeds (www.stgeorgescrypt.org.uk/charity).</p>	<p>Think, talk and ask questions about whether Jesus’ ‘good news’ is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.</p> <p><i>Windows, Mirrors, Doors.</i></p>
PSHE Being My Best – Personal Hygiene	<p>You can do it!</p> <p>Explain the stages of the learning line showing an understanding of the learning process. Help themselves and others develop a</p>	<p>My day</p> <p>Understand and give examples of things they can choose themselves and things that others choose for them. Explain things that they like and dislike, and</p>	<p>Harold’s Postcard- Helping us to keep clean and healthy.</p> <p>Explain how germs can be spread. Describe simple hygiene routines</p>	<p>Harold’s Bathroom</p> <p>Explain the importance of good dental hygiene.</p>	<p>What does my body do?</p> <p>Name major internal body parts (heart, blood, lungs, stomach, small and large</p>	<p>Basic First Aid</p> <p>Physical Health and Mental Wellbeing (Health Education) Basic first-aid1. How to make a clear and efficient call</p>



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	positive attitude that support their wellbeing. Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.	understand that they have choices about these things. Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.	such as hand washing. Understand that vaccinations can help to prevent certain illnesses.	Describe simple dental hygiene routines.	intestines, brain). Describe how food, water and air get into the body and blood.	to emergency services if necessary. Physical Health and Mental Wellbeing (Health Education) Basic first-aid ² . Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Maths	<p>Fractions</p> <p>Introduce parts and whole Equal and unequal parts</p> <p>Recognise half Find half</p> <p>Recognise quarter Find quarter</p> <p>Arithmetic Paper Q's</p> <p>Individual no.bonds and times tables</p>	<p>Fractions</p> <p>Find quarter</p> <p>Recognise third Find third Find a whole</p> <p>Unit fraction</p> <p>Non unit fractions</p> <p>Equivalence</p> <p>LCP Investigation</p> <p>Individual no.bonds and times tables</p>	<p>Fractions</p> <p>Non unit fractions</p> <p>Equivalence</p> <p>Recognise three quarters Find three quarters</p> <p>Count in fractions up to a whole</p> <p>Fractions Assessment NCETM</p> <p>Individual no.bonds and times tables</p>	<p>Time</p> <p>O'clock Half past Quarter past Quarter to</p> <p>Arithmetic Paper Q's</p> <p>Individual no.bonds and times tables</p>	<p>Time</p> <p>Tell time past the hour Tell time to the hour Tell time to 5 minutes</p> <p>Arithmetic Paper Q's</p> <p>Minutes in hour Hours in days</p> <p>Individual no.bonds and times tables</p>	<p>Time</p> <p>Minutes in hour Hours in days</p> <p>Arithmetic Paper Q's</p> <p>Individual no.bonds and times tables</p>
No Nonsense number	Block 5: Week 1: Addition and subtraction with 2 and 20	Week 2: Addition and subtraction with ones and tens	Week 3: Addition and subtraction with 3 and 30	Week 4: Addition and subtraction with ones and tens	Week 5: Addition and subtraction with pairs of 2 digit nos.	Week 6: Addition and subtraction with pairs of 2 digit nos.
English	Genre: Fiction Text: Dragon Machine	Genre: Fiction Text: Dragon Machine	Genre: Fiction Text: Dragon Machine	Genre: Non- Fiction Text: Electric Ears	Genre: Non- Fiction Text: Electric Ears	Genre: Non -Fiction Text: Electric Ears
Genre: Fiction Text: Dragon Machine	Imitate: Text immersion: Read and learn the text together. Explore the vocabulary and add to the tiered pyramid. Explore the	Innovate: Explore expanded noun phrases and varying sentence structure in the text. Children to experiment with noun phrases to describe and	Invent: Children write a story based on 'The Dragon Machine' with an alternative character and plot.	Imitate: Text immersion: Read and learn the text together. Explore the vocabulary and add to the tiered pyramid. Explore the	Innovate: Children edit the poem adding their own ideas. Use apostrophes for contracted forms and the possessive	Invent: Children write their own alphabetised poem. Include: Sentences with different forms: statement, command.
Genre: Non-Fiction						



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<p>Text: Electric Ears</p>	<p>text features.</p> <p>Use apostrophes for contracted forms and the possessive (singular).</p> <p>Big Write: <i>Wild About Lymestone-Nature and Well-Being Event</i> <i>How does connecting with nature help us in our lives – healthy, joy, well being.</i></p> <p>Poem, story or recount.</p>	<p>specify. Use a wider range of conjunctions, including when, if because, although Using conjunctions, adverbs (then, next, soon, therefore).</p> <p>Big Write: Invent a machine- draw and label parts, write a description of function and purpose.</p>	<p>Include: Adverbials, tiered vocabulary and complex sentences. Full stops, capital letters, exclamation marks, question marks. Use commas to separate items in a list. Subordination (when, if, that, because) and coordination (or, and, but).</p>	<p>text layout and features.</p> <p>Big Write: Picture prompt of imaginary creature, write a description.</p>	<p>(singular). Use commas to separate items in a list.</p> <p>Big Write: Write a set of instructions of their own choice eg. tying shoelaces, swimming strokes, playing a game, making a set model, making a craft etc.</p>	<p>Noun phrases to describe and specify. Subordination (when, if, that, because). Full stops, capital letters, exclamation marks, question marks.</p>
<p>Spelling</p> <p>LW Y2 Spelling Programme Summer 1 Unit 8 and 9</p>	<p>Revise homophones- Night/knight One/won Where/wear Too/to/two See/sea Our/hour One/won CEW Assessments Reading and Spelling</p>	<p>Revise: Swap y for- ies Why does 'c' make the sound for 's' in some words. Prickly words- beautiful laugh Homophones- here/hear</p>	<p>How can I spell the sound 'zh'?</p> <p>Prickly words- busy pretty</p> <p>Homophones- be/bee</p>	<p>Suffixes: -ment, -ness, -ful, -less, -ly. Prickly words- parents because Homophones- bear/bare</p>	<p>How can I show missing letters in a word?</p> <p>Homophones- there/their/they're</p>	<p>Assessments</p>
<p>Grammar</p> <p>Appendix 1 and 2</p>	<p>Use apostrophes for contracted forms and the possessive (singular).</p>	<p>Use a wider range of conjunctions, including when, if because, although. Using adverbs (then, next, soon, therefore).</p>	<p>Full stops, capital letters, exclamation marks, question marks. Use commas to separate items in a list.</p>	<p>Use apostrophes for contracted forms and the possessive (singular).</p>	<p>Use commas to separate items in a list. Using adverbs (then, next, soon, therefore).</p>	<p>Subordination (when, if, that, because). Full stops, capital letters, exclamation marks, question marks</p>
<p>Science Plants</p>	<p>How do seeds and bulbs grow into healthy plants?</p>	<p>Which plants can we eat?</p>	<p>Are all seeds the same?</p>	<p>What do plants need?</p>	<p>Where will they grow?</p>	<p>How do plants grow and change?</p>
<p>Nature School</p>	<p>Look for signs of new life in nature school-</p>	<p>Plant a sunflower each in nature school.</p>	<p>Scavenger Hunt on Candy's Field.</p>	<p>Shadows – take toy animals to nature</p>	<p>Weaving – take wool to nature school and</p>	<p>Fruit picnic- invite children to bring in</p>



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	buds, blossom, new leaves, shoots, birds' nests. Mark Making in mud, sand, with loose parts.	Flower Art – Create Mandalas using petals and leaves.	Look at feathers – draw, paint, decorate with details. Note sunflower growth. Measure.	school, stand them in the sun, note shadows they make, how is the shadow being made? Draw around shadows on paper.	create weavings to hang in trees. Note sunflower growth. Measure.	fruits to enjoy outdoors with friends. Note sunflower growth. Measure.
PE Leap into Life	Movement Concepts Progression 5 To use obstacle courses with changes in height, direction and activity.	Aesthetic Movement Progression 9 To develop control of a range of movements at different speeds and explore timing.	Aesthetic Movement Progression 10 To create a movement sequence showing control of movement at different speeds.	Manipulative Skills Progression 5 To develop catching skills to involve change of height, speed, direction and movement.	Functional Movement Progression 10 To bend and stretch with a partner asymmetrically and using opposites.	Functional Movement Progression 11 To develop turning and spinning actions. To support the change of direction in a number of contexts.
Computing Robot Algorithms	Computing Robot Algorithms	To describe a series of instructions as a sequence - --	To explain what happens when we change the order of instructions	-To use logical reasoning to predict the outcome of a program	-To explain that programming projects can have code and artwork	To design an algorithm
Internet Safety	Be Internet Legend Curriculum Unit 05: When In Doubt, Discuss – Activity 2					
History Famous People- Who is David Attenborough? Text- Little People Big Dreams	Who is David Attenborough? When was he born?	Growing up Studying and service	Working life Documentaries	Charity work New species	The author	Why is he a significant person?
Art Monochromatic- How can pattern be used in charcoal?	What is pattern?	How can we collage a monochromatic pattern?	How can designers use pattern?	How can pattern be used to celebrate?	How can I evaluate my own artwork?	Patchwork sewing- Great fire of London



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Music Charanga Friendship Song	Friendship Song-Joanna Mangana Listen and appraise	Count on me- Bruno Mars Listen and appraise song Learn to sing the song Add percussion	We go together- Grease Listen and appraise song Learn to sing the song Add percussion Improve	You give a little love- Buggy Malone Listen and appraise song Learn to sing the song Add percussion Compose Perform	That's what friends are for- Gladys Knight Listen and appraise song Learn to sing the song Add percussion Compose Perform	You've got a friend in me- Randy Newman Listen and appraise song Learn to sing the song Add percussion Compose Perform
Educational visits/visitors				Local nature trips		