



CLASS HALF TERM OVERVIEW OF PLANNING
Year 2 - Sycamore Class
Summer 2

	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6
RE 1.8 – What makes some places sacred to believers?	<p>KO</p> <p>Talk about how the words ‘sacred’ and ‘holy’ are used; what makes some places and things special, sacred or holy; consider what things and places are special to pupils and their families, and why. Do they have any things that are holy and sacred?</p> <p>Talk about why it is important to show respect for other people’s precious or sacred belongings (e.g. the importance of having clean hands; treating objects in certain ways, or dressing in certain ways)</p>	<p>Explore the meanings of signs, symbols, artefacts and actions and how they help in worship e.g. church: altar, cross, crucifix, font, lectern, candles and the symbol of light; vestments and colours, icons, Stations of the Cross, baptismal pool, pulpit.</p>	<p>Explore the meanings of signs, symbols, artefacts and actions and how they help in worship e.g. synagogue: ark, Ner Tamid, Torah scroll, tzizit (tassels), tefillin, tallit (prayer shawl) an kippah (skullcap), chanukiah, bimah; mosque/masjid: wudu, calligraphy, prayer mat, prayer beads, minbar, mihrab, muezzin.</p>	<p>Explore how religious believers sometimes use music to help them in worship e.g. Christians and Jewish people sing Psalms, hymns and prayers. These may be traditional or contemporary, with varied instruments and voices. Music can be used to praise God, thank God, say ‘sorry’ and to prepare for prayer. Muslims do not use music so freely but still use the human voice for the Prayer Cal and to recite the Qur’an in beautiful ways.</p>	<p>Listen to some songs, prayers or recitations that are used in a holy building, and talk about whether these songs are about peace, friendliness, looking for God, thanking God or thinking about God. How do the songs make people feel? Emotions of worship include feeling excited, calm, peaceful, secure, hopeful.</p>	<p>Use the idea of community: a group of people, who look after each other and do things together. Are holy buildings for God or for a community or both?</p> <p>Talk about other community buildings, and what makes religious buildings different from, say, a library or school.</p> <p>WMD’s</p>
PSHE Valuing Difference	<p>What makes us who we are?</p> <p>Identify some of the physical and non-physical differences and similarities between people.</p> <p>Know and use words and phrases that show respect for other people.</p>	<p>My special people</p> <p>Identify people who are special to them.</p> <p>Explain some of the ways those people are special to them.</p>	<p>How do we make others feel?</p> <p>Recognise and explain how a person’s behaviour can affect other people.</p>	<p>When someone is feeling left out</p> <p>Explain how it feels to be part of a group.</p> <p>Explain how it feels to be left out from a group.</p> <p>Identify groups they are part of.</p> <p>Suggest and use strategies for helping</p>	<p>An act of kindness</p> <p>Recognise and describe acts of kindness and unkindness.</p> <p>Explain how these impact on other people’s feelings.</p> <p>Suggest kind words and actions they can show to others.</p>	<p>Solve the problem</p> <p>Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted).</p> <p>Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.</p>



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				someone who is feeling left out.	Show acts of kindness to others in school	
Maths	<p>Statistics</p> <p>Make tally charts Tables Block diagrams Draw pictograms 1-1 Interpret pictograms 1-1</p> <p>Arithmetic Paper</p> <p>Individual no bonds and times tables</p>	<p>Statistics</p> <p>Draw pictograms 2 ,5, 10 Interpret pictograms 2, 5,10 Draw pictograms 2, 5, 10</p> <p>Arithmetic Paper</p> <p>Individual no bonds and times tables</p>	<p>Position and Direction</p> <p>Language of position Describe movement</p> <p>LCP Investigation</p> <p>Arithmetic Paper</p> <p>Individual no bonds and times tables</p>	<p>Position and Direction</p> <p>Describe turns Describe movement and turns Shape patterns with turns</p> <p>Arithmetic Paper</p> <p>Individual no bonds and times tables</p>	Consolidation	Assessments
No Nonsense Number Facts	<p>Block 6</p> <p>Week 1: Linking counting to multiples of two, five and ten</p>	<p>Week 2: Multiplying five and dividing by five</p>	<p>Week 3: Multiplying two, five and ten and dividing by two, five and ten</p>	<p>Week 4: Multiplying two, five and ten and dividing by two, five and ten</p>	<p>Week 5: Applying understanding of multiplying two, five and ten and dividing by two, five and ten</p>	<p>Week 6: Applying understanding of multiplying five and ten and dividing by five and ten</p>
<p>English</p> <p>Genre: Non-Fiction Text: The Big book of Slime</p> <p>Genre: Fiction Text: Sand Horse</p>	<p>Genre: Non- Fiction Text: The Big Book of Slime</p> <p>Imitate: Text immersion: Read and learn the text together. Explore the vocabulary and add to the tiered pyramid. Explore the text layout and features.</p> <p>Big Write:</p>	<p>Genre: Non- Fiction Text: The Big Book of Slime</p> <p>Innovate: Children write a set of instructions for making their own craft.</p> <p>Use apostrophes for contracted forms and the possessive (singular). Use commas to separate items in a list.</p>	<p>Genre: Non -Fiction Text: The Big Book of Slime</p> <p>Invent: Children write their own set of instructions for making their own type of slime.</p> <p>Include: Sentences with different forms: statement, command. Noun phrases to describe and specify.</p>	<p>Genre: Fiction Text: Sand Horse</p> <p>Imitate: Text immersion: Read and learn the text together. Explore the vocabulary in the text and add to the tiered pyramid. Explore the text layout and features.</p> <p>Big Write: Picture/story prompt</p>	<p>Genre: Fiction Text: Sand Horse</p> <p>Innovate: Explore expanded noun phrases and varying sentence structures in the text. Children to experiment with noun phrases to describe and specify.</p> <p>Big Write: Picture/story prompt</p>	<p>Genre: Fiction Text: Sand Horse</p> <p>Invent: Write a story based on the Sand horse – changing the main character and setting. Include expanded noun phrases, complex sentences, adverbials and tiered vocabulary</p>



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	Picture prompt of imaginary creature, write a description.	Big Write: Write a set of instructions	Subordination (when, if, that, because). Full stops, capital letters, exclamation marks, question marks.			
Spelling LW Y2 Spelling Programme Summer 1 Unit 12,13,14	Unit 12 Why do some longer words have the spelling 'ti' for /sh/? eye shoe sun/son	Unit 12 Why do some longer words have the spelling 'ti' for /sh/? eye shoe sun/son	Unit 13 How do I use the possessive apostrophe (singular possession)? thought through whole/hole	Unit 14 When do I swap, drop or double? (-ing, -er, -est, -y, -ed) blue/blew	Unit 14 When do I swap, drop or double? (-ing, -er, -est, -y, -ed) blue/blew	Assessment and Review Sheets
Grammar Appendix 1 and 2	Commas in lists	Co-ordination- and, or, but Sub-ordination- when, if, that, because	Full stops, capital letters, exclamation marks, question marks.	Use apostrophes for contracted forms and the possessive (singular).	Focus on editing	Nouns to describe and specify Present and past tense
Science Animals including humans Plants	Why do we need to keep healthy?	What do humans need?	What are offspring?	How do animals change as they grow into adults?	Do we all grow the same?	Do we need to exercise?
Nature School	Nature School investigations	Leaf scavenger hunt	Leaf fairies and pixies	Animal shadow pictures	Nature crowns	Mini-beast hunt
PE Leap into Life	Movement Concepts Progression 6 To develop listening skills and the ability to respond to other people's instructions and ideas.	Movement Concepts Progression 6 To develop listening skills and the ability to respond to other people's instructions and ideas.	Aesthetic Movement Progression 11 To change the speed and rhythm of movements within a routine/sequence. To explore different styles and forces of movement.	Aesthetic Movement Progression 12 To work to music, creating flow and rhythm in movements.	Manipulative Skills Progression 6 To bounce dribble a ball and pass. To run into spaces needed to release and receive a ball.	Functional Movement Progression 12 To develop balancing skills along a narrow surface (up-turned bench). Create movement sequence including change in direction.



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Computing An Introduction to Quizzes	To explain that a sequence of commands has a start	To explain that a sequence of commands has an outcome	To create a program using a given design	To change a given design	To create a program using my own design	To decide how my project can be improved
Internet Safety	Unit 06: When In Doubt, Discuss – Activity 2 Be Internet Legend Curriculum					
Geography: Weather and climate How can we record and measure different weather phenomena?	What is the difference between weather and climate?	How can we read a weather map?	How can we collect weather data?	How can we collect and record weather data?	How can we present weather data?	How can we analyse our weather data and evaluate our fieldwork?
History Significant famous person	Katherine Johnson					
DT - Food - Super veggies to the rescue - How can we make veggies fun and delicious?						
Famous Artist Study	Who was Leonardo Da Vinci?	Facts about him	The Last Supper	The Mona Lisa		



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Music: Reflect, Rewind and Replay Instrument Steel pans	Reflect - Peer Gynt Suite: Anitra's Dance by Edvard Grieg - Romantic Rewind and Listen Out! Bring Him Back Home (Nelson Mandela) by Hugh Masekela Listen and appraise	Reflect - Brandenburg Concerto No 1 by Johann Sebastian Bach - Baroque Rewind and Listen Out! Fly Me To The Moon sung by Frank Sinatra. Listen and appraise Learn the song	Reflect - From the Diary Of A Fly by Béla Bartók - 20th Century Rewind and Listen Out! We Will Rock You by Queen Listen and appraise Lear the song Add percussion	Reflect - Fantasia on Greensleeves by Vaughan Williams - 20th Century Rewind and Listen Out! Feel Like Jumping by Marcia Griffiths Listen and Appraise Learn to sing the song Add percussion Improvise Compose	Reflect - Dance Of The Sugar Plum Fairy by Tchaikovsky - Romantic Rewind and Listen Out! You've Got A Friend In Me by Randy Newman Listen and Appraise Learn to sing the song Add percussion Improvise Compose Perform	Reflect - The Robots (Die Roboter) by Kraftwerk Rewind and Listen Out! Count On Me by Bruno Mars Listen and Appraise Warm up Add percussion Improvise Compose Perform
Educational visits/visitors	Met Office					Exmouth Outdoor Schools Forest trip