



Year 2

Term: Summer 2 —2024



English

“Our community, growing
and learning together with Christ”

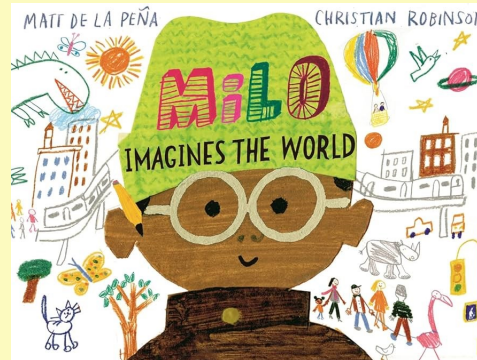
Maths

Milo Imagines the World

by Matt de la Peña & Christian Robinson

Fiction Unit: Narrative

Milo and his big sister get on the New York subway to visit their mother, who is in prison. On the train, Milo's sister looks at her phone but Milo — excited but also anxious about seeing his mum — watches the people around him and imagines their lives, sketching his ideas in his book.



How to make a Bird Feeder

Non-Fiction Unit: Instructions

Not only do bird feeders bring more local birds into your garden so you can see them up-close, they provide an invaluable food source, particularly during times of year when resources might be scarce. Children will break down the instructions to make a feeder and write and make their own.



Skills: Consolidation of previously taught skills with a focus on: Use present and past tense mostly correctly and consistently and Spelling many common exception words. **Spelling Focus:** Homophones and near homophones, Conjunctions, Months of the year/time.

Fractions:

Recognise/find a quarter

Recognise/find a third

Find the whole

Unit fractions

Non-unit fractions

Recognise the equivalence of a half and two-quarters

Recognise/find three-quarters

Count in fractions up to a whole

Time:

O'clock and half past

Quarter past and quarter to

Tell the time past the hour, the hour

Tell the time to 5 minutes

Minutes in an hour

Hours in a day

Position and Direction:

Language of position

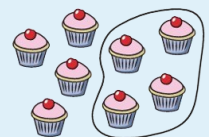
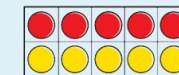
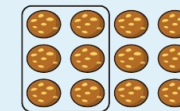
Describe movement

Describe turns

Describe movement and turns

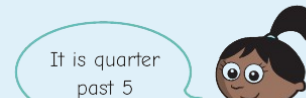
Shape patterns with turns

Which pictures show $\frac{1}{2}$?



The time is 15 minutes past 5

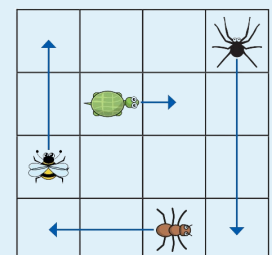
Ron



It is quarter past 5

Sam

Who do you agree with?



Art

Sculptures & Clay: Clay Houses
We shall shape and decorate clay, create a pinch pot, design and make a clay tile with house features. It emphasises practical skills in working with clay and applying artistic techniques in a structured project.



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Computing

Programming:

Decompose a game to predict the algorithms. Give a definition for 'decomposition'. Write clear and precise algorithms. Create algorithms to solve problems.

D.T.

Mechanisms: Making a moving monster.

Looking at objects and understanding how they move, exploring different design options to make a moving monster.

Geography

Zambia: We shall learn to locate Zambia and find out its human and physical features. Then locate the village of Mugurameno and learn about how the people who live there use the physical and human features to live compared to us.

History

Brunel's Bridges: Throughout his life, Brunel had a hand in designing, building, and overseeing over 100 bridges in England, including the Royal Albert Bridge and the Maidenhead Bridge. We shall explore the impact these had on history.

Music

Myths and Legends:

Creating a rhythm, showing a structure on a graphic score, writing a graphic score to show texture and composing with structure.

P.E.

Health & Wellbeing:

Warm up and Hand Eye Co-ordination. Importance of warming up, hand/feet eye co-ordination, motivation, what happens to heart and muscles and importance to keep fit and healthy.

R.S.E.

Religious Understanding: The Good Samaritan and will be introduced to the concept of the Trinity – God as a three in one community of love – and think about what the Trinity means for them.

Living in the Wider World: Learn about the different local and global communities that they are part of, and what rights and responsibilities come with belonging to these communities.

Religion

Our Church:

What it means to belong to God's family and the role of the parish and people with responsibilities.

The Mass:

Understanding the structure of mass and what is taking place.

Science

Living Things and their Habitats:

looking at whether things are living, dead or have never been alive. Microhabitats and larger habitats identifying some animals. Conduct an investigation to see which type of conditions woodlice prefer in their habitat.