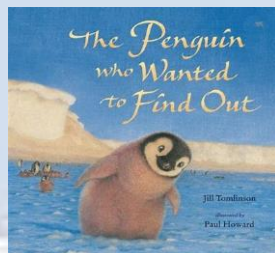
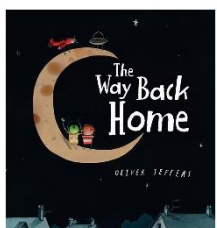


Year Two

Summer Term – ‘Hot and Cold Places’

As readers, our children will use the following texts to support their learning:



Fiction

‘The Way Back Home’ by Oliver Jeffers

‘The Penguin Who Wanted to Find Out’ by Jill Tomlinson

‘The Great Explorer’ by Chris Judge

Non-Fiction

‘The Big Book of Bugs’ by Yuval Zommer

Poetry

‘Cricket in the Thicket’ – collection of poems by Carol Murray

Our children will use the texts and the links to the curriculum to develop our skills as writers of:

- **narrative texts** – alternative problem for a character
- **narrative texts** – a story with a quest
- **information texts** – write about an insect
- **poetry** – minibeast poetry
- **newspaper report** – moon landing
- **autobiography** – information for transition to Year Three

Marshland Moments

23. Grow a sunflower and give it as a gift
22. Make a bug hotel for a garden

Engaging Parents

A Bug Hotel

Invitation for parents and carers to make a bug hotel with their children

Art Exhibition

Opportunity for parents and carers to see their child’s art work

As mathematicians, our children will access the ‘Mathematics Mastery’. As a result of lockdown, in the first instance they will focus on the spring term units:

- **Time** - tell and write the time to five minutes; compare and sequence intervals of time
- **Fractions** – recognise, find, name and write simple fractions of objects and quantities; recognise equivalences between fractions
- **Addition and subtraction of 2-digit numbers (regrouping and adjusting)** – solve problems involving numbers, quantities and measures; estimate and check calculations
- **Addition and subtraction of 2-digit numbers** - consolidating their knowledge of number bonds to 20 and using known facts to derive new facts; applying their knowledge to perform mental addition and subtraction calculations
- **Addition and subtraction word problems** - consolidating knowledge of place value, number bonds, mental addition and subtraction strategies; representing addition and subtraction word problems
- **Money** - recognise unit symbols (£, p); explore combinations of money; solve simple problems, including giving change
- **Faces, shapes and patterns; lines and turns** – identify and describe properties of 2-D and 3-D shapes; compare and sort common shapes and objects; describe position and movement in mathematical language

<p>As scientists, our children will work scientifically:</p> <ul style="list-style-type: none"> - asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - performing simple tests - identifying and classifying - using their observations and ideas to suggest answers to questions - gathering and recording data to help in answer ing questions 	<p>The children will also study Living Things and their Habitats :</p>	
<p>As designers and users of technology, our children will develop their cooking skills and understanding of textiles by:</p> <ul style="list-style-type: none"> - selecting from and using a range of tools and equipment to perform practical tasks - selecting from and using a wide range of materials and components, including textiles 	<p>Life Cycles</p> <ul style="list-style-type: none"> - explore and compare the differences between things that are living, dead and things that have never been alive - identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other - identify a variety of plants and animals in their habitats - describe how animals obtain their food from plants and other animals, using simple food chains and identify and name different sources of food 	<p>Minibeasts and food chains</p> <ul style="list-style-type: none"> - identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other - identify a variety of plants and animals in their habitats, including microhabitats - describe how animals obtain their food from plants and other animals, using simple food chains and identify and name different sources of food
<p>As geographers, our children will:</p> <ul style="list-style-type: none"> - name and locate the world’s seven continents and five oceans - identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans 	<p>As artists, our children will:</p> <ul style="list-style-type: none"> - use drawing to develop and share their ideas, experiences and imagination - develop a wide range of art and design techniques - learn about the work of Van Gogh and make links to their own work 	
<p>As historians, our children will develop an understanding of:</p> <ul style="list-style-type: none"> - the lives of significant individuals in the past who have contributed to international achievements eg. Amundsen/ Scott, Neil Armstrong, Christopher Columbus 		
<p align="center">In Personal, Social and Health Education, our children will study:</p> <p align="center"><i>Relationships - talk about different types of family, friendship and boundaries and appreciating special relationships</i></p> <p align="center"><i>Changing Me – life cycles in nature, growing from young to old, difference between male and female bodies and preparing for transition</i></p>		
<p>Developing their knowledge and skills in physical education, our children will:</p> <ul style="list-style-type: none"> - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities - participate in team games, developing simple tactics for attacking and defending 	<p>As musicians, our children will:</p> <ul style="list-style-type: none"> - use their voices expressively and creatively, looking at the ‘pop’ genre of music - play tuned and untuned instruments musically - consolidate learnt skills and revisit rhymes and songs 	
<p>Investigating world religions through the Doncaster Agreed Syllabus for Religious Education, our children will follow the lines of enquiry:</p> <ul style="list-style-type: none"> - how should we care for others and the world, and why does it matter? – <i>focus on ‘living’</i> 	<p>As computers and users of technology, our children will investigate:</p> <ul style="list-style-type: none"> - using databases to ask and answer questions - presenting ideas in different ways - using art and drawing tools 	

