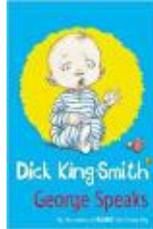


## Summer Term



You're Hired!



## Year Two Summer Term Overview

Throughout the year, children work towards an 'Apprentice' style showdown at the end of the final term. As the children further develop their skills and knowledge by completing various cross-curricular projects, they will evaluate their achievements and choose one final exhibition piece to present to the panel at the end of the year. Throughout this term, the children will develop their enterprise skills. Together they will further develop their presentation, performance and evaluation skills. The theme of self-improvement will be nurtured by well chosen core texts. The year will close with a grand finale celebration of achievements - The Apprentice style!

### English

**Programme of study includes:** word reading, comprehension, transcription, handwriting, composition and vocabulary, grammar and punctuation.

**The process of writing includes:** Introduce meaningful opportunity to write, Analysis of text - Read and study genre examples - Talk opportunities - Shared/modelled writing - Planning - Writing - Editing and improving - Publishing

#### **Inspiration:**

*George Speaks by Dick King-Smith*

*Traction Man by Mini Grey*

*Jack and the Beanstalk, See The Bumper Book of Story Telling, p.40*

*Jack and the Beanstalk by Roald Dahl, Revolting Rhymes*

*Jack and the Beanstalk, BFI short animation Hodgehog by Dick King-Smith*

During Guided Reading children will explore a variety of books which will inspire discussion and debate.

**Class Reading Book:**

### Geography

#### **School Grounds Study**

- to use simple compass directions and locational and directional language to describe the location of features and routes on a map
- to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- to use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

### Social, Moral and Cultural Education - including Religious Education and RRS

SMSC is embedded in what we do and who we are everyday.

#### **Religious education**

Celebrations  
(Eid 5<sup>th</sup> July)

RRS: 29

### History

**Significant historical events, people and place in their own locality -**  
David Attenborough

### French

Name parts of the face and describe their features.

Learn days of the week and months of the year.

# You're Hired!

## Computing

Create simple graphs - conduct a paper and pencil survey and use 'Numbers' to create graphs

## Physical Education

Athletics, cricket, folk dance and Latin/ballroom

- to devise and use repeat compositions and sequences in physical activities
- to use and apply simple tactics and strategies
- to improve performance by observation and use criteria for evaluation
- about the benefits of regular exercise and how their bodies feel when they exercise

## Science

### Learning Objectives:

#### Plants

I can observe and describe how seeds and bulbs grow into mature plants

I can find out and describe how plants need water, light and suitable temperature to grow, and stay healthy.

#### Animals, Including Humans

I can notice that animals, including humans, have offspring which grow into adults

I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air).

I can describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene.

#### Scientific Enquiry Skills

Ask simple questions, and recognise that they can be answered in different ways

Observe closely, using simple equipment

Perform simple tests

Identify and classify

Use observations and ideas to suggest answers to questions

Gather and record data to help in answering questions.

## Mathematics

Over the year, children will continue to develop their mathematical skills and knowledge through Maths Mastery. Alongside this, the children will apply their maths skills across the curriculum, for example children will compare, describe and solve practical problems involving measure when making products using wheels and axels.



## Music

### Exploring sounds, beat, pitch and performance

- to use their voices expressively and creatively
- to listen with concentration and understanding to a range of high-quality live and recorded music
- to experiment with, create, select and combine sounds using the inter-related dimensions of music

## Art and Design Technology

### Design Technology:

#### Design:

- to design purposeful, functional, appealing products for themselves and other users based on design criteria
- to generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

#### Make:

- to select from and use a range of tools and equipment to perform practical tasks
- to select from and use a wide range of materials and components, including construction materials, according to their characteristics

#### Evaluate:

- to explore and evaluate a range of existing products
- to evaluate their ideas and products against design criteria

#### Technical Knowledge:

- to explore and use mechanisms, e.g. levers, sliders, wheels and axels in their products

**Art and Design:** Working towards exhibiting their favourite art work which demonstrates the four step approach.

#### Art and Design

Working towards exhibiting their favourite art work which demonstrates the four step approach.