

Lowe's Wong Infant School

Half Termly Overview



Year 2 Summer 1

Enquiry Theme	How are products developed?
British Values & School rules	Work hard Individual Liberty
Real life application	Tasting session to try smoothies
Visits and Visitors	A talk about healthy eating and lifestyle
English (core texts and genres)	<ul style="list-style-type: none"> • <u>'Rosie Revere, Engineer'</u> Andrea Beaty Short explanations, adverts, advice letters, character description, invention descriptions <u>Main Outcome:</u> Know how to write an explanation text. • <u>'Lizzy and the Cloud'</u> The Fan Brothers Descriptions, adverts / market stall pitches, letters of advice, postcards in role <u>Main Outcome:</u> Know how to write a guidebook.
Maths	<p style="text-align: center;">Fractions</p> <ul style="list-style-type: none"> • Know how to make equal parts from a whole. • Know how to recognise and find $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{3}$. • Know how to use fractions of an amount to find the whole. • Know how to identify unit fractions – using the vocabulary numerator and denominator. • Know how to recognise non-unit fractions e.g. $\frac{2}{3}$. • Know how to recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. • Know how to count in fractions up to a whole e.g. $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$. <p style="text-align: center;">Time</p> <ul style="list-style-type: none"> • Know how to tell the time to o'clock & half past (analogue clock). • Know how to tell the time to quarter to and quarter past the hour (analogue). • Know how to tell the time to 5-minute intervals – past and to the hour. • Know that there are 60 minutes in an hour and 24 hours in a day. • Know how to solve simple word problems.
Science	<p style="text-align: center;">Plants (bulbs and seeds)</p> <ul style="list-style-type: none"> • Know that plants grow from seeds and bulbs. • Know that plants grow and mature. <p><u>Working scientifically</u> – Know how to ask simple questions and recognise that they can be answered in different ways. Know how to perform simple tests.</p> <p style="text-align: center;">Growing up</p> <ul style="list-style-type: none"> • Know that animals, including humans, have offspring which grow into adults. <p><u>Working scientifically</u> – Know how to identify and classify. Know how to ask simple questions and recognise that they can be answered in different ways. Know how to record and communicate their findings in a range of ways and begin to use simple scientific language (non-statutory). Know how to observe closely, using simple equipment. Know how to use their observations and ideas to suggest answers to questions.</p>

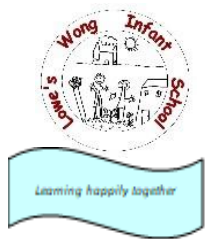
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RE	<p style="text-align: center;">Story Unit 2.4</p> <ul style="list-style-type: none"> • Know how to retell a story from the Jewish Bible skilfully. • Know how to suggest a meaning for the story. • Know how to recognise and talk about the role God plays in stories from the Jewish Bible. • Know how to ask questions about stories studied and suggest ideas. • Know how to respond to big ideas and beliefs in stories e.g. Does God forgive? Does God rescue? Does God create? • Know how to express an idea of my own about some of the big questions from my work. • Know how to give at least 2 examples of Bible characters, saying who got it wrong and say what happened in the story.
History	<i>Not a driver or enhancer this half term</i>
Geography	<i>Not a driver or enhancer this half term</i>
Music	<p style="text-align: center;">Friendship song Style of main song: Pop Unit theme: A song about being friends</p> <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> • Know that some songs have a chorus or a response/answer part. • Know how they can enjoy moving to music by dancing, marching, being animals or pop stars. <p><u>Games</u></p> <ul style="list-style-type: none"> • Know that music has a steady pulse, like a heartbeat. • Know that we can create rhythms from words, our names, favourite food, colours and animals. • Know how to use pulse, rhythm and pitch when playing musical games. (Year 2 Games) <p><u>Singing</u></p> <ul style="list-style-type: none"> • Know that unison is everyone singing at the same time. • Know why we need to warm up our voices. • Know how to find a comfortable singing position. • Know how to start and stop singing when following a leader. <p><u>Playing</u></p> <ul style="list-style-type: none"> • Know how to name untuned percussion instruments that are played in class. • Know how to treat instruments carefully and with respect. • Know how to listen to and follow musical instructions from a leader. • Know how to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). <p><u>Improvisation</u></p> <ul style="list-style-type: none"> • Know that improvisation is making up your own tunes on the spot. • Know how to improvise using the three challenges. <p><u>Composition</u></p> <ul style="list-style-type: none"> • Know that everyone can compose. • Know how to create a simple melody using one, two or three or five notes. <p><u>Performance</u></p> <ul style="list-style-type: none"> • Know that an audience can include your parents and friends. • Know how they can add their ideas to the performance.
Art	<i>Not a driver or enhancer this half term</i>
D&T	<ul style="list-style-type: none"> • Know how to model and plan own ideas and share these with others – talking, annotated drawing, models. • Know how to draw upon own experiences and knowledge to create drawings to aid ideas. • Know how their product will work and how it will impact their intended users.

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	<ul style="list-style-type: none"> • Know how to select from a range of materials and components according to characteristics. • Know that a final product is linked to what has been asked. • Know that there are strengths and weaknesses of products made. • Make simple judgements about their products and ideas against a design criteria. • Know how to make free standing structures and know how they can be made stronger, stiffer and more stable. • Know that with safety and good hygiene, food can be cut, peeled and grated. • Know how to evaluate existing food products and plan and make a similar food product using relevant tools and equipment. • Know the 'Eat well' guide and suggest healthy food swaps.
PE	<p style="text-align: center;">Dance - Mr Candys Sweet Factory</p> <ul style="list-style-type: none"> • Know how to respond to the stimulus using a range of different, controlled movements showing expression. • Know how to control and co-ordinate their bodies to perform movements that represent being in a sweet shop. • Know how to respond to the stimulus (sweets) using a range of different and controlled movements. • Know how to control and co-ordinate their bodies adding movements together which flow. • Know how to develop our character work, adding movements, expression and emotion to create a motif. • Know how to show a change of emotion in their character's expression. • Know how to create movements that are telling a story while incorporating emotion and varying dynamics. • Know how to create a sequence of movements that flow. • Know how to explore a variety of movements in character with a partner. • Know how to extend their sequences developing their characters to add drama and emotion to their dance performance. • Know how to create different movement combinations. <p style="text-align: center;">Locomotion - Dodging</p> <ul style="list-style-type: none"> • Know how to explore dodging and learn how to dodge effectively. • Know how to develop their dodging technique applying this into games. Know that it is important to dodge in games. • Know how, where and why to dodge, into game situations. Know that dodging is important when we are attacking and start to understand when we attack and when we defend. • Know how, where and why to dodge in game situations working as a team. • Know how, where and why to dodge, into a level 1 competition.
Computing	<p style="text-align: center;">Spreadsheets Unit 2.3</p> <ul style="list-style-type: none"> • Know that the work done in 2Calculate in year 1 is reviewed. • Know how to identify spreadsheet related vocabulary. Know how to use some 2Calculate tools that were introduced in Year 1. • Know how to use copying, cutting and pasting shortcuts in 2Calculate. • Know how to use 2Calculate totalling tools. • Know how to use 2Calculate to solve a simple puzzle. • Know how to explore the capabilities of a spreadsheet in adding up coins to match the prices of objects. • Know how to add and edit data in a table layout. • Know how to use the data to manually create a block graph.

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Learning Happily Together

PSHE	<p style="text-align: center;">Being my best</p> <ul style="list-style-type: none">• Know that there are stages of the learning line and show an understanding of the learning process.• Know how to help themselves and others develop a positive attitude that support their wellbeing.• Know how to identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.• Know how to understand and give examples of things they can choose themselves and things that others choose for them.• Know how to explain things that they like and dislike and understand that they have choices about these things.• Know how to understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.• Know how germs can be spread.• Know how to describe simple hygiene routines such as hand washing.• Know that vaccinations can help to prevent certain illnesses.• Know how to explain the importance of good dental hygiene.• Know that there are simple dental hygiene routines.• Know how to name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain).• Know how food, water and air get into the body and blood.• Know that the body gets energy from food, water and oxygen.• Know that exercise and sleep are important to health.
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