


<p><u>English</u></p> <ul style="list-style-type: none"><li>• 'Wild' (similar to the Jungle book)</li><li>• The Jolly Postman - explores fairy tales</li><li>• Marshmallow Clouds - poetry book inspire by nature.</li><li>• Looking at the features of riddles and creating their own mini beast riddle.</li><li>• Consolidating use of grammar and punctuation and starting to use more sophisticated vocabulary, punctuation and conjunctions.</li></ul>	<p><u>Maths</u></p> <ul style="list-style-type: none"><li>• Measurement: Money</li><li>• Number: Fractions</li><li>• Measurement: Time</li><li>• Statistics</li><li>• Geometry: Position and Direction</li><li>• Consolidation and problem solving</li></ul>	<p><u>Science</u></p> <ul style="list-style-type: none"><li>• Lifecycles of plants, animals and humans.</li><li>• Comparisons of different habitats – Drusillas Trip!</li><li>• Minibeast observations (using microscopes).</li><li>• Plant investigations (conditions needed for growth).</li><li>• Investigation of choice with an emphasis on fair testing.</li></ul>	<p><u>Computing</u></p> <ul style="list-style-type: none"><li>• Children explore a unit on how to stay safe whilst using a computer.</li><li>• Coding- coding and animation- moving mini-beasts.</li></ul>
<p><b><u>Year 2 Summer Term- The Great Outdoors</u></b></p>		<p><u>Art</u></p> <p>Unit on sculptures:</p> <ul style="list-style-type: none"><li>• Researching Barbara Hepworth sculpture work.</li><li>• Observational sketching and designing a sculpture.</li><li>• Creating their own version of the Barbara Hepworth sculpture garden.</li></ul>	
			<p><u>DT</u></p> <ul style="list-style-type: none"><li>• Designing, building and evaluating their own learning gardens and design moving mechanisms to go in it e.g. different minibeasts, environments inspired from the book Wild.</li></ul>
			<p><u>Geography</u></p> <ul style="list-style-type: none"><li>• Lots of fieldwork opportunities, looking at local physical and human features.</li><li>• Local Walk.</li><li>• Building up to creating their own local map.</li></ul>
			<p><u>History</u></p> <ul style="list-style-type: none"><li>• Looking at the timeline of David Attenborough's life and significant events.</li></ul>
<p><u>PE</u></p> <ul style="list-style-type: none"><li>• Hit, Catch, Run- fielding, scoring points and batting</li><li>• Run, Jump, Throw- agility, power, balancing and obstacle courses</li><li>• Athletics</li></ul>	<p><u>PSHE</u></p> <ul style="list-style-type: none"><li>• Change - Human timelines, natural changes and changes we can make ourselves. Preparing for Year 3 - Meet the teacher days, celebrating achievements, setting targets ready for KS2</li><li>• Going for Goals - exploring the different learning styles children may use.</li><li>• Disability Equality Education</li><li>• Good to be me and Growing an Anti-Racist School</li><li>• Relationship and Sex Education - covering self-awareness, managing feelings, risk management and consent.</li></ul>		
<p><u>Music</u></p> <ul style="list-style-type: none"><li>• Clap rhythms</li><li>• Identify the beat of a tune.</li><li>• Recognise changes in timbre, dynamics and pitch.</li><li>• Create Soundscapes for outside environments.</li></ul>	<p><u>RE</u></p> <ul style="list-style-type: none"><li>• Learning about Christian's rites of passage.</li><li>• What Sikhs believe, their core values and beliefs.</li></ul>		