

Year 2 – Wind in the Willows – Summer 1

Literacy – Read aloud

Fantastically Great Women who Changed The World

- Listen attentively to the text and recall key facts about the inspirational women featured in the book
- Talk about the achievements, qualities, and challenges of the women and explain why they are significant
- Use ambitious and topic-specific vocabulary from the text in their own speech, showing understanding of new words
- Make simple inferences about the characters' feelings, motivations, and determination using clues from the text and illustrations
- Ask and answer questions to deepen understanding, showing curiosity and engagement with real-life figures
- Express personal opinions about the stories and explain what they found interesting or inspiring
- Participate respectfully in group discussions, building on others' ideas and taking turns to speak

Literacy - Writing

Non-Chronological Reports

- Write a simple non-chronological report using clear sections and factual sentences
- Use headings, subheadings, labels, and diagrams to organise information
- Apply key features of report writing such as generalising language (e.g. most..., some...) and technical vocabulary
- Construct coherent sentences using capital letters, full stops, and correct past or present tense where appropriate
- Retrieve and record information from simple sources before writing their own report

Recount from Personal Experience

- Write a clear first-person recount about an event they experienced
- Sequence events in time order using connectives such as first, next, then, after that, finally
- Use past-tense verbs accurately to describe what happened
- Include personal details, thoughts, or feelings to make the recount more engaging

Maths

Fractions:

- Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity
- Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$

Measurement: Time

- Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- Know the number of minutes in an hour and the number of hours in a day
- Compare and sequence intervals of time

- Produce coherent sentences with correct punctuation and improving handwriting <u>Guided Reading</u> <u>How to Grow a Vegetable Patch / How to Catch the Big Bad Wolf</u> - Retrieve key facts and instructions from non-fiction texts - Identify organisational features such as headings, bullet points, diagrams, and labelled pictures - Explain new vocabulary linked to gardening, materials, and instructions - Recognise the purpose of instructional writing and explain what the text is trying to teach or show <u>Caterpillar and Tadpole</u> - Describe characters and settings using evidence from the text and illustrations - Sequence events from the story and talk about how the characters change - Make simple inferences about feelings, actions, and motives - Express opinions about the story, giving reasons for their preferences <u>Visit London / Come to the Circus</u> - Locate information using subheadings, photos, captions, and fact boxes - Compare two non-fiction texts and explain how information is presented differently - Talk about key features of persuasive or informative writing - Use new topic-specific vocabulary when discussing places and events <u>The World / Look Inside a Castle</u> - Retrieve and record information about geographical features and historical buildings - Identify features of information texts such as contents pages, glossaries, and labelled diagrams - Explain how diagrams and images support understanding Use subject vocabulary when talking about the world, maps, and castles			<u>Science</u> <u>Living Things and Their Habitats</u> - Describe the difference between living, dead, and never-been-alive things using simple scientific criteria - Identify a range of plants and animals in local and wider habitats and explain how they are suited to where they live - Recognise that different habitats have different food sources, and use simple food chains to show how animals obtain their food - Explain that most living things depend on each other for survival, linking ideas to themes explored in Wild - Explore and compare the living things found in different microhabitats and describe how these environments meet their needs - Use key scientific vocabulary such as habitat, microhabitat, food chain, predator, prey, herbivore, carnivore Record findings through drawings, tables, or simple labelled diagrams and talk about what they show		
<u>Religious Education</u> <u>(Hindu Dharma)</u> Recall that Hindus believe in one God who is represented in many different forms, each showing different qualities		<u>Design Technology</u> <u>Textiles</u> Use a template to mark, cut and shape fabrics with growing accuracy		<u>Physical Education</u> <u>Athletics</u> Show improved running technique, demonstrating control, coordination, and awareness of pace	

- Identify some important Hindu deities (such as Brahma, Vishnu, Shiva, Lakshmi or Ganesh) and explain what they represent - Talk about how Hindus show their beliefs through worship at home or in a mandir, including the use of murtis, arti, and puja - Make simple connections between Hindu beliefs about God and their own experiences of admiring or valuing different qualities in people - Use basic religious vocabulary such as Hindu, deity, God, mandir, murti, puja when discussing the topic - Express their own ideas about belief, respect, and the qualities they think are important in themselves and others	- Select from a range of materials and fabrics based on their properties and suitability for the final product - Join pieces of fabric using simple techniques, such as glue, over-stitch, running stitch, or stapling, choosing an appropriate method - Demonstrate increasing control in using basic sewing stitches, showing awareness of safety when handling tools - Describe the purpose of their product and explain the choices they made (materials, stitches, decoration) - Evaluate their finished textile item, identifying what worked well and what they would improve next time	- Perform different types of jumps (e.g. two-foot take-off, hopping, leaping) with increasing balance and accuracy - Throw a variety of equipment using underarm and overarm actions, aiming for distance and accuracy - Work safely and take turns when participating in simple athletic challenges - Compare their own performances and describe one thing they can do to improve <u>Zog</u> - Demonstrate key fundamental movement skills including balancing, dodging, jumping, and travelling in different ways - Move with control and coordination to represent actions and challenges inspired by Zog - Participate in simple games that develop spatial awareness and safe movement around others - Show improved ability to follow instructions, work cooperatively, and understand basic rules - Talk about what their body is doing during movement and explain how they can perform a skill more effectively
<u>PSHE</u> <u>Doing My Best</u> Explain the stages of the learning line showing an understanding of the learning process	<u>Music</u> <u>Swing Along with Shostakovich</u> Listen to music by Shostakovich and describe changes in tempo, dynamics, and mood using simple musical vocabulary	<u>Computing</u> <u>Crafting Pictures</u> - Understand the main features of impressionist art. - Use 2Paint a Picture to create a picture based upon this style, using the

▪ Help themselves and others develop a positive attitude that support their wellbeing ▪ Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning ▪ Understand and give examples of things they can choose themselves and things that others choose for them ▪ Explain things that they like and dislike, and understand that they have choices about these things ▪ Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health ▪ Explain how germs can be spread ▪ Describe simple hygiene routines such as hand washing ▪ Understand that vaccinations can help to prevent certain illnesses ▪ Explain the importance of good dental hygiene ▪ Describe simple dental hygiene routines ▪ Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain) ▪ Describe how food, water and air get into the body and blood	▪ Keep a steady beat and perform short rhythmic patterns inspired by swing-style music ▪ Respond to the music through movement or simple percussion, showing awareness of phrasing and musical character ▪ Work collaboratively to create a short class composition that reflects the rhythmic energy of the piece <u>Charlie Chaplin</u> ▪ Explore how music can be used to tell a story or accompany silent film, as in Charlie Chaplin's performances ▪ Use their voices, body percussion, and untuned instruments to create sound effects and motifs that represent actions or emotions ▪ Perform simple rhythmic and melodic ideas with increasing accuracy and control ▪ Talk about how different musical elements (e.g. tempo, volume, rhythm) can create humour, tension, or drama in film music	impressionism template. ▪ Explain what pointillism is. ▪ Use 2Paint a Picture to create a picture based upon this style, using the pointillism template. ▪ Describe the main features of Piet Mondrian's work. ▪ Use 2Paint a Picture to create a picture based upon this style, using the lines template. ▪ Describe the main features of art that uses repeating patterns (William Morris' work) ▪ Use 2Paint a Picture to create a picture based upon this style, using the patterns template. ▪ Describe surrealist art. ▪ Describe the main features surrealist art. ▪ Use 2Paint a Picture to create own artwork using the Collage function in 2Paint a Picture, using drawing and clipart.
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▪ Understand that the body gets energy from food, water and oxygen ▪ Recognise that exercise and sleep are important to health Basic First Aid procedures.		
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