

Year 2 – Fire! Fire! – Summer 2

Literacy – Read aloud

Fantastic Mr Fox

- Listen carefully to the story and retell key events, showing understanding of the plot and main characters
- Make simple inferences about characters' thoughts, feelings, and motives using clues from the text and illustrations
- Use new vocabulary from the story in their own speech, showing understanding of exciting, descriptive words
- Predict what might happen next based on what they already know about the characters and the storyline
- Share their opinions about the characters (e.g. Mr Fox, the farmers) and give reasons for their ideas
- Take part in discussions, taking turns, building on others' ideas, and asking relevant questions
- Identify themes such as cleverness, teamwork, and determination, and relate them to their own experiences

Literacy - Writing

Simple Retelling of a Narrative

- Retell a familiar story in the correct sequence, including key events, characters, and setting details
- Write simple, coherent sentences using capital letters, full stops, and appropriate conjunctions (e.g. and, but, because)
- Use story language (e.g. Once upon a time, Suddenly, Finally) to structure and enhance their writing
- Include descriptive vocabulary to help the reader picture the characters or setting
- Re-read their writing to check for sense, correct punctuation, and improved word choices

Stories from Other Cultures

- Identify and describe features from stories set in different places or cultures, using relevant vocabulary
- Use a simple story map or plan to structure their own version of a tale from another culture

Maths

Statistics

- Interpret and construct simple pictograms, tally charts, block diagrams, and simple tables
- Create and use tally charts to collect data
- Organise ideas into tables
- Represent data using block diagrams
- Draw and interpret pictograms where each symbol represents 1 object
- Draw and interpret pictograms where each symbol represents 2, 5 or 10 objects
- Answer questions about data, including comparing and finding totals
- Ask and answer simple questions by counting the number of objects in each category and sorting categories by quantity
- Ask and answer questions about totalling and comparing categorical data

Position and Direction:

- Use mathematical vocabulary to describe position, direction and movement including movement in a straight line
- Distinguish between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).
- Order and arrange combinations of mathematical objects in patterns and sequences

Consolidation work across all topics

- Write sentences that include cultural details such as customs, settings, or character behaviours - Apply phonics knowledge to spell words accurately and use adventurous vocabulary inspired by the text - Share their writing aloud with confidence, showing awareness of pace, expression, and audience <u>Guided Reading</u> <u>Tim Peake / Incredible Charles Darwin</u> - Retrieve key facts about real historical figures, identifying who they were and why they are significant - Use headings, subheadings, captions, and diagrams to locate information - Explain new topic vocabulary linked to space, exploration, and natural science - Identify the purpose of non-fiction texts and talk about how information is organised <u>The Legend of Niam / The Bird King</u> - Identify key characters, settings, and main events in traditional or cultural stories - Make simple inferences about characters’ feelings and actions using clues from the text - Sequence events correctly and explain how the story develops from beginning to end - Share opinions about the stories, giving simple reasons for their ideas <u>Florence Nightingale / Edith Cavell</u> - Retrieve and summarise important information about significant individuals from the past - Recognise features of biographical non-fiction such as fact boxes, timelines, and labelled images - Use new vocabulary linked to hospitals, nursing, and historical events - Compare two figures and explain how each person made a positive impact on the world			<u>History</u> <u>Revisit: Events Beyond Living Memory or Places in Their Locality – Great Fire of London</u> - Recall the key events of the Great Fire of London and explain why it is an important event beyond living memory - Describe how and why the fire started, spread, and was eventually put out, using simple historical vocabulary - Identify and talk about significant individuals linked to the event, such as Samuel Pepys and Thomas Farriner - Compare London then and now, noticing changes in buildings, streets, and firefighting - Use historical sources such as diary extracts, paintings, and maps to answer simple questions about the past - Sequence events in chronological order and explain how life changed for people after the fire - Use terms like past, present, long ago, timeline, rebuild, firehook, leather bucket when discussing the topic		
<u>Geography</u> <u>Topic: UK Cities, Countries and Key Features</u> - Name and locate the four countries of the United Kingdom and their capital cities on a map - Identify and describe key human features (cities, towns, landmarks) and physical features (rivers, coasts, hills) of the UK		<u>Art and Design</u> <u>Collage Using Papers, Fabric Materials, Driftwood</u> - Select and use a range of materials and textures such as papers, fabrics, and natural items (e.g. driftwood) to create a collage with a clear purpose - Cut, tear, layer, and arrange materials with increasing control and precision to achieve different visual effects		<u>Computing</u> <u>Presenting Ideas</u> - Explore how a story can be presented in different ways (e.g. a mind map, a quiz, an-book and a fact file) - Know that digital content can be presented in many ways - Make a quiz about a story using 2Quiz	

▪ Use simple maps, globes, and atlases to find places and understand that the UK is made up of different regions ▪ Recognise and talk about important UK landmarks such as Big Ben, the Giant's Causeway, Edinburgh Castle, and Mount Snowdon ▪ Use basic geographical vocabulary such as country, capital city, coast, river, mountain, map, landmark ▪ Compare two UK places, noting similarities and differences in their features ▪ Ask and answer simple geographical questions based on maps, photos, and real places	▪ Explore how different materials can be combined to create contrast, pattern, and texture ▪ Use simple tools safely (scissors, glue, tape) and choose appropriate techniques for joining materials effectively ▪ Talk about their ideas and describe the choices they made during the creative process ▪ Evaluate their finished piece, identifying what worked well and what they might change or improve next time ▪ Use vocabulary such as texture, layer, overlap, material, surface, natural, man-made when discussing their work	▪ Talk about their work and make improvements to solutions based on feedback received ▪ Make fact file on a non-fiction topic. ▪ Extract information from a 2Connect file to make a publisher fact file ▪ Add clip art ▪ Add photographs ▪ Know that data can be structured in tables to make it useful ▪ Make a presentation to the class ▪ Use a variety of software to manipulate and present digital content and information ▪ Collect, organise and present data and information in digital content ▪ Create digital content to achieve a given goal by combining software packages
<u>Physical Education</u> <u>Games – Net and Wall</u> ▪ Strike a ball using hands or equipment (e.g. bats, paddles) with increasing control and accuracy ▪ Send a ball over a net and into a target area using appropriate force ▪ Move into space and show readiness to receive and return a ball in simple rally situations ▪ Understand and follow basic rules of net and wall games, including taking turns and playing safely ▪ Work cooperatively with a partner or small group to sustain short rallies and simple gameplay	<u>Religious Education</u> <u>Christianity-The Church</u> <u>How might some people show they <i>belong</i> to God?</u> ▪ Recognise that Christians believe they belong to God and are part of a wider church family ▪ Identify and talk about ways Christians show they belong to God, such as baptism, prayer, worship, and living kindly ▪ Describe what happens during a Christian baptism and explain why it is an important symbol of belonging ▪ Identify Christian symbols (e.g. cross, fish/ichthus, light) and explain how they show identity and faith	<u>PSHE</u> <u>Growing and changing</u> ▪ Identify the changes that happen as they grow from babies to children and into adults ▪ Recognise that everyone grows and changes at different rates and that this is normal ▪ Name the parts of the body that make boys and girls different, using correct vocabulary respectfully ▪ Understand the concept of privacy, including which parts of the body are private, and know the rules for keeping themselves safe (e.g., the PANTS rule)

<u>FMS – End of KS1 Assessment</u> ▪ Demonstrate a range of fundamental movement skills including running, jumping, balancing, throwing, and catching ▪ Show improved coordination, agility, and control when performing set movement challenges ▪ Apply FMS skills confidently in small games, obstacle courses, or movement tasks ▪ Follow instructions and work safely while completing assessment activities ▪ Talk about their strengths and identify one aspect of movement they can improve	▪ Talk about how belonging feels and make simple links between their own experiences of belonging and those of Christians ▪ Ask and respond to questions about believing, belonging and community in a respectful way ▪ The church is a community of people, not just a building ▪ Christians believe that God loves them and invites them into a relationship with him ▪ Baptism is a special ceremony that marks belonging to God and the Christian family ▪ Worship, singing, celebrating festivals, and helping others are expressions of faith ▪ Symbols and actions help Christians remember who they are and what they believe	▪ Describe what they can do now that they could not do when they were younger and talk about their future aspirations ▪ Recognise and celebrate their strengths, skills, and achievements ▪ Explain what helps them feel confident, cared for, and supported during changes ▪ Identify trusted adults they can talk to when they feel worried or unsure
<u>Music</u> <u>Tanczomy labada</u> ▪ Keep a steady beat while singing and moving to Tanczomy Labada ▪ Recognise and copy simple rhythmic patterns, using words, clapping, or instruments ▪ Sing with control, showing awareness of pitch and phrasing ▪ Perform simple actions that match the structure and tempo of the song ▪ Work collaboratively to perform as part of a group, taking turns and responding to musical cues ▪ Use simple musical vocabulary (beat, rhythm, fast/slow, loud/soft, verse, chorus) ▪ Create and perform their own short rhythmic patterns inspired by the song		

▪ Listen and respond to music from a different culture, recognising how it makes them feel		
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