

Maths

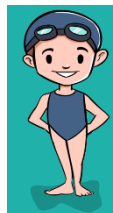
Fractions – review previously learnt concepts and extend pupils to find fractions of whole numbers. The unit begins by having pupils make equal parts, making halves, quarters and thirds. Then pupils learn to name fractions of the same denominations. After this, pupils learn about equal fractions, primarily looking at halves and quarters. They then compare and order fractions and count wholes and parts. Pupils learn to count in halves, quarters and thirds, finishing by finding parts of a set and part of a quantity.

Time – exploring concepts of time. Pupils begin with recognising time to 5 minutes and progresses to tell time, sequence it and manipulate an analogue clock. Pupils will then be learning how to find the duration of time, the end of a length of time, the beginning of a length of time and finally, compare lengths of time.

Volume - involves pupils comparing volume, measuring in litres and millilitres, and solving word problems associated with volume.

PE

Swimming - This is aimed at beginner swimmers. In this unit pupils will learn about water safety and enjoyment of being in the water. They will learn how to travel, float and submerge with increasing confidence. Pupils will begin to learn to use legs and arms to propel them through the water. Pupils will develop confidence to persevere with new and challenging situations.



Computing

Coding Crash Course (Year 2)

The crash-course aims to prepare pupils for using the Computing Scheme of Work Coding unit in year 3.

Children will learn about algorithms and create a computer programme that uses algorithms. They will learn to use coding blocks and use an algorithm in sequence and what *events*, *controls* and *collision detection* are.

Religious Education

Key question 1.12: What is the ‘good news’ Christians say Jesus brings?

(Gospel) To tell stories from the Bible and recognise a link with the concept of “Gospel” or “good news”. To give clear, simple accounts of what Bible text means to Christians. To recognise that Jesus instructs people about how to behave. To give at least 2 examples of ways in which Christians follow the teachings studied about forgiveness and peace and bringing good news to the friendless. To give at least 2 examples of how Christians put these beliefs into practice in the church community and their own lives. To think, talk and ask questions about whether Jesus’ “good news” is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for my ideas.

Summer Term 2 Year 2

PSHE

Healthy Myself and My Relationships

At the end of this unit most pupils will:

- be able to talk about ways in which they have changed since they were babies as well as identifying recent achievements.
- know that change is a normal part of life and that sometimes we can plan for it and sometimes we can't.
- identify changes that they or other children might experience in their lives, including how friendships might change.
- name some emotions they or others might feel at particular times of change.
- suggest some strategies they might use to cope with times of change, including approaching others for help.
- know that change can be positive and something to look forward to.



Music

Pupils create music in response to a picture or idea; work with a partner to improvise simple question and answer phrases (singing). They work with a partner to improvise simple question and answer phrases (untuned percussion). Pupils learn to use graphic notation or dot notation to keep a record of the music that has been composed. They will use Music Lab to capture, change and combine sounds.

Musical repertoire - Rain, Rain, Go Away; Growing Plants; and Paul Rade: The Victorian Kitchen Garden Suite.