

Maths

Chapter 13 – Fractions – This chapter provides a review of previously learnt concepts and extends pupils to find fractions of whole numbers/quantities by the end of the unit. The unit begins by having pupils make equal parts, focusing on 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 move on to comparing and ordering fractions and counting wholes and parts. Pupils learn to count in halves, quarters and thirds, finishing the unit by finding parts of a set and part of a quantity.

Chapter 14 – Time - This chapter explores concepts of time. It begins with recognising time to 5 minutes and progresses in a way that pupils will be able 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.

Chapter 15 – Volume - This final chapter in Year 2 is on volume. It involves pupils comparing volume, measuring in litres and millilitres, and solving word problems associated with volume.

Summer Term 2 Year 2

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.

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.



PE

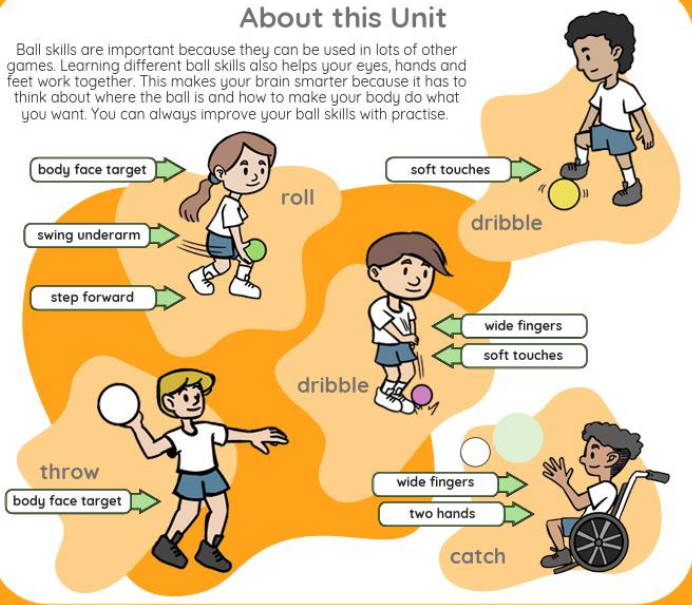
Swimming - This is aimed at beginner swimmers. In this unit pupils will learn about water safety and enjoyment of being in the water. They will learn how to travel, float and submerge with increasing confidence. Pupils will begin to learn to use legs and arms to propel them through the water. Pupils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

Ball Skills - -->



About this Unit

Ball skills are important because they can be used in lots of other games. Learning different ball skills also helps your eyes, hands and feet work together. This makes your brain smarter because it has to think about where the ball is and how to make your body do what you want. You can always improve your ball skills with practise.



Music

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

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

Computing

Purple Mash Computing Scheme of Work



Unit: 2.7 Making Music

Key Learning

- To make music digitally using 2Sequence.
- To explore, edit and combine sounds using 2Sequence.
- To edit and refine composed music.
- To think about how music can be used to express feelings and create tunes which depict feelings.
- To upload a sound from a bank of sounds into the Sounds section.
- To record and upload environmental sounds into Purple Mash.
- To use these sounds to create tunes in 2Sequence.