

Literacy

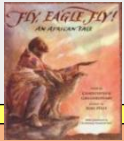
- Daily small group RWI sessions.
- Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentences structures.
- Explore folktales and the archetypes that make up the plot and characters in *The Enchantress of the Sands*
- Analyse how authors use rich language to depict a setting
- Use drama to explore the suspense in a story.
- Write a new folktale with a vivid setting, atmosphere and an exciting climax.
- Nonfiction texts – autobiographies – write an autobiography using notes taken from audio accounts and fact files.

Key Texts:

Meerkat Mail by Emily Gravett

Fly, Eagle Fly by Christopher Gregorowski

Mama Miti by Donna Jo Napoli



Maths – Year 2

Time

- O'clock and half past
- Quarter past and quarter to
- Tell time past the hour
- Tell time to the hour
- Tell time to 5 minutes
- Minutes in an hour
- Hours in a day

Statistics

- Tally charts
- Block diagrams
- Pictograms (1-1, 2, 5 and 10)

Position and direction

- Language of position
- Describe movement
- Describe turns
- Shape pattern with turns

Computing

Word processing –
International Space Station

PE

Athletics & rounders

Maths – Year 3

Time

- Use am and pm
- Years, months and days
- Days and hours
- Hours and minutes – start and end times
- Durations of time
- Minutes and seconds
- Units of time
- Solve problems with time

Shape

- Turns and angles
- Right angles
- Compare angles
- Measure and draw accurately
- Horizontal and vertical
- Parallel and perpendicular
- Recognise and describe 2D shapes
- Draw polygons
- Recognise and describe 3D shapes
- Make 3D shapes

Statistics

- Interpret pictograms
- Draw pictograms
- Interpret bar charts
- Draw bar charts
- Collect and represent data
- 2-way tables

Class 2

Summer Term Two Overview



Science – Living Things and their habitats (Y2)

- Ask questions to further their knowledge.
- Recall some life processes, giving examples of how they apply to plants and animals.
- Classify objects into alive, never been alive and was once alive, giving reasons for their choices.
- Give examples of how animals use their habitat for food and shelter.
- Name living things that are producers and place a producer at the beginning of a food chain.
- Use arrows to show the order in a food chain.
- Describe how microhabitats provide for the basic needs of animals and plants.

Key vocabulary:

alive analyse camouflage carnivore classify coastal dead depend diet energy excretion food chain growth habitat

RE

Does everybody follow the same rules?

Looking at Buddhism, Islam and Sikhism

Art and Design

- Name the primary and secondary colours.
- Talk about the colour changes they notice and make predictions about what will happen when two colours mix.
- Try different tools to recreate a texture and decide which tool works best.
- Show they can identify different textures in a collaged artwork.
- Apply their knowledge of colour mixing to match colours effectively.
- Choose collage materials based on colour and texture.
- Try different arrangements of materials, including overlapping shapes.
- Give likes and dislikes about their work and others'. Describe ideas for developing their collages.
- Choose materials and tools after trying them out.

Key vocabulary:

Collage, detail, mixing, primary colour, secondary colour, surface

Music

- Use tempo, dynamics and timbre in their piece.
- Play in time with their group.
- Use instruments appropriately.
- Successfully sing back the melody line in time and at the correct pitch.
- Play either a call and/or response role in time with another pupil.
- Perform their composition.

Key Vocabulary:

rhythm dynamics timbre tempo structure call and response

Geography

Would you prefer to live in a hot or a cold place?

- Name and locate the seven continents on a world map.
- Locate the North and the South Poles on a world map.
- Locate the Equator on a world map.
- Describe some similarities and differences between the UK and Kenya.
- Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place.
- Recognise the features of hot and cold places. Locate some countries with hot or cold climates on a world map.

Key vocabulary:

Arid, climate, compass, continent, country, desert, Equator, globe, grasslands, human feature, ice sheet, land, locate, map

French

Playground games –
numbers and age

PSHE

Growing and Changing (Y3)