



YEAR 2 / SUMMER 2

How Is Beijing in China Similar or Different to Alderley Edge in the UK?

| ACADEMIC EXCELLENCE | LIFE LONG LEARNING | POSSIBILITIES and RISKS | SOCIAL INTELLIGENCE |
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| We know that only our best is good enough and we will be working hard to maximise our progress in all our learning— academic, social and emotional so that we can be the best we can be and make a positive difference to ourselves and others in our community. | <p>We will be developing our learning skills to develop our readiness to learn, resilience, reflectiveness and resourcefulness to be the best learners we can be so that we are prepared for the challenges we will face.</p> <p>We will be learning from our mistakes and collaborating to have the skills to overcome any barriers.</p> | <p>We will explore what is possible to be achieved when we identify goals based on consideration of people as unique individuals, with their own passions and ideas.</p> <p>We will be challenging ourselves, extending our boundaries and developing our independence.</p> | We will be learning how to appreciate and respect our differences and celebrate the richness of the diversity in our community and beyond, recognising all the benefits that this brings. |

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| ACADEMIC EXCELLENCE | <p>Knowing our next steps on how to improve our work Complete feedback to a high standard Review progress against own targets Know that our best work is good enough Knowing that failure is 'OK' and a stepping stone to success Set own targets and work towards these</p> |
| POSSIBILITIES AND RISKS | <p>Challenging learning opportunities for children to be outside comfort zone Increase responsibilities for year 2 children – independently completing homework and handing in homework and letters, Independent reading</p> <p>Change Year 2 'Jobs' – classroom helpers, iPad and netbook monitors Read aloud a poem, from memory to peers</p> |

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| LEARNING TO LEARN | <p>Review and develop understanding of 5Rs with particular focus on Reflectiveness in Summer 2 –</p> <p>Thinks about their work Uses what they have learnt before to help them Learns from their mistakes Looks for ways to improve their work</p> <p>Continue to work towards Learning to Learn Awards</p> |
| SOCIAL INTELLIGENCE | <p>Assemblies – linked to school aims Taking part in after school clubs Adapting behaviours according to environments and audiences – home, school, school visits Summer production</p> <p>Revisit - Keeping mentally healthy – What to do if we have a worry</p> |



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| ENGLISH | READING | <p>Check the text makes sense and correct any inaccurate reading.</p> <p>Continue to apply phonic knowledge and skills as the route to decode</p> <p>Read accurately by blending sounds in words and recognising alternative sounds for graphemes</p> <p>Read accurately words of 2 or more syllables</p> <p>Expressing views about text at a level beyond that at which they can read</p> <p>Ask and answer questions, make predictions, begin to make inferences</p> <p>Checking the text makes sense.</p> <p>Discuss and express views about fiction, non-fiction & poetry</p> | MATHS | <p>Continue to recall and use addition facts to 20 fluently, and derive and use related facts up to 100.</p> |
| | WRITING | <p>Continue to use familiar and start to use new punctuation including capital letters, full stops, question and exclamation marks, commas in a list and apostrophes.</p> <p>Use subordination (When, if, that, because) and co-ordination (and, or, but)</p> <p>Form lower case letters of the correct size relative to one another</p> <p>Develop stamina for writing/verbs, nouns, adjectives and adverbs</p> <p>Planning – Say or record in writing or pictorially ideas for writing</p> <p>Make simple additions, revisions and corrections to own writing</p> <p>Sentences with different forms/present and past tense</p> <p>Edit and improve writing after proof reading</p> | | <p>Count in 2s, 5s, & 10s</p> <p>Time</p> <p>2 D & 3D Shape</p> <p>Volume</p> <p>Solve word problems</p> |
| | SPELLING / PHONICS | <p>Segmenting spoken words into phonemes representing these by graphemes, spelling many correctly</p> <p>Learning new ways of spelling phonemes</p> <p>Learning to spell common exception words</p> <p>Learning common suffixes and prefixes</p> <p>Use of apostrophes for possession and omission</p> | | <p>Review Addition and Subtraction – Using column methods</p> <p>Division and Multiplication</p> <p>End of unit reviews</p> |
| | SPOKEN LANGUAGE | <p>Read aloud with attention to punctuation and intonation</p> <p>Articulate & Justify answers</p> <p>Initiate & respond to comments</p> <p>Use spoken language to develop understanding</p> <p>Orally rehearse sentence by sentence what to write</p> | | |



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| SCIENCE | <p><u>Working Scientifically</u> Using observations and gathering evidence to suggest answers to questions. Asking simple questions and recognising that they can be answered in different Observe closely using simple equipment Perform simple test Record and communicate findings Identify and classify Gather and record data to help answer questions Use observations to suggest answers to questions</p> <p><u>Apprentice Gardener</u> <u>Enrichment Investigations</u></p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> |
| HISTORY | <p>Geography Focus for summer 2</p> |

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| COMPUTING | <p>Recognise common uses of information technology beyond school Use technology purposefully to organise store and retrieve digital content Use technology purposefully to create and manipulate digital content</p> <p>Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs</p> |
| GEOGRAPHY | <p><u>Comparing the UK to a non-European area</u></p> <p><u>Learning about the Human Geographical Features of China –</u> Where people live, buildings, parks, museums, train stations, airports, tourist, landmarks, population, languages and comparing to the UK</p> <p><u>Learning about the Physical Geographical Features of China -</u> Rivers, mountains, climate and comparing to the UK</p> |



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| DESIGN TECHNOLOGY | <p><u>STRUCTURES</u></p> <ul style="list-style-type: none"> about the simple working characteristics of materials and components how freestanding structures can be made stronger, stiffer and more stable the correct technical vocabulary for the projects they are undertaking know how to use tools safely <ul style="list-style-type: none"> state what products they are designing and making say whether their products are for themselves or other users describe what their products are for use simple design criteria to help develop their ideas generate ideas by drawing on their own experiences use knowledge of existing products to help come up with ideas develop and communicate ideas by talking and drawing <ul style="list-style-type: none"> plan by suggesting what to do next select from a range of tools and equipment, explaining their choices select from a range of materials according to their characteristics assemble, join and combine materials |
| | <p>MUSIC</p> <p>Learn a range of songs in a variety of styles, from memory Develop good vocal technique Perform with expression and an awareness of telling a story</p> |
| | <p>PSHE</p> <p>Families and Care – Growing and Changing To extend the concept of growing and changing – birth to adult Male and female growing and changing</p> |
| PHYSICAL EDUCATION | <p><u>Athletics. Cricket, & Tennis</u></p> <p>Develop control and fluency to perform coordinated running techniques Develop an awareness of speed and distance and when quick reactions are required Develop rhythm and balance and an awareness of height and distance when running over obstacles Be able to select a technique of throwing according to the weight of an object and applying the relevant force · Develop the take off for different jumps (height and distance) and apply them to different jumping combinations Recognise different ways to land in a coordinated way Develop the throwing techniques for a range of objects having an awareness of distance and height</p> |
| | <p>ART AND DESIGN</p> |
| | <p>RELIGIOUS EDUCATION</p> <p><u>Judaism/Christianity</u> What do Jews say God is like? Why is Shabbat an important day for Jews? What does it mean to obey? Why did Moses not want to do what God asked of him at first? What were his excuses? Why did Moses disobey God and miss going to the promised land?</p> |
| | <p>ENRICHMENT</p> <p>Sports Week and Sports Day – To try different sports Class Drama – School production PFC Multisport</p> |