



Year Group: 2

Term: Summer 22

School Theme

Essential Question

Is everything in the garden rosy?

Authentic Outcome

Mini-beast hotels for school garden

Trips, Experiences & Making Community Links

Creepy Crawly Show

Mini Outcomes

Mini-outcome 1: Mini Beast Homes

Mini-outcome 2: Science – Grow an edible plant.

Mini-outcome 3: Art – weaving sculptures for school garden

RE Curriculum Topics & Additional Links

Spread the Word

Rules

Treasures

Immersive Environment

Garden with flowers and mini-beasts

Technology

iPads/ laptops – individual research

Wow room

Seesaw

Outcomes for this Term/National Curriculum Links and Coverage

Maths	English	REAL Project	RE	Other Subjects
<p>White Rose Maths</p> <p><u>Length and Time</u></p> <ul style="list-style-type: none"> • Compare lengths and heights • Measure lengths • Measure length (cm) • Measure length (m) • Compare lengths • Order lengths • Four operations with lengths <p><u>Position and Direction</u></p> <ul style="list-style-type: none"> • Describe position • Describe movement • Describe turns • Describe movement and turns • Making patterns with shapes <p><u>Time</u></p> <ul style="list-style-type: none"> • Telling time to the hour • Telling time to the half hour • O'clock and half past • Quarter past and quarter to • Telling time to 5 minutes • Writing time • Hours and days • Find durations of time • Compare durations of time <p><u>Mass, Capacity and Temperature</u></p> <ul style="list-style-type: none"> • Introduce weight and mass • Measure mass • Compare mass • Measure mass in grams • Measure mass in kilograms • Introduce capacity and volume • Measure capacity • Compare volume • Millilitres • Litres • Temperature 	<p><u>Writing Focuses</u></p> <ul style="list-style-type: none"> • Recount – Easter holiday and Croxteth Park Trip • Narrative – The Molyneux Family (rich and poor) • Information Text – mini-beasts • Instructions – How to make a bug hotel • Description – mini-beast (e.g. The Bad Tempered Ladybird) <p><u>Word Reading</u></p> <p>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <ul style="list-style-type: none"> ♣ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes ♣ read accurately words of two or more syllables that contain the same graphemes as above ♣ read words containing common suffixes ♣ read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ♣ read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered ♣ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation ♣ re-read these books to build up their fluency and confidence in word reading. <p><u>Reading Comprehension</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ develop pleasure in reading, motivation to read, vocabulary and understanding by: ♣ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently ♣ discussing the sequence of events in books and how items of information are related ♣ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales ♣ being introduced to non-fiction books that are structured in different ways ♣ recognising simple recurring literary language in stories and poetry ♣ discussing and clarifying the meanings of words, linking new meanings to known vocabulary y ♣ discussing their favourite words and phrases ♣ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear ♣ understand both the books that they can already read accurately and fluently and those that they listen to by: ♣ drawing on what they already know or on background information and vocabulary provided by the teacher ♣ checking that the text makes sense to them as they read and correcting inaccurate reading ♣ making inferences on the basis of what is being said and done ♣ answering and asking questions ♣ predicting what might happen on the basis of what has been read so far ♣ participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say 	<p><u>History</u></p> <ul style="list-style-type: none"> • significant historical events, people and places in their own locality <p><u>Science</u></p> <p><u>Plants</u></p> <p>Observe and describe how seeds and bulbs grow into mature plants and conditions needed for this.</p> <p><u>Art</u></p> <p><u>DT</u></p>	<p>Spread the word</p> <p>Rules</p> <p>Treasures</p> <p><u>Links:</u> rules of how to handle creatures and care for plants and animals. How to behave around the pond/ on trips etc. All creation is God's treasure (why we have to follow rules from previous topic)</p>	<p><u>PE</u> –Athletics</p> <p><u>Music</u> Mr Story</p> <p><u>Computing</u> – Purple Mash</p> <p>Unit 2.6 Creating Pictures</p>

♣ explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Writing Transcription

Pupils should be taught to:

- ♣ spell by:
 - ♣ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
 - ♣ learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
 - ♣ learning to spell common exception words
 - ♣ learning to spell more words with contracted forms
 - ♣ learning the possessive apostrophe (singular) [for example, the girl's book]
 - ♣ distinguishing between homophones and near-homophones
 - ♣ add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidance, as listed in English Appendix 1
- ♣ write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Handwriting

Pupils should be taught to:

- ♣ form lower-case letters of the correct size relative to one another
- ♣ start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- ♣ write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- ♣ use spacing between words that reflects the size of the letters