

Timetable Year 2 Summer 2021 Term 1

	8:30-9.10	9.10- 9.50		10:20-10.50	10.50-11.50		12.00-1.00	1.10 -1.40	1.40-2.40	2:40-3:00
Monday	Maths fluency	MATHS	Break	GUIDED READING	TOPIC	Story	Lunch	PHONICS	PSHCE / RE	CW
Tuesday	Free writing	TOPIC	Break	GUIDED READING	MATHS	Story	Lunch	PHONICS	ICT	Story
Wednesday	Maths fluency	MATHS	Break	PHONICS	TOPIC	Story	Lunch	Reading skills	SCIENCE	Story
Thursday	Handwriting	TOPIC	Break	GUIDED READING	MATHS	Story	Lunch	PHONICS	ART/DT	Story
Friday	Maths fluency	MATHS	Break	PHONICS	TOPIC	Story	Lunch	Reading skills	PE	CW

<u>Composition</u>	<u>Sentence/Grammar</u>	<u>Reading</u>
• <u>Information texts</u> • Text organisation. Use of layout features including headings, sub-headings, labels, captions.	• Present tense • Extended noun phrases • Use of appropriate topic vocabulary • Use of a range of conjunctions in order to link ideas or to show cause/effect. • Variety of sentence openers using previously introduced skills (prepositions, adverbs etc)	Vocabulary work – explaining the meaning of words, finding words that mean the same thing (synonyms), using context of the sentence/text to make sense of unknown words
• <u>Writing in the first person</u> as a character from text – empathy with and understanding of main character • <u>Written responses to text</u> – what is their opinion/reaction and why?	• Tenses • Use of adverb and adjective questions to expand sentences. • Use of apostrophe for contractions and possession • Variety of sentence openers using previously introduced skills (prepositions, adverbs etc)	Fluency: • reading beyond the end of a line • reading longer sentences with control and correct intonation/expression • scanning ahead for punctuation • reading for meaning/sense - noticing errors made and self-correcting.
• <u>Letter writing</u> Persuasive techniques and letter layout	• Formal tone • Punctuating questions and exclamations • Subordination (e.g. If, when, because) for persuasion and cause/effect	
• <u>Descriptive writing</u> - settings	• Adventurous vocabulary • Use of adverb and adjective questions to expand sentences. • Variety of sentence openers using previously introduced skills (prepositions, adverbs etc) • Checking work for sense, editing and improving	Independent reading comprehension skills: • key words in questions • using synonyms • using context of sentence • inference using pictures and text
• <u>Story writing</u> Developing beginnings, middle and endings	Continue to refine and develop use of the following: • Consistent tense • Adverb and adjective questions to expand sentences. • Apostrophe for contractions and possession • Different sentence types – statement, question, exclamation • Variety of sentence openers	Respond to and compare texts verbally and in writing (reading journals)

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<u>Week 1</u>	The sound spelt a after w and qu /ɒ/ Want, watch, wander, squash, quantity	The sound spelt a after w and qu /ɒ/ Want, watch, wander, squash, quantity	Irregular past tense verbs: e.g. catch - caught fly- flew, blow - blew, swim - swam, do-did, go - went, come -came, sing - sang, buy - bought	Irregular past tense verbs cont.	Common exception words (Yr1/2 word spelling test)
<u>Week 2</u>	Adding -es to nouns and verbs ending in -y Flies, cries, replies, copies, babies, carries	Adding -es to nouns and verbs ending in -y Flies, cries, replies, copies, babies, carries	Adding -es to nouns and verbs ending in -y Flies, cries, replies, copies, babies, carries	The suffixes -ful , -less and -ly Careful, playful, hopeless, badly, happily	The suffixes -ful , -less and -ly Careful, playful, hopeless, badly, happily
<u>Week 3</u>	Words ending in -tion Station, fiction, motion, national, section	Words ending in -tion Station, fiction, motion, national, section	Words ending in -tion Station, fiction, motion, national, section	Revise contractions	Common exception words (Yr1/2 word spelling test)
<u>Week 4</u>	The /l/ or /əl/ sound spelt -el at the end of words camel, tunnel, squirrel, travel, towel, tinsel Add to journals	The /l/ or /əl/ sound spelt -el at the end of words camel, tunnel, squirrel, travel, towel, tinsel Add to journals	Sort and spell words with the /l/, /el/ and /le/ endings.	Revise adding suffixes -ing, -ed, -er, and -est to words ending in -y with a consonant before it Copied, copier, happier, happiest, cried, replied but copying, replying, crying	Revise adding suffixes -ing, -ed, -er, and -est to words ending in -y with a consonant before it Copied, copier, happier, happiest, cried, replied but copying, replying, crying
<u>Week 5</u>	The /ɔ:/sound spelt a before l and ll Call, tall, ball, walk, talk, always	The /ɔ:/sound spelt a before l and ll Call, tall, ball, walk, talk, always	The /ɔ:/sound spelt a before l and ll Call, tall, ball, walk, talk, always	Common exception words (Yr1/2 word spelling test)	Common exception words (Yr1/2 word spelling test)
<u>Week 6</u>	The sound spelt or after w /ɜ:/ word, work, worm, world, worth	The sound spelt or after w /ɜ:/ word, work, worm, world, worth	The sound spelt or after w /ɜ:/ word, work, worm, world, worth	The /ɔ:/ sound spelt ar after w War, warm, towards	The /ɔ:/ sound spelt ar after w War, warm, towards

Year 2 – Spring term (T5)

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<u>Number – Addition and Subtraction (Revision)</u> Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers. Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.				<u>Multiplication and Division</u> Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division ($\div$) and equals (=) sign. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.		

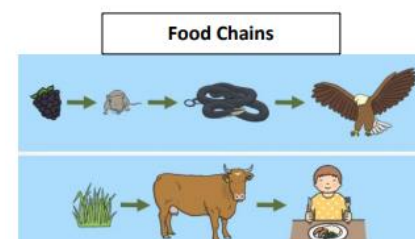
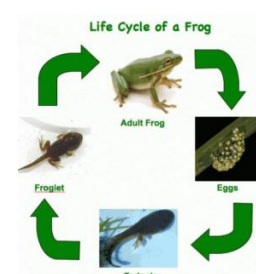
Year 2	Spring 1	Living things and their habitats
- Explore and compare the differences between things that are living, once lived, and things that have never been alive - Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other - Identify and name a variety of plants and animals in their habitats - Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.		

Vocabulary	
Respiration	Creation of energy from breathing / converting oxygen / Carbon dioxide
Sensitivity	Sensing and responding to the environment. E.g. respond to changes in light, heat or sound
Reproduction	Creation of new plants (seeds) or animals (babies)
Excretion	Getting rid of waste materials
Nutrition	Getting or making food
Habitat	The natural environment of an animal / plant
Micro Habitat	a very small, specific habitat for animals and plants
Adaptation	How a plant / animal changes to fit the environment
Dependency	How plants / animals rely on each other to survive
Survive	How animals / plants continue to live
Consumer	All animals are consumers because they consume their food (plants / animals)
Predator	Animals that eat other animals
Producer	Green plants are producers because they produce their own food
Prey	Animals that are hunted for food by other animals
Herbivore	An animal that eats plants
Carnivore	An animal that eats other animals / insects
Omnivore	An animal that eats both plants and other animals / insects
Environment	the area in which something exists or lives
Living	A living thing is alive. It is called an organism
Dead	A dead thing has once been alive
Non-living	A non-living thing has never been alive

What should I already know?
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Famous Persons
- Rachel Carson - David Attenborough - George Schaller

What will I know by the end of the unit?	
What things are alive?	Things can be categorised as either living, once lived, or has never been alive
How do I know if something is alive?	There are 7 life processes: Movement, Respiration, Sensitivity, Growth, Reproduction, Excretion and Nutrition.
How does a plant show sensitivity?	A plant will always respond to a light source (sun) – sensitivity
How do different animals survive in different habitats?	- Animals and plants are specially adapted to live in their habitats - Living things in a habitat depend on each other for survival
What is a food chain?	A food chain shows how each animal gets its food. The chain will always start with a plant



What is a living thing?	Sort pictures of objects (or objects) into living and non-living. Then move onto sorting objects into living, once lived and never alive.
What is a life cycle?	Create life cycles on paper plates
How do life cycles compare?	Compare the life cycles of different animals and explain the differences
What is a habitat?	Children choose 2 animals they are already familiar with from different habitats. They then draw it in its habitat and write about it. Sort animals into their habitats Children investigate the things which are living, once lived and never alive Design a new creature and a habitat for it to live in
What does an animal need to survive?	When Creating a new creature and habitat, explain how it is able to survive in that habitat. Create a shoebox habitat

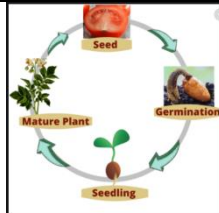
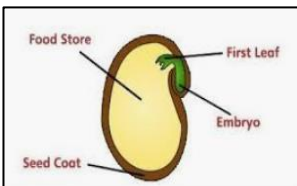
Teaching / Assessment	Possible responses
Explore and compare the differences between things that are living, once lived, and things that have never been alive	WT:
	I can sort objects/pictures into the 3 groups given.
	WA:
	I can compare some of the differences between items in each group. I can say that a bench, for example, once lived because it is made of wood, which was once a tree.
	GD:
	I can say why something is or isn't in a group (linked to life processes). I can identify objects that have once lived such as a bench, fruit, paper etc.
Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other	WT:
	I can match animals to their habitats
	WA
	I can give some reasons why an animal is suited to its habitat.
	GD
Identify and name a variety of plants and animals in their habitats	I can say why one animal is suited to a particular habitat, and why other animals may not be suited to that habitat.
	WT
	I can name some trees and plants in my habitat
	WA
	I can name most animals and trees in my habitat
Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	GD
	I can name most trees and animals in my habitat and explain why they are suited to living there.
	WT
	I can order pictures to create a simple food chain
	WA
	I can draw and label pictures to create a food chain
	GD
	I can create a food chain for different animals and explain how that food chain works.

Year 2	Spring 1	Plants
♣ Observe and describe how seeds and bulbs grow into mature plants ♣ Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy		

Vocabulary	
Roots	Anchor the plant in the ground and absorb nutrients from the soil
Stem	Transports water and nutrients to different parts of the plant
Leaves	Where photosynthesis takes place
Flower	The seed-bearing part of a plant
Embryo	The baby plant inside a seed
seed	The part of a plant that develops into a new plant
Seed coat	Tough layer on the outside of a seed to protect the plant inside
Germination	The name for when a plant starts to grow. A plant is germinating when its seed begins to <u>sprout</u> .

What should I already know?
♣ Plants are a large group of living things that use sunlight to make their own food. ♣ There are many, many different kinds of plants, including trees, vines and grasses. ♣ Plants have lots of different parts, for example stems, leaves and roots. ♣ Some trees lose their leaves in the winter (deciduous). ♣ Some keep their leaves through the year (evergreen). ♣ Some plants are 'flowering plants' – they grow flowers on them.

Famous Persons
- Anthea Phillips - Beatrix Potter - David Bellamy

What will I know by the end of the unit?		
How to plant a seed or bulb	Follow instructions to plant a seed or bulb	
The stages in the life cycle of a plant	Plants have a clear life cycle that helps them to keep reproducing	
How to measure and record the growth of a plant	Observe and record the growth of a variety of plants as they change over time from seed or bulb	
How to set up a simple comparative test	Do plants need sunlight and water to grow? Compare plants put in different environments/ given differing amounts of water.	
Use observations to explain that plants are living things	A plant will always respond to a light source (sun) – sensitivity	
Seeds and bulbs need water to grow but most do not need light	Seeds and bulbs can grow without light as they have their own store of food inside them! However they do need the right conditions to grow.	

What do plants need to grow?	Set up a comparative experiment. 4 plants: 1 -sunlight and water. 2 – sunlight, no water. 3. No light, water. 4. No light, no water. Make regular observations.
How do plants change as they grow?	Grow beans in plastic bags with cotton wool. Observe and measure. Grow cress heads – observe and measure
What is the life cycle of a plant?	Compare and contrast the life cycle of a plant to the life cycle of an animal. Create life cycles on paper plates.
What plants are in my habitat?	Observe different plants, looking closely at their leaf shapes and any flowers. Identify them using an identification chart or similar.

Teaching / Assessment	
Observe and compare the differences between plants grown in different conditions.	WT:
	I can name simple differences between plants grown in different conditions
	WA:
	I can compare some of the differences between a plant grown in the dark and a plant grown in the light, or a plant given water and a plant given no water. I can say that a plant that is given no water will not be able to survive.
	GD:
	I can compare plants grown in different conditions and I can explain why seeds and bulbs can grow in the dark, even though plants with leaves can't.
Identify all the things that plants require to grow	WT:
	I know that plants need sunlight and water to grow
	WA
	I can explain why plants need sunlight to grow
	GD
	I can say that plants need water, sunlight, the right temperature and space and time to grow.
Identify and name a variety of plants in their habitats	WT
	I can name some trees and plants in my habitat
	WA
	I can name most trees and plants in my habitat
	GD
	I can name most trees and plants in my habitat and explain why they are suited to living there.
Describe how plants keep reproducing using the idea of a simple life cycle.	WT
	I can order pictures to create a life cycle of a plant
	WA
	I can draw and label pictures to create a life cycle of a plant
	GD
	I can create life –cycles for different plants and explain how that life cycle works.

ICT

This term we will be using the Pro-bots (programmable cars) and will be learning to give sequences of instructions. We will also be practising these skills on the laptops to control a screen turtle, getting it to draw different lines, shapes and letters.

PSHCE

Our focuses this term will be on friendships, families and positive relationships. We will be thinking about what it means to be a good friend, how we can resolve arguments and how to help others who are feeling lonely. We will also be reflecting on different types of family and the roles different family members, friends and acquaintances play in our lives.

RE

This term's work will revolve around the central question 'Can stories change us?' We will be sharing examples of stories from the bible as well as from other religions and cultures and thinking about the impact stories can have on people - including how some stories are particularly important to some groups of people and how stories can help us reflect upon our own lives and values.

ART

This term in art, we will be focussing on minibeasts. We will create our own minibeasts using clay and natural found materials; create minibeast collages using body parts that the children have painted and cut out; and use chalk and oil pastels to create snail shells.

DT

In DT this term we will be creating moving pictures. To do this we will be creating sliders, levers and wheel mechanisms, and using them to make part of our pictures move.

PE - Our PE sessions this term will be on athletics. We will be developing techniques in running, throwing and jumping, focussing on speed and/or accuracy as appropriate.

MUSIC - There will be no music lessons this half term but we will be continuing with it in the second half, after half term.