

OVERVIEW OF TERMLY OBJECTIVES AND SUGGESTED ACTIVITIES

Year Group:	2	Term:	Summer
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SCIENCE	HISTORY	GEOGRAPHY
- 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. - Notice that animals, including humans have offspring which grow into adults. - Ask simple questions and recognising that they can be answered in different ways. - Observe closely, using simple equipment. - Perform simple tests. - Identify and classifying. - Use their observations and ideas to suggest answers to questions. - Gather and record data to help in answering questions.	- Learn about events beyond living memory and understand how this has affected life in England today. - Learn about significant historical events, people, and places.	- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. - use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop - use simple compass directions (North, South, East and West) and locational and - directional language [for example, near and far; left and right], to describe the location of features and routes on a map.
Activities	Activities	Activities
- Label and look at different plants. - Explore different plants in the Happiness garden. - Grow our own plants. - Investigate the conditions needed for a plant to grow. - Measure different plants. - Match animals to their offspring. - To order life cycles of different animals. - Observe changes of frogs from school pond. - Observe the life cycle of a butterfly. - Compare the life cycles of different animals.	- To describe what a monarch is. - To explain why coronations take place. - To explain how William the Conqueror became King of England. - To identify how William the Conqueror built castles while ruling England. - To identify features of a castle that would be effective when defending against attacks. - To suggest what a monarch was like in the past.	- Locate Zambia - To locate the village Mugurameno in Zambia - To describe human and physical features of Mugurameno - To find out about how people use the river in daily life - To compare school life in Mugurameno and our own - To understand daily life in Mugurameno - Understand the food eaten and how it is prepared - Make a traditional dish

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RELIGIOUS EDUCATION	ART	DESIGN AND TECHNOLOGY
- Identify aspects of religious identity and how we can learn from others. - Identify and explain ways we can take care of the environment.	- Use a range of materials creatively to design and make products. - Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space. - Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	- Design purposeful, functional, appealing products for themselves and other users based on design criteria. - Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. - Understand where food comes from - Use the basic principles of a healthy and varied diet to prepare dishes - Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. - Explore and evaluate a range of existing products. - Evaluate their ideas and products against design criteria.
Activities	Activities	Activities
- Write and draw about a commitment they would like to make to themselves to help them to improve in a skill. - Discuss commitments made in different religions and how they help people. - Share why the world is important to us and how it helps us. - Create a poster to show others how to take care of the environment.	- Use drawing to explore different shapes that a castle could be. - Wedge, score and slit clay to create a clay tile. - Use paint to decorate a clay castle.	- To investigate a wide range of different recipes and ingredients. - To prepare and make different dishes. - To evaluate and compare different foods.

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MUSIC	COMPUTING	PHYSICAL EDUCATION
- Use their voices expressively and creatively by singing songs and speaking chants and rhymes - Play tuned and untuned instruments musically - Listen with concentration and understanding to a range of high-quality live and recorded music - Experiment with, create, select and combine sounds using the inter-related dimensions of music.	- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions - Create and debug simple programs - Use logical reasoning to predict the behaviour of simple programs - Use technology purposefully to create, organise, store, manipulate and retrieve digital content - Recognise common uses of information technology beyond school - Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Dance, invasion games, athletics and striking and fielding. - To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. - Perform dances using simple movement patterns.
Activities	Activities	Activities
- Contribute musically to a final performance. - Read notes to perform pitch patterns. - Use instruments and voices to perform pitch patterns. - Read and write notation to perform a pitch pattern.	- Use logical reasoning to predict the behaviour of simple programs. - Create and debug simple programs. - Use an algorithm to program a sequence on a floor robot - Create an algorithm to meet my goal - Use my algorithm to create a program - To collect and enter data. - To create pictograms using collected data. - To present data.	Dance: - Explore space, simple movement patterns. - Work with a partner to create ideas. Invasion games: - Dribbling, passing, throwing and dodging skills Athletics: - Sprinting, balancing, jumping and throwing skills Striking and fielding: - Fielding and batting skills

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PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION including RELATIONSHIPS EDUCATION	ONLINE SAFETY Complementing subjects: Relationships Education and Computing
• Discussing the concept of privacy. • Learning how to behave safely near the road and when crossing the road. • Exploring what people can do to feel better when they are ill. • Learning how to be safe around medicines. • To know the PANTS rule. • To understand the difference between secrets and surprises. • To know the rules for crossing the road safely. • To know that medicine can help us when we are ill. To understand that we should only take medicines when a trusted adult says we can. • To know the names of parts of my body, including private parts.	• To know that I should tell an adult if I see something that makes me uncomfortable online. • Exploring ways to stay safe online. • To understand how to use keywords in search engines. • To understand what the internet is and how it can help us. • To understand how to stay safe when using the internet.
Activities	Activities
• To label parts of the body, including those of the private parts for their gender. • Compare the differences between secrets and surprises using scenarios. • Design a poster to show how to stay safe when crossing the road. • Use role play to show how to stay safe when crossing the road. • Create a poster to share how to stay safe around medicines.	• Create a poster with clear information about how to remain safe online and what to do if something online makes them feel uncomfortable. • Create a mind map of ways that the internet has made our lives easier, using images and their own drawings. • Identify poor and strong passwords using a password key. • Use a search engine on an iPad to find out something they do not already know. (How fast does a snail move? What is the largest building in the world? How many animals are there in the ocean?)