

Stories: The Day the Crayons Quit, The Lighthouse Keeper's Lunch  
 Persuasive texts – visit Weston Super-Mare (leaflet)  
 Poetry – The sound collector  
 Newspaper Reports – Neil Armstrong  
 Recount – Weston Super-Mare  
 Grammar: apostrophes, commas, subordination: then that if because.

**Habitats:** Know how to respect living things in their environment. Describe the changes that take place in vegetation and animal life in a habitat and a micro-habitat across the four seasons.  
 Use simple scientific vocabulary to describe their ideas and observations.  
 Identify and name a variety of plants and animals in their habitats, including micro-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.  
 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  
**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.

**Number:** Applying 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  
**Measure:** Recognise and use symbols for pounds (£) and pence (p). Combine amounts to make a particular value. Find different combinations of coins that equal the same amounts of money.  
 Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.  
 Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.  
 Know the number of minutes in an hour and the number of hours in a day compare and sequence intervals of time.  
**Statistics** Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.  
 Ask and answer questions about totalling and comparing categorical data.  
 Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.

Being silent and attentive to, and cultivating a sense for the sacred and transcendent.  
 Being reflective and self-critical.  
 Being Imaginative and Explorative Appreciating Beauty.  
 UNICEF links: Article 29 – Education should teach children to respect the natural environment.  
 Article 14 – The right to think and believe what they want, and to practice their religion

**English**

**Science**

**UNICEF PSHE & RE Philosophy for Children**

**Year 2 Summer 2017-2018**  
**Title: Time Travellers & Hooray...Let's Go On Holiday!**  
**Question:** Is it safe to go into Space? What is a holiday?  
**Final Product:** Costa Del Cotteridge




*Achieving Excellence Inspiring Dreams*

**Mathematics**

**Music**

To sing songs about holidays and places focusing on more accurate pitch matching.  
 To explore the concept of pitch using our voices and pitched percussion.

**Physical Education**

**Computing**

**History & Geography**

**Art & DT**

**Run Jump Throw :**Pupils will begin to link running and jumping.  
 Learn and refine a range of running skills which includes varying pathways and speeds.  
 Develop throwing techniques to send objects over long distances.  
**Hit Catch Run:** To developing hitting skills with a variety of bats.  
 Practice feeding/bowling skills.  
 Hit and run to score points in games.  
 Work on a variety of ways to score runs in different hit, catch, run games. Work in teams to field  
 Begin to play the role of wicket keeper or backstop  
**Swimming**

We Are Photographers: taking, selecting and editing photographs.  
 E-safety –  
 • Using keywords;  
 • Sites I like;  
**UNICEF Articles 8/16**

Time Travellers. **Is it safe to go into Space?**  
 Know about a range of events that have happened in the past.  
 Use key words and phrases relating to the passing of time.  
 Order events and objects into a sequence.  
 Find out about aspects of the past from a range of sources of information.  
 Communicate historical knowledge and understanding in a variety of ways.  
 Hooray...Let's Go On Holiday. **What was life like as a Victorian Holiday maker?**  
 What is the same and what is different between holidays in the past and today?  
 Holidays in Victorian Times: how they got there, what they wore, attractions.  
 Weston Super-Mare: now and in the past.  
 Find out about aspects of the past from a range of sources of information.  
 Communicate their historical knowledge and understanding in a variety of ways. UNICEF Article 31: Children have the right to leisure which was not always respected in the past.

Time Travellers:  
 • Rockets  
 Hooray ... Let's Go On Holiday!  
 • Postcards –printing;  
 • Design and make holiday souvenirs;  
 • Water colour – story setting;