

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.

**Animals and Their Needs:** Identify that all living things need water, air and food to survive. Sort food into different groups and introduce to the food group names.  
 Design a balanced meal using the 'eat well' plate.  
 Explore the impact of exercise on the body and identify ways of staying healthy.  
 Identify different animals and their young, be able to name both animals and the offspring.  
 Lifecycles of a frog, butterfly and chicken.  
**Plants:** Observe and describe how seeds and bulbs grow into mature plants  
 Identify different parts of the plant that can be eaten  
 Label parts of a plant (including fruit and seed)  
 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.

RE: 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 29/14  
 PSHE/RSE: learning about girls bodies and boys bodies, medicines, working together, diversity.

**English**

**Science**

**Mathematics**

**UNICEF PSHE & RE Philosophy for Children**

**Year 2 Summer 2018-2019**  
**Title: Time Travellers & Hooray...Let's Go On Holiday!**  
**Question:** Is it safe to go into Space? What is a holiday?  
**Final Product:** Weston Super-Mare




*Achieving Excellence Inspiring Dreams*

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.

**Music**

**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

**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.  
 Enquiry – is it safe to go into Space?  
 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;