



Art and Design

Art: Drawing

Observational drawings of fruit and vegetables

DT: Cooking

Sketch and safely cook a dish which uses at least 1 grown ingredient.

Geography

Reading and surrounding areas:
Human and Physical Features
Observational Skills

History

Significant historical people and places in own locality: Huntley and Palmers

Literacy

Writing stories inspired by The Secret Garden and Alice in Wonderland.

Writing a letter invite parents to our Great British Banquet.

Creating an information text about planting and how to look after flowers.

PSHE

To know how to make healthy choices and have a positive mindset.
To learn some simple strategies to manage feelings.
To know how our bodies change.

Year 2: Summer

What could go in our Best British Banquet?

Music

Understand how music can be used to tell a story.

Computing

Create a non-digital ordering system for food items.

Maths

Fractions

Time

Statistics

Position and direction

Science

Investigate what a plant needs to grow and stay healthy

How to grow elements for a banquet

Year 2 Summer: What could go in our Best British Banquet?

Writing

- ✓ 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.
- ✓ Spell common exception words.
- ✓ Spell more words with contracted forms.
- ✓ Learning the possessive apostrophe (singular) [for example, the girl's book]
- ✓ Distinguishing between homophones and near-homophones (e.g. their, they're and there, one/won)
- ✓ Add suffixes to spell longer words e.g. -ment, -ness, -ful, -less, -ly.
- ✓ Write from memory simple sentences including words using the GPCs, common exception words and punctuation.
- ✓ Building writing stamina and positive attitudes by writing: narratives about personal experiences and those of others (real and fictional), about real events and poetry.
- ✓ Writing for different purposes selecting taught and familiar features.
- ✓ Use familiar and new punctuation correctly. E.g. full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- ✓ Use sentences with different forms (statements, questions, commands and exclamations).
- ✓ Use past and present verbs correctly and consistently.
- ✓ Use verbs in the progressive form.
- ✓ Use co-ordinating conjunctions (or, and, but).
- ✓ Use and understand the appropriate grammatical terminology when discussing writing.
- ✓ Planning out loud and by writing down ideas and/or key words, including new vocabulary.
- ✓ Encapsulating what they want to say, sentence by sentence orally, using key vocabulary or through written ideas.
- ✓ Discuss familiar texts and extract ideas, words or phrases to use in their own writing.
- ✓ Use expanded noun phrases to provide the reader an opportunity to interpret character or setting.
- ✓ Use subordinating conjunctions (when, if, that, because).
- ✓ Form lower-case letters of the correct size relative to one another.
- ✓ Start using some of the diagonal and horizontal strokes to join letters
- ✓ Write capital letters and digits of the correct size and orientation.
- ✓ Use spacing between words that reflects the size of the letters.
- ✓ Use and select when to use some features of written Standard English.
- ✓ Read aloud what they have written with appropriate intonation to make the meaning clear.
- ✓ Finalise drafted pieces by publishing in an appropriate handwriting script.

Reading

- ✓ Discuss and express views on non-fiction and stories, including their favourite words/phrases.
- ✓ Become familiar with and able to retell stories, fairy stories and traditional tales.
- ✓ Recognise simple recurring language in the stories they read.
- ✓ Predict what might happen based on what they have read so far providing a simple explanation.
- ✓ Make inferences based on what is said/done and linking reasons to what they read.
- ✓ Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.
- ✓ Answering and asking questions about what they are reading.
- ✓ Drawing on what they already know or on background information and vocabulary.
- ✓ Checking that the text makes sense to them as they read and correcting inaccurate reading
- ✓ Apply phonic knowledge until automatic decoding has become embedded and reading is fluent.
- ✓ Discussing the sequence of events in books and how items of information are related.
- ✓ Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.
- ✓ Being introduced to non-fiction books that are structured in different ways.
- ✓ Retrieve information from what they read.

Key vocabulary: Non-fiction, fiction, retrieval, prediction and explanation, reference book, convention, apostrophe, possession, contraction, subordination & coordination.

Mathematics

Fractions

- ✓ recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity
- ✓ Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$
- ✓ write simple fractions for example, $\frac{1}{2}$ of $6 = 3$

Measurement

- ✓ compare and sequence intervals of time
- ✓ 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

Statistics

- ✓ interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- ✓ ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- ✓ ask and answer questions about totalling and comparing categorical data

Geometry

- ✓ order and arrange combinations of mathematical objects in patterns and sequences
- ✓ use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise)

Year 2 Summer: What could go in our Best British Banquet?

<p>Geography <u>Human and Physical</u></p> <ul style="list-style-type: none"> ✓ Use geographical vocabulary to refer to Reading and the surrounding area <p>Key Human vocabulary: town, factory, environment, impact</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> ✓ Use observations to create field sketches with human and physical features <p>Key vocabulary: field sketch, observations</p>	<p>RE <u>Christianity</u></p> <ul style="list-style-type: none"> ✓ Explore the different roles people have in the local Church ✓ Explore the roles people have in the wider CofE Church <p><u>Hinduism</u></p> <ul style="list-style-type: none"> ✓ Learn about the Kumbh Mela pilgrimage ✓ Understand why it is important to Hindus <p>Key vocabulary: Clergy, Bishop, Arch Bishop, Vicar, Verger, Deacon, Chaplain, choir, community, parishioners, Kumbh Mela, pilgrimage</p>	<p>Computing <u>Digital Literacy – IT beyond school</u></p> <ul style="list-style-type: none"> ✓ Evaluate the effect communication has had upon the world ✓ Use communication to achieve a goal <p>Key vocabulary: Evaluate, Communication, Ordering, Design, Logical, Adapt</p>
<p>History <u>Chronology of events:</u></p> <ul style="list-style-type: none"> ✓ Significant historical events, people and places in their own locality – Huntley and Palmers ✓ Timeline of changes to Reading from the formation of Huntley and Palmers to present day <p>Key vocabulary: stage coach, production, ingredients, export, British Empire</p>	<p>Music <u>Appreciate</u></p> <ul style="list-style-type: none"> ✓ Listen and respond to ‘Food Glorious Food’ from Oliver! by Lionel Bart. <p><u>Perform and Share</u></p> <ul style="list-style-type: none"> ✓ Learn to sing songs about growing plants and vegetables to perform at the summer picnic. <p><u>Play, Sing and Create</u></p> <ul style="list-style-type: none"> ✓ Compose music to accompany a traditional tale (eg. The Enormous Turnip) by creating simple rhythms and melodies. ✓ Be able to record their composition through written notation. <p>Key vocabulary: Pulse, tempo, rhythm, dynamics, percussion, drum, cymbal, maracas</p>	<p>DT <u>Research:</u></p> <ul style="list-style-type: none"> ✓ Find out which ingredients can be grown. <p><u>Design:</u></p> <ul style="list-style-type: none"> ✓ Design and sketch a dish which could be made using at least 1 grown ingredient. <p><u>Create:</u></p> <ul style="list-style-type: none"> ✓ Cook a dish which uses at least 1 grown ingredient. ✓ Measure the ingredients using electronic scales. ✓ Understand how to cut, peel and grate foods safely. <p><u>Evaluate:</u></p> <ul style="list-style-type: none"> ✓ Discuss which tools were most useful for making the product. <p>Key vocabulary: cut, peel, grate, ingredients, measure, scale, grams, kilograms, safety, hygiene.</p>
<p>Science <u>Plants</u></p> <ul style="list-style-type: none"> ✓ Identify and name common plants ✓ Know the difference between a seed and a bulb ✓ Describe the basic life cycle of a plant ✓ Investigate, by conducting a comparative test, the right environment to ensure that all a plants needs are met – is it the same for all plants? ✓ Exploring how and when to grow plants that can be eaten <p>Key vocabulary: seeds, bulbs, germinate, seedling, survive, water, light, warmth, temperature</p> <p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> ✓ Compare the basic needs of animals, including human to that of a plant. What do they all need to survive? 	<p>Outdoor Learning <u>Research:</u></p> <ul style="list-style-type: none"> ✓ Research foods that can be grown and used to cook ✓ Research how to grow these foods <p><u>Design:</u></p> <ul style="list-style-type: none"> ✓ Create a recipe using these food products <p><u>Create/ Evaluate:</u></p> <ul style="list-style-type: none"> ✓ Plant and grow a food product- observe the growth and help it to grow ✓ Use the food products to cook a selected recipe <p>Key vocabulary: recipe, cook, grow, water, sunlight, growing, herbs, spices, vegetables, fruits</p>	<p>Art <u>Media:</u> Drawing</p> <p><u>Appreciation:</u></p> <p><u>Artist:</u> Giuseppe Arcimboldo</p> <ul style="list-style-type: none"> ✓ To describe what techniques an artist has used ✓ To consider why a technique has been used to create a specific effect <p><u>Skills:</u></p> <p>Exploring and developing ideas:</p> <ul style="list-style-type: none"> ✓ To explore ways to use a pencil to create different effects <p>Investigating and making art:</p> <ul style="list-style-type: none"> ✓ To explore how to add tone and depth using pencils <p>Evaluating and developing art:</p> <ul style="list-style-type: none"> ✓ To suggest aspects of your work to improve ✓ To explore ways to improve the technique used <p>Key vocabulary: Tone, light, sketching, lines, effect, depth, shape, observational, technique, shading</p>
<p>PSHE <u>Being My Best</u></p> <ul style="list-style-type: none"> ✓ What does it look like when I am my best self? <p><u>Growing and changing</u></p> <ul style="list-style-type: none"> ✓ What are the effects of our changing bodies? <p>Key vocabulary: physical activity, wellbeing, hygiene, independence, body parts (including correct biological names for external genitalia), safety and risk, respect, privacy.</p>	<p>PE</p> <ul style="list-style-type: none"> ✓ Agility/Speed/Strength/Throwing/Fitness – Athletics ✓ Catching/Throwing/Target/Striking/Strategy – Cricket 	

What could go in our Best British Banquet?

Outdoor Learning

Planting and using food products

Science

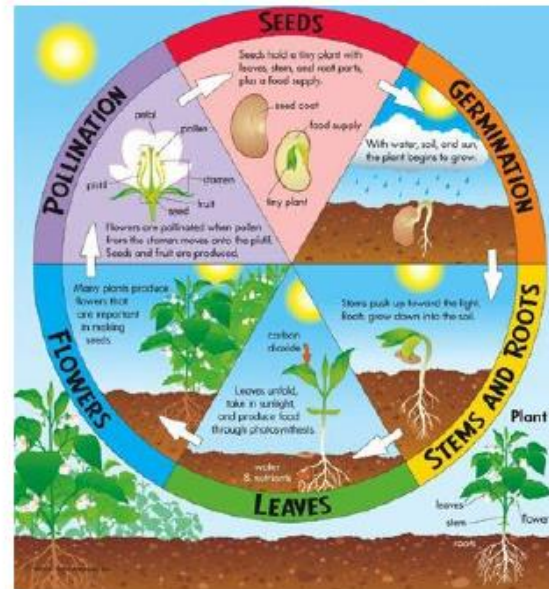
Plants

Key Vocabulary

May

Vegetables			Fruit	
artichoke	elderflowers	peppers	spinach	strawberries
asparagus	lettuce	radishes	spring greens	pears
aubergine	marrow	rhubarb	spring onions	tomatoes
chicory	new potatoes	rocket	watercress	
chillies	peas	sorrel		

Herbs and other foods	Fish and shellfish	Meat
basil	crab	lamb
chives	pollack	rabbit
coriander	salmon	
garlic mustard	sardines	
	tuna	
marjoram		
mint		
nettles		
oregano		



Banquet (Topic) - an extravagant or lavish meal consisting of many courses and normally attended by many guests

Germinate (Science) - to begin to grow or develop

Recipe (OL) - a set of instructions for making or preparing a food dish

Herbs and spices (OL) - plants which are grounded and used to season food for flavour

Vegetable (OL) - part of a plant used as food which is usually grown in the ground

Fruit (OL) - part of the plant that contains seeds and usually grows on trees

Ingredients (DT) - the edible things you mix together to create a food dish

Production (History) - making or manufacturing products on a large scale

Evaluate (DT) - to judge how effective and successful an idea, product or project has been

Design and Technology

Using grown ingredients to make a dish



Peel—remove the skin from a fruit or vegetable



Chop—cut food into smaller pieces using a knife



Grate—rub food against a rough surface

History

Significant people and places



Huntley and Palmers

Joseph Huntley and George Palmer created one of the world's first global brands and ran what was once the world's largest biscuit factory in Reading, Berkshire.