

Literacy
Labels, Lists and Captions, Tongue Twisters, Narrative, Letters, Non-fiction books

Spoken language

Ask relevant questions to extend their understanding and knowledge

Use relevant strategies to build their vocabulary

Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas

Reading

Be introduced to non-fiction books that are structured in different ways

Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Participate in discussion about books, poems and other words that are read to them and those that they read for themselves, taking turns and listening to what others say

Make inference on the basis of what is being said and done

Writing

Write for different purposes

Write about real events

Write down ideas and/or key words/including new vocabulary

Write poetry

Use spacing between words that reflects the size of the letters

Plan or say out loud what they are going to write about

Write narratives about personal experiences and those of others

Proof-read to check for errors in spelling, grammar and punctuation

Form lower case letters of the correct size relative to one another

Evaluate their writing with the teacher and other children

Physical Development

Athletics (2):

Explore running at different speeds

Start to look at running techniques

Review and refine sending and receiving techniques

Refine underarm and overarm throwing techniques

Throw for accuracy and distance

Link together running and jumping activities with increased fluency and control

Link together a range of movement skills to complete challenges

Games (3)

Work in partners throwing and catching to score points

Work in partners avoiding others to get to a designated area

Apply simple tactics

Play 1 v 2, 1 v 3 and 2 v 2 striking games that score points

Develop an awareness of opponents

Personal, Social and Emotional Development

PSCHE: Relationships

Identify the people who are important in the children's lives, including those who they care for and who care for them

Recognise feelings of jealousy

Develop pride in others' achievements

Learn strategies for feeling better without hurting others

R.E.: Islam (2)

Pupils should learn:

- Muslims believe that Allah is the one true God

- Muslims serve Allah in many ways including daily salah which usually takes place in the mosque

- Muslim festivals include Id-ul-Fitr and Id-ul-Adha

- The Qur'an is the special holy book for Muslims

- Allah has sent guidance through the Qur'an

SUMMER TERM 1

Objectives

Beach Combers

Year 2

Mathematics

Please see separate objectives document from Success and Challenge cards Autumn 1

Understanding of the World

Geography Coastal features

Place knowledge

Understand geographical similarities and differences through studying the human and physical geography

Human and physical geography

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

Science: Habitats, Living and non-living things

Identify and name a variety of plants and animals in their habitats including micro-habitats

Explore and compare the differences between things that are living, dead, and the things that have never been alive.

Perform simple tests

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

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

Observe closely, using simple equipment

Identify and classify

Find out about and describe the basic needs of animals, including humans, for survival

Use their observation and ideas to suggest answers to questions

Computing: Web searches, digital presentations

Use technology purposefully to create, organise, store, manipulate and retrieve digital content

Recognise common uses of information technology beyond school

Expressive Art and Design

Drawing

Use drawing as a medium to develop and share ideas. Incorporate known experiences. Focus on using lines and known geometric shapes to create.

Music

Use voices expressively and creatively by singing songs and speaking chants and rhymes

Engage:

Express: