

**Reduce, Reuse, Recycle**  
*How can we all use fewer things?*

### Literacy

#### Spoken language:

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas  
Participate in discussions, presentations, performances, role play, improvisations and debates

#### Reading:

Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently  
Make inferences on the basis of what is said and done  
Discuss favourite words and phrases  
Be introduced to non-fiction books that are structured in different ways  
Discuss and clarify the meanings of words, linking new meanings to known vocabulary

#### Writing:

Develop positive attitudes towards and stamina for writing by: - writing narratives about personal experiences and those of others (real and fictional)  
- writing about real events  
- writing for different purposes  
Consider what they are going to write before beginning by:  
- planning or saying out loud what they are going to write about writing down ideas and/or key words  
- encapsulating what they want to say, sentence by sentence  
Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils and re-reading to check that their writing makes sense

### Mathematics

*Please see termly Success and Challenge cards*

### Personal, Social and Emotional Development

#### PSCHE: How do we recognise our feelings?

Learn how to recognise, name and describe a range of feelings  
Understand what helps them to feel good, or better if not feeling good  
Learn how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)  
Know how feelings can affect people in their bodies and their behaviour  
Learn ways to manage big feelings and the importance of sharing their feelings with someone they trust  
Learn how to recognise when they might need help with feelings and how to ask for help when they need it

#### R.E.: Islam - Does completing Hajj make a person a better Muslim?

Understand what happens during Hajj and to explore the importance of this to Muslims.  
Describe a special journey and why it was special to me.  
Remember some of the events that happen during Hajj and start to explain why these are important to Muslims.  
Start to think about the significance of Hajj to a Muslim.

## SUMMER TERM 2 Objectives Be Different Future Year 2

### Physical Development

#### Athletics

Develop ability to hurdle effectively  
Know how to use our bodies to maximise sporting performance  
Develop ability to jump as far as they can  
Develop ability to throw as far as they can

#### Invictus

Develop ability to solve problems  
Develop ability to engage fairly in new activities

### Understanding of the World

#### 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  
Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key  
Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

#### Science: Animals including humans

Notice that animals, including humans, have offspring which grow into adults  
Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)  
Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

#### Computing: iSearch

To understand that the world wide web contains large amounts of information  
To use links to navigate a website  
To know that the world wide web can be used to answer questions  
To navigate a website user hyperlinks  
To locate specific information using a website  
To collect information from a number of different online sources

### Expressive Art and Design

#### Design and Technology

Use the basic principles of a healthy and varied diet to prepare dishes  
Understand where food comes from  
Design purposeful, functional, appealing products for themselves and other users based on design criteria  
Select from and use a wide range of ingredients, according to their characteristics  
Explore and evaluate a range of existing products  
Evaluate their ideas and products against design criteria  
**Music**  
Experiment with, create, select and combine sounds using the inter-related dimensions of music.