

Expressive Art and Design

Design and Technology

Use the basic principles of a healthy and varied diet to prepare dishes: to prepare simple recipes (no heat) by cutting (soft foods), grating, peeling, mixing and spreading with more control
Understand that food is grown, farmed or caught
Begin to describe basic food journeys – farm to fork

Music: singing

use their voices expressively and creatively by singing songs and speaking chants and rhymes

Art: Painting

Respond positively to ideas and starting points.
Explore ideas and collect information.
Describe differences and similarities between artwork they see and make links to their own work.

Try out different materials and methods to improve.

Painting:

Experiment with different brushes (including brushstrokes) and other painting tools

Mix primary colours to make secondary colours

Add white and black to alter tints and shades

Continent focus: Africa

Knowledge Outcomes:

- Locate Africa on a world map, name some of the countries in Africa and name the surrounding oceans.
- Identify physical features in Africa, such as deserts, rivers and savannahs and human features such as structures and cities.
- Know that climate affects the foods grown and eaten in different parts of Africa.
- Name foods commonly grown and eaten in Africa, such as maize, rice and yams.
- Know that food is an important part of culture and daily life in African countries.

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 Life on a Plate Year 2

Physical Development

Athletics

Run at fast, medium and slow speeds, changing speed and direction - apply in relay and running races
Link running and jumping activities with some fluency, control and consistency – apply in Long Jump and High Jump

Throw a variety of objects, changing actions for accuracy and distance – apply in rocket ball and quilt toss

GDS: Show greater difference between slow and fast speeds

Start at a medium pace for a longer distance

Throw more accurately and greater distances

Show consistency, control and accuracy when throwing

Understanding of the World

Geography

Name and locate some of the world's seven continents and five oceans.

Understand the geographical similarities and differences through studying the physical and human geography of a small area of the UK and of a small area in a contrasting non-European country

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.

Identify the location of hot and cold areas of the world in relation to the Equator

Use world maps, atlases and globes to identify the UK as well as the seven continents and five oceans. Also identify countries studied through topics.

Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Science: Overview of the year

Objectives to be taken from across the Year 2 Science curriculum

Computing: iBlog

To know what a blog is and how it will be used in the classroom

To log in to the class blog

To know how to respond to the writing of others

To know how to post on a blog

To know how to respond to someone else's post on the class blog

To use a blog to demonstrate and share learning

Strength Lies in Difference

Children to understand what the term stereotype means

Children to be familiar with these key terms and understand their meaning: Identity, Race, Diverse, Ethnicity, Minority, Majority, Responsibility, Values and Stereotype

English and Mathematics

Please see termly Success and Challenge cards