

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

### **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**

*Please see termly Success and Challenge cards*

### **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 BeDifferent 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.

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

Use simple fieldwork and observational skills to study the geography of our school and its grounds and the key human and physical features of our surrounding environment.

#### **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

### **Expressive Art and Design**

#### **Art and Design**

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.

#### **Music**

Experiment with, create, select and combine sounds using the inter-related dimensions of music.