


<p>English</p> <p>Writing for different purposes: The Very Hungry Caterpillar - Eric Carle; The Bad-Tempered Ladybird - Eric Carle. Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. Instructions: Examples of instructions. Making minibeast habitats. Caterpillar/butterfly care. Develop positive attitudes towards and stamina for writing.</p> <p>Lists and leaflets: Online resources Examples of lists and leaflets. Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Reviews and information texts: Various text; Film review on Bee movie, A Bug's Life. Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Poetry - acrostic and shape poems: Collected poems and rhymes about minibeasts (Various sources). continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p>	<p>Mathematics</p> <p>Fractions: Making equal parts; Showing thirds, halves and quarters; Naming fractions; Making equal fractions; Comparing and ordering fractions; Counting wholes and parts; Counting in halves, quarters and thirds; Finding part of a set; Finding part of a quantity.</p> <p>Time: Telling and writing time to 5 minutes; Sequencing events; Drawing clock hands; Finding durations of time; Finding starting and ending times; Comparing times.</p> <p>Volume: Comparing volume; Measuring volume in litres and millilitres; Solving word problems.</p>	<p>Science</p> <p>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.</p> <p>Wriggle and Crawl: Habitats: Animals, including humans; Working scientifically.</p>	<p>Design and Technology</p> <p>Origins of food: Selecting natural materials: Exploring honey; Making a minibeast; Making a wormery: Use the basic principles of a healthy and varied diet to prepare dishes; choose appropriate components and materials and suggest ways of manipulating them to achieve the desired effect. Understand where food comes from. Hygiene rules include washing hands before handling food, cleaning surfaces, tying long hair back, storing food appropriately and wiping up spills. Work safely and hygienically in construction and cooking activities. Ideas can be communicated in a variety of ways, including written work, drawings and diagrams, modelling, speaking and using information and communication technology. Generate and communicate their ideas through a range of different methods. Finished products can be compared with design criteria to see how closely they match. Improvements can then be planned. Explain how closely their finished products meet their design criteria and say what they could do better in the future. Food comes from two main sources: animals and plants. Cows provide beef, sheep provide lamb and mutton and pigs provide pork, ham and bacon. Examples of poultry include chickens, geese and turkeys. Examples of fish include cod, salmon and shellfish. Milk comes mainly from cows but also from goats and sheep. Most eggs come from chickens. Honey is made by bees. Fruit and vegetables come from plants. Oils are made from parts of plants. Sugar is made from plants called sugar cane and sugar beet. Plants also give us nuts, such as almonds, walnuts and hazelnuts. Identify the origin of some common foods (milk, eggs, some meats, common fruit and vegetables). Products can be compared by looking at particular characteristics of each and deciding which is better suited to the purpose. Compare different or the same products from the same or different brands.</p>
<p>Computing</p> <p>Habitats Pirates</p>	<div style="text-align: center;">  <p>Year: 2 Term: Summer Topic: Wriggle and Crawl</p> </div>		<p>Starting Point Minibeast hunt End Product Written outcome: Why are insects and bugs so important to the planet? Creative outcome: Minibeast life cycle animation</p>
<p>RE</p> <p>How important is it for Jewish people to do what God has asked them to do? What is the best way for a Jew to show commitment to God?</p>			<p>Visits/Visitors</p>
<p>PSHE</p>			<p>Art and Design</p> <p>Observational drawing; army ants; Model making.</p> <p>Materials and techniques that are well suited to different tasks include ink; smooth paper and polystyrene blocks for printing; hard and black pencils and cartridge paper for drawing lines and shading; poster paints, large brushes and thicker paper for large, vibrant paintings and clay, clay tools and slip for sculpting. Select the best materials and techniques to develop an idea. A sketch is a quickly-produced or unfinished drawing, which helps artists develop their ideas. Make simple sketches to explore and develop ideas. Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture. Analyse and evaluate their own and others' work using artistic vocabulary. Malleable materials, such as clay, plasticine or salt dough, are easy to shape. Interesting materials that can make textures, patterns and imprints include tree bark, leaves, nuts and bolts and bubble wrap. Press objects into a malleable material to make textures, patterns and imprints. Art papers have different weights and textures. For example, watercolour paper is heavy and has a rough surface, drawing paper is of a medium weight and has a fairly smooth surface and handmade paper usually has a rough, uneven surface with visible fibres. Different media, such as pastels, or watercolour paint, can be added to papers to reveal texture and the rubbing technique, frottage, can be used to create a range of effects on different papers. Create a range of textures using the properties of different types of paper. The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together. Identify and mix secondary colours. Textures include rough, smooth, ridged and bumpy. Tone is the lightness or darkness of a colour. Pencils can create lines of different thicknesses and tones and can also be smudged. Ink can be used with a pen or brush to make lines and marks of varying thicknesses, and can be mixed with water and brushed on paper as a wash. Charcoal can be used to create lines of different thicknesses and tones, and can be rubbed onto paper and smudged. Use the properties of pencil, ink and charcoal to create different patterns, textures and lines, and explore shape, form and space. Natural forms are objects found in nature and include flowers, pine cones, feathers, stones, insects, birds and crystals. Draw, paint and sculpt natural forms from observation, imagination and memory. Common themes in art include landscapes, portraiture, animals, streets and buildings, gardens, the sea, myths, legends, stories and historical events. Describe similarities and differences between artwork on a common theme. Works of art are important for many reasons: they were created by famous or highly skilled artists; they influenced the artwork of others; they clearly show the features of a style or movement of art; the subject matter is interesting or important; they show the thoughts and ideas of the artist or the artist created a large body of work over a long period of time. Explain why a painting, sculpture or piece of artwork is important.</p>
<p>Music</p> <p>Composing: Songs from the Music Express Book, adding percussion to familiar songs and rhymes: 'Caterpillars Only Crawl', 'The Ants Go Marching Two by Two', 'Little Arabella Miller', 'Flight of the Bumblebee' by Rimsky-Korsakov, 'Butterfly Étude' by Chopin, 'The Wasps' by Vaughan Williams and Classical music inspired by minibeasts. Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Musicianship: 'Little Sally Saucer'</p> <p>Lyrics and tunes for familiar songs and Rhymes: 'Caterpillars Only Crawl', 'The Ants Go Marching Two by Two', 'Little Arabella Miller' and Classical music inspired by minibeasts. Pitch: Play a range of matching voices accurately, supported by a leader playing the melody.</p>	<p>History</p> <p>A year is 365 days and a leap year is 366 days. A decade is 10 years. A century is 100 years. Use the historical terms year, decade and century; Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done. Describe how an aspect of life has changed over time; A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years. Sequence significant information in chronological order.</p>	<p>Geography</p> <p>Fieldwork: Industries are businesses that make things, sell things and help people live their everyday lives. Land can be used for recreational, transport, agricultural, residential and commercial purposes, or a mixture of these. Describe the size, location and function of a local industry. Data can be recorded in different ways, including tables, charts and pictograms. Collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and secondary sources (maps and books): The local environment can be improved by picking up litter, planting flowers and improving amenities. Describe ways to improve the local environment; Conservation is the protection of living things and the environment from damage caused by human activity. Conservation activities include reducing, reusing and recycling, composting, saving water and saving energy. Conservation activities protect the environment for people in the future. Describe how human behaviour can be beneficial to local and global environments, now and in the longer term.</p>	
<p>Physical Education</p> <p>Explorers Strikers Athletics Golden Miles</p>			