



Subject	Prior Learning	Assessment	Oracy Opportunities	Learning Questions	Key Vocabulary	House Value
Maths	Fractions - Knowledge of halves and quarters, including from mass (on scales), turns and doubling work.	Fractions, Time and Volume - using Maths No Problem chapter consolidations  Arithmetic and Reasoning SATs paper	Structured "talk tasks" (Kagan). Emphasis on reasoning and justification. Collaborative problem-solving activities. Using manipulatives as discussion prompts. Addressing misconceptions through dialogue. Connecting maths to real-world contexts. Modelling correct mathematical language. Promoting active listening skills.	Fractions (continued from Summer 1) LQ: How do I write simple fractions? LQ: How do I recognise pairs of a fraction that add up to a whole? LQ: How do I find various fractions of a set?  Time LQ: What can I remember about time? O'clocks, half past, hour, minute LQ: How many minutes are in an hour and hours in a day? LQ: How do I tell the time using quarter past and quarter to? LQ: How do I tell the time in multiples of 5? LQ: How do I draw the hands on a (analogue) clock? LQ: How do I compare and sequence events using time?  Measuring Volume and Capacity LQ: How do I use the correct vocabulary to compare volumes? LQ: How do I measure volume in litres? LQ: How do I measure volume in millilitres? LQ: How do I solve problems involving litres and millilitres?	more than and less than, halves, quarters, thirds, denominator, numerator, equal parts, sharing and grouping, whole, equal, equivalence  o'clock, half past, second, minute, hour, quarter to/past, digital/analogue, minute/hour hand, later, earlier, tomorrow, yesterday, week, short, long, first, next, last morning, afternoon, evening, midday, midnight  litres, millilitres, greater than, less than, more/less, increase, decrease, volume, capacity	Resilience
Writing	Diary Recount Adverbs Conjunctions Punctuation	The Bear and the piano hot task	Exploring story, characters and themes through drama, kagan and oracy.	How can I use drama and oracy to explore The Bear, The piano and Little Bear's Concert? How can I explore the emotions of the characters in the story? How can I use adverbs in my writing? How can I use conjunctions in my writing? How can I use powerful vocabulary in a setting description? How can I uplevel my writing? How can I plan, write and edit a 3 part diary entry written as Little Bear?	subordinating conjunction coordinating conjunctions editing expanded noun phrase apostrophes suffix	Creativity
Reading	We've explored a range of texts in lessons and started to look at comprehension style questions	Grapheme hunter Picture inference questions Comprehension questions - short texts with questions 1-2-1 reading and in small groups	Discussion of intonation, tone and volume in reading. Using poetry and scripts to expand children's range of texts	Guided group Picture Inference Guided group Unseen comprehension Reading for pleasure Grapheme hunter		Resilience



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Science	<p>During Year 1 children have been given c</p> <ul style="list-style-type: none"><li>*distinguish between an object and the n from which it is made</li><li>*identify and name a variety of everyday including wood, plastic, glass, metal, water, and rock</li><li>*describe the simple physical properties c variety of everyday materials</li><li>*compare and group together a variety c everyday materials on the basis of their simple physical properties</li></ul> <p>During Year 2 children have</p> <ul style="list-style-type: none"><li>*identified and compared the suitability c materials, including wood, metal, plastic, and cardboard for particular uses</li><li>*changed shapes of solid objects by squ</li></ul>	<p>Pre learn Odd one out - materials for footwear.</p> <p>Children to describe how they created their shield, what materials they used and why.</p> <p>Answering the question, was it fit for purpose?</p>	<p>Children will have the opportunity to talk materials and their properties</p>	<p>Who has played an important role</p> <p>How can I investigate properties of</p> <p>How can I plan an investigation to</p>	<p>materials</p> <p>properties</p> <p>waterproof</p>	Collaboration
Geography	Finishing off Summer 1 unit.					
History	Revisiting key Historical vocabulary: past, present, modern, ancient	Continuous assessment during each lesson.	Whole class discussions, group discussions, partner discussions.	Who are the Victorians?	Past, present, modern, ancient, Victorian	
DT	<p>Children have undergone a process of designing, making and evaluating.</p> <p>Year 1: How will I make a fashionable logo?</p> <p>Year 2: How can I make a cardboard tower? (learning about joins and strengthening paper)</p> <p>Year 2: How will I make a kochambari salad?</p>	<p>Pre assessment with DT skills (front cover)</p> <p>Graffiti wall to assess understanding of key vocabulary.</p>	Whole class discussions, group discussions, partner discussions.	<p>How will I make a Victorian-Style vehicle that</p> <p>What did Victorian vehicles look like?</p> <p>How did Victorian Vehicles change within the</p> <p>What is a wheel, axle and a chasis?</p> <p>Who invented modern day tyres?</p> <p>How will I design my vehicle?</p> <p>What tools will I use to create my vehicle?</p> <p>How will I attach my wheels and axles?</p> <p>How can I test and evaluate my vehicle and s</p>	<p>wheel</p> <p>axle</p> <p>chassis</p> <p>mechanism</p> <p>Victorian</p> <p>wooden dowel</p> <p>design</p> <p>make</p> <p>evaluate</p>	Resilience
Art	Finishing off Summer 1 unit.					



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Computing	<p>This unit initially recaps on learning from the Year 1 ScratchJr unit 'Programming B – Programming animations'. Learners begin to understand that sequences of commands have an outcome, and make predictions based on their learning. They use and modify designs to create their own quiz questions in ScratchJr, and realise these designs in ScratchJr using blocks of code. Finally, learners evaluate their work and make improvements to their programming projects.</p> <p>This unit progresses learners' knowledge and understanding of instructions in sequences and the use of logical reasoning to predict outcomes.</p>	<p>Assessment opportunities detailed in each lesson plan provided by the NCCE. The learning objective and success criteria are introduced at the beginning of each lesson and then reviewed at the end. Learners are invited to assess how well they feel they have met the learning objective using thumbs up, thumbs sideways, or thumbs down.</p> <p>Assessment rubric provided by NCCE for the unit Year 2 – Programming quizzes.</p>	<p>Continuous formative assessment through a variety of Kagan structures used in each lesson including Times Pair Share and Quiz Quiz Trade.</p>	<p><b>Year 2 – Programming quizzes.</b></p> <ul style="list-style-type: none"> <li>I can identify the start of a sequence</li> <li>I can identify that a program needs to be started</li> <li>I can show how to run my program</li> <li>I can predict the outcome of a sequence of commands</li> <li>I can match two sequences with the same outcome</li> <li>I can change the outcome of a sequence of commands</li> <li>I can work out the actions of a sprite in an algorithm</li> <li>I can decide which blocks to use to meet the design</li> <li>I can build the sequences of blocks I need</li> <li>I can choose backgrounds for the design</li> <li>I can choose characters for the design</li> <li>I can create a program based on the new design</li> <li>I can choose the images for my own design</li> <li>I can create an algorithm</li> <li>I can build sequences of blocks to match my design</li> <li>I can compare my project to my design</li> <li>I can improve my project by adding features</li> <li>I can debug my program</li> </ul>	<p>sequence, command, program, run, start, outcome, predict, blocks, design, actions, sprite, project, modify, change, algorithm, build, match, compare, debug, features, evaluate, decomposition, code.</p>	<div></div>
	<p><b>RE</b></p> <p>Children have learnt about mosques in year 1. In year 2 they have learnt about who is a Jew.</p>	<p>Open questions during carpet time.</p>	<p>Children will learn about respecting other peoples views who are different to theres.</p>	<p>Children will review the learning from summer 1.</p>	<p>mosque Muslim sacred prayer community</p>	<p>Fairness</p>
	<p><b>PSHE</b></p> <p>Children have learned about friendships, the right to relax and play and how to regulate emotions using the zones of regulation.</p>	<p>Open questions during carpet time.</p>	<p>Children will learn about the importance of listening and respecting the opinions, beliefs and feelings of others. Taking turns to talk is practiced and ground rules for discussions are built.</p>	<p>What makes a good friend? What is the difference between joking and bullying? What is the difference between little feelings and I What is growing up? How do I keep myself safe in unfamiliar places? What does private mean and what are the private Why is it important to keep active?</p>		<p>Kindness</p>



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Music	Call and response with instruments		Using words to explain what they hear (loud, soft, high)		high, low, higher, lower, fast, slow, faster, slower	
	Story telling with music		Sharing likes and dislikes about music.		loud, quiet, louder, quieter	
PE	Pitch and tempo	Creating and performing a musical structure To perform a musical structure	Discussing ideas and working together in groups.	LQ: Vocal soundscape To create a simple soundscape LQ: Creatively responding to music To listen to music LQ: Comparing music To compare two pieces of music LQ: Pitch patterns To create a short pitch pattern LQ: Creating and performing a musical structure To perform a musical structure	beat, rhythm, pattern, long, short, pulse sounds, different, same voice, singing, whisper, shout, clap, stamp	Collaboration
	Singing (Theme: On this island)		Using musical terms (rhythm, tempo).	Talking about performances and suggesting improvements Storytelling: Using music and words to create stories.	song, verse, chorus, repeat, pattern lister happy, sad, excited, scared smooth, bump, slow, fast	
Gymnastics	All children should have a good understanding of how to play the game of cricket and be able to demonstrate. The children should be able to throw and bowl whilst also, being able to strike the cricket ball This unit initially recaps on learning from the Year 1	Ongoing formative assessment	Oral feedback during and after lessons Use of key vocab	LQ: What are the key points when batting in cricket? LQ: How do you stand when bowling overarm? LQ: When should I use a long barrier? LQ: What position should your hands be in for a catch? LQ: What steps do I have to take to use a front foot? LQ: What are some rules of bowling and batting rules?	Front Foot drive, technique, overarm, throwing, accuracy, bowling, catching, consistent, position, fielding.	
	Year 1 - balancing and spins Year 2 - continued focus on agility and coordination	Continuous assessment during each lesson as children perform	Working with partners, kagan groups and house groups	How can I devise a sequence of balances and skills? I can... Perform a twist and then roll Change my pathway after each roll by spinning Knowledge: I know... What a twist is Ways of twisting with different body parts Skills: I can... Change the point of contact in balances by I Twist my body, whilst firstly in motion and then Knowledge: I know... How to perform a fluent routine where work is How to work with others to put out the apparatus Skills: I can... Twist whilst in inversion Perform counter balances against the apparatus Knowledge: I know... What the difference between a turn and a twist How to counter balance using the apparatus Skills: I can... Work in synchronisation with a partner to perform Work with a partner in counter balance and c Knowledge: I know... How to coordinate movements at the same time What the difference between counter balance Skills: I can... Mirror the moves of my partner Create a sequence of work with a clear start Knowledge: I know... How to up-level my work How to use transitional movements to link my	Sequence Twist Roll Spin Points Patches Apparatus Balance	Collaboration